



PATRICK HENRY COLLEGE

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ACCREDITATION

Patrick Henry College is a member of the Transnational Association of Christian Colleges and Schools (TRACS) [15935 Forest Road, Forest, VA 24551; Telephone: 434.525.9539; e-mail: info@tracs.org] having been awarded Reaffirmation I of its Accredited Status as a Category II institution by the TRACS Accreditation Commission on April 3, 2012; this status is effective for a period of ten years. TRACS is recognized by the United States Department of Education (USDE), the Council for Higher Education Accreditation (CHEA) and the International Network for Quality Assurance Agencies in Higher Education (INQAAHE).

AUTHORIZATION TO OPERATE

The State Council of Higher Education for Virginia has awarded Patrick Henry College a Certificate to Operate an Institution of Higher Education authorizing the College to offer degrees, courses for degree credit, or programs of study leading to a degree, in the Commonwealth of Virginia.

The State Council of Higher Education for Virginia is the Commonwealth's coordinating body for higher education and is located at 101 North Fourteenth Street, Richmond, VA 23219. The Council's phone number is (804) 225-2600.

From the Chancellor



Whenever I'm asked about the mission and vision behind Patrick Henry College, I find myself returning to my life verse, Micah 6:8: "He has shown you, O man, what is good; And what does the LORD require of you but to do justly, to love mercy, and to walk humbly with your God?"*

It is a passage that I believe undergirds not only the College and its programs, but also forms the basis of my prayer each day for every student.

Each day I pray that our students would take care to "do justly" in all of its facets. The concept of justice—essentially, making decisions with true impartiality according to proper standards of right and wrong—extends far beyond the field of law. My prayer is that this abiding principle of law would guide our students throughout their lives, that all of their key decisions would derive from that which is right, and just, and impartial, never pandering to a spirit of favoritism.

It is also my fervent hope that, for the balance of their lives, students who attend this College would develop a genuine love of mercy. Within the realms of leadership, influence and public service into which many of them are certainly bound, this quality is essential. As Christian leaders, we must be the first to forgive—without condition, without reservation. As those who would shape the culture for Jesus Christ, we must reach out with compassion to the weak and the lost, adopting the mind of Christ and seeing the world through the eyes of the alienated, the struggling, and the disenfranchised. Only by cultivating true mercy in our hearts will we ever reach the culture.

I especially pray that, in the course of outstanding achievements and successes to follow, PHC graduates would settle it in their hearts to walk humbly with their God. In this age of rampant individualism and self-promotion, simple humility is often lost. I pray that while forging careers and ministries, and pursuing excellence in all that they do, our students sensitize their hearts to God's leading and submit themselves to the interests of others. Humility cleanses, heals, and instills in the worker a selfless desire to love and to serve.

Among the students and graduates of Patrick Henry College, I pray that these principles would resonate with exquisite clarity and purpose. I watch in amazement as God leads, nurtures, and calls many of our students into unique opportunities and positions of leadership. So as we embrace our various callings with a keen sense of stewardship, may we never forget the words of our Lord Jesus Christ: "For everyone to whom much is given, from him much will be required; and to whom much has been committed, of him they will ask the more" (Luke 12:48b).*

Our College community has been truly blessed. I rejoice that our students are, with sharpened minds and elevated spirits, freely pursuing the worthy pursuits our Lord has appointed them. We have pledged to train you to impact the nation and shape the culture for Christ. As you pursue knowledge and excellence at Patrick Henry College, may you do so out of an intimate and humble walk with the Lord. He alone can sustain us.

For Christ & For Liberty,


Michael Farris

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From the President



“The fear of man is a snare,” but “the fear of the Lord is the beginning of wisdom; a good understanding have all those who practice it.” (Proverbs 29:25; Psalm 111:10)

At Patrick Henry College we believe in fearless learning, because we start with Jesus Christ, the one in whom “all things hold together.” (Colossians 1:17) We recognize that the mind and the spirit are allies, that the pursuit of truth and the love of God reinforce each other, and that human knowledge can form a harmonious whole when it is anchored in the Bible.

The faculty at Patrick Henry College equip students to know the world clearly, and to see it, as much as possible, the way God sees it—which is the way it really is. In the face of today’s “postmodern” relativism, they insist on accountability to facts, defending reason because of faith. They are not afraid of facts, because ultimately the facts are always on God’s side. The fear of the Lord excludes the fear of true knowledge.

That’s why Patrick Henry is a classical Christian liberal arts college. What this means is that every student gets a foundation in rigorous classical learning, reads the great texts, and grapples with the full range of ideas, both good and bad, that have dominated our civilization. We give students skills that enable them to “test all things” and “hold fast that which is good.” (1 Thessalonians 5:21) This process culminates in specialized majors and in apprenticeship opportunities where they apply their skills and begin to explore a calling in a workplace setting.

I joined Patrick Henry College because I saw the evidence of its classical educational model embodied in its students and graduates. Because of their classical education, Patrick Henry students are intellectually adventuresome. They are articulate, challenging, and oriented toward high achievement. Thus far they remind me of students whom I knew when I was on the faculty at the University of Pennsylvania and when I was at Princeton’s Institute for Advanced Study. But they differ in one critical respect: unlike typical Ivy Leaguers, PHC students seek to love God with their whole hearts, and, at their best, they are not striving toward personal success and recognition but toward the fulfillment of God’s calling in their lives—whatever that turns out to be. I love our students because they are yielding their many strengths to the Master’s service.

The Lord is able to deploy such people for maximum impact in the culture around us. In fact, this is already happening, and I predict that Patrick Henry College graduates will be making a remarkable difference for the Kingdom of Christ in our world in the decades ahead. More importantly, they will be readying themselves and their families for eternity. Psalm 111:10, highlighted above, speaks of the “good understanding” that is achieved by those who practice “the fear of the Lord.” But it concludes on an even more important note: “His praise endures forever.”

Please join me in fostering the praise of the Lord here at Patrick Henry College!

Sincerely,

A handwritten signature in black ink, which appears to read "Graham Walker". The signature is fluid and cursive.

Graham Walker, Ph.D.
President

From the Provost



In the over two decades I have spent in Christian higher education and as a cultural critic, I would sometimes fantasize about my ideal Christian college: It would be of the highest academic quality. It would attract the best and the brightest of Christian young people. It would have a classical liberal arts curriculum. It would be solidly committed to the Word of God and to the whole range of truth that the Bible opens up to us. It would equip Christian students to take on the secularists in their own terms and to influence our culture as the great Christian writers, artists, thinkers, and statesmen did in the past.

I wondered, why couldn't there be a college like that? I yearned for there to be a college like that. And then I discovered Patrick Henry College.

People have asked me why I came here, trading my relatively easy routine as a teacher, writer, and journalist for the arduous responsibilities as Provost, in which I have to oversee both the college's academic program and student life. The answer is that the college aspires to everything that I have longed for in Christian higher education.

Though, of course, we are all constantly falling short of our ideals, though problems get in the way, and though building a great college is a long work in progress, I am seeing that, on many levels, Patrick Henry College really does live up to its high calling.

As Provost, I have many administrative duties, both in academics and in student life, but I have also assigned myself to teach a class each semester. This has become the best part of my job. As I work with PHC's engaged and insightful students in the classroom and as I help implement PHC's rich and stimulating curriculum, I am seeing the purpose of the school put into action: "To prepare Christian men and women who will lead our nation and shape our culture with timeless biblical values and fidelity to the spirit of the American founding."

Sincerely,

A handwritten signature in black ink that reads "Gene Edward Veith". The signature is written in a cursive, flowing style.

Gene Edward Veith, Ph.D.
Provost

2012-2013 Academic Calendar

FALL 2012

August

- 3, Friday Student Account Payments Due
- 14, Tuesday New Student Move-In & Check-in
- 14-17, Tuesday – Friday . . . New Student Orientation
- 16-17, Thursday – Friday . . . Returning Student Move-in
- 20, Monday First Day of Fall Classes, Drop/Add Begins
- 28, Tuesday Last Day to Drop/Add Classes

September

- 3, Monday Labor Day – No Classes
- 21, Friday PHC Faith and Reason Lecture – No Classes
- 28, Friday Last Day to Withdraw from a Class without Pass/Fail Record
- 28, Friday Last Day to Apply for May 2012 Graduation

October

- 5-6, Friday- Saturday Homecoming Weekend
- 15, Monday Registration for Spring Semester Begins
- 26, Friday Registration for Spring Semester Ends

November

- 2, 5-6, Friday - Tuesday Fall Break – No Classes
- 16, Friday Last Day to Withdraw from a class
- 21-23 Wed – Friday Thanksgiving Break – No Classes

December

- 5, Wednesday Last Day of Fall Classes
- 6-7, Thursday - Friday Reading Days
- 10-13, Monday - Thursday Final Exams
- 14, Friday Dorms Close at 5PM

SPRING 2013

January

- 3, Thursday Student Account Payments Due
- 7-8, Monday - Tuesday New Student Check-in and Orientation
- 7-8, Monday - Tuesday Returning Student Move-in
- 9, Wednesday First Day of Spring Classes, Drop/Add Begins
- 17, Thursday Last Day to Drop/Add Classes
- 22-24, Tuesday - Thursday Biblical Emphasis Week

February

- 18, Monday Washington’s Birthday – No Classes
- 22, Friday Faith and Reason Lecture – No Classes

March

- 4-8, Monday – Friday Spring Break – No Classes
- 13, Wednesday Last Day to Apply for a December 2013 Graduation Date
- 13, Wednesday Last Day to Withdraw from a Class without Pass/Fail Record
- 18, Monday Fall & Summer Registration Begins
- 28-29, Thursday – Friday Easter Break – No Classes

April

- 1, Monday Classes Resume
- 2, Tuesday Fall & Summer Registration Ends
- 17, Wednesday Last Day to Withdraw from a Class
- 30, Tuesday Last Day of Spring Classes

May

- 1-2, Wednesday - Thursday Reading Days – No Classes
- 3, 6-8, Friday – Wed Final Exams
- 9, Thursday Dorms Close 5 pm for all but Graduation Participants
- 10, Friday Baccalaureate
- 11, Saturday Commencement

SUMMER 2013

May

- 14, Tuesday Student Account Payments Due
- 20, Monday First day of Summer Classes, Drop/Add Begins
- 23, Thursday Last day to Drop/Add Classes

June

- 25, Wednesday Last Day to Withdraw from a Class without Pass/Fail Record

July

- 4, Thursday Independence Day – No Classes
- 24, Wednesday Last Day to Withdraw from a Class

August

- 2, Friday Last Day of Summer Classes
- 5-6, Monday - Tuesday Final Exams



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Introductory & Foundational Information

INTRODUCTION

Patrick Henry was one of the first leaders in America to articulate a clear call for freedom. His vision was based on his strong Christian faith, morality, the education he received from his father, and the experience he gained through apprenticeship. Patrick Henry was chosen as the name of the College to celebrate the liberty that comes when articulate Christians courageously stand for what is right.

Thus, Patrick Henry College is not a typical college. It has arisen out of the ideals and dreams of thousands of parents and students who wanted to find a better way to prepare for a career and adult life. Most of these parents were involved with the Christian home schooling movement. In the late 1990's, when Mike Farris and the leadership of Home School Legal Defense Association first began making plans for Patrick Henry College, their goal was to recapture the elements that prepared early American statesmen: apprenticeship and a "classical liberal arts" education.

Patrick Henry College blends the high academic excellence of the classical liberal arts with the practical methodology of apprenticeship. This blending reclaims the educational tradition that equipped many of America's founding fathers. In returning to this time-tested academic tradition, Patrick Henry College seeks to produce new leaders who, like the founding fathers, are trained in the traditions of freedom, equipped with the skills of leadership, and instilled with the character of Christ and His Word.

America's greatest days have always been influenced by a righteous remnant of capable leaders who understood their nation, its history, their own times, and the timeless principles of Almighty God. Patrick Henry College aspires to train that righteous remnant of leadership, based on a firm conviction that America's greatest days are yet ahead.

THE HISTORY OF PATRICK HENRY COLLEGE

Patrick Henry College was founded in 2000 with a vision to restore America by educating the best and brightest Christian young people to take their place as future leaders of the nation and its culture.

The founder of the College, constitutional attorney Michael Farris, had established the Home School Legal Defense Association in the 1980s. Home-school parents frequently asked him about colleges: Where was there a college they could trust for Biblical teaching, academic rigor, and a nurturing spiritual environment for their gifted young students? In the late 1990s Farris concluded that there was both a need and an opportunity for a college like Patrick Henry College.

A unique curriculum was designed, featuring an extensive core curriculum in the classical liberal arts and also an apprenticeship component, thus giving students both a strong academic foundation and practical experience in their fields.

With initial funding provided by the HSLDA and a handful of generous individual donors, Patrick Henry College opened its doors in the fall of 2000 with 8 faculty members and 87 students. Dr. Farris was the president, and government was the only major offered, taking advantage of the many internships and other apprenticeship opportunities in the nation's capital, which is within commuting distance from the campus at Purcellville,

Virginia.

The State Council of Higher Education for Virginia (SCHEV) had granted Patrick Henry College the authority to grant Bachelor of Arts degrees, and in the years ahead approved additional academic programs from both the Department of Government and the Department of Classical Liberal Arts.

The college began attracting national attention for the quality of its academic programs, its Moot Court championships, and the reputation of its interns on Capitol Hill.

In April, 2006, Dr. Farris assumed the office of Chancellor, and Graham Walker was named the college's second President.

In April, 2007, the college received accreditation by the Transnational Association of Christian Colleges and Schools (TRACS), an accrediting agency recognized by the United States Department of Education (USDE), the Council for Higher Education Accreditation (CHEA), and the International Network for Quality Assurance Agencies in Higher Education (INQAAHE).

The Barbara Hodel Center --featuring a new dining commons, a coffee house, a gymnasium, exercise facilities, classrooms, and offices --was opened in the Fall of 2010, greatly enhancing the Student Life offerings on campus. This also allowed for a major library expansion when the former dining hall was converted into a second floor for the library.

Patrick Henry College continues its track record of giving high-achieving Christian students a stellar education, equipping them, in the words of the college mission statement, to "lead the nation and shape the culture," not in a quest for power but in a spirit of service that is motivated by the love of Christ.

CAMPUS

Patrick Henry College is located on a 106-acre campus in rolling Virginia countryside in the foothills of the Blue Ridge Mountains. Leesburg, VA, the nearest commercial area, is about 10 minutes away and Washington DC is 50 minutes east of PHC. The charming town of Purcellville is one of the many small communities in western Loudoun County, an area still dominated by equestrian farms, streams, and open fields.

BIBLICAL FOUNDATIONS STATEMENT

Statement of Faith

The College is, and shall always remain, a Christian institution dedicated to bringing honor and glory to the Lord Jesus Christ in all of its activities. Each trustee, officer, faculty member, and student of the College, as well as all other employees and agents of the College as may be specified by resolution of the Board of Trustees, shall fully and enthusiastically subscribe to the following Statement of Faith:

- A. There is one God, eternally existent in three Persons: Father, Son, and Holy Spirit.
- B. God is Spirit, and those who worship Him must worship Him in Spirit and in truth.
- C. Jesus Christ, born of a virgin, is God come in the flesh.
- D. The Bible in its entirety (all 66 books of the Old and New Testaments) is the inspired Word of God, inerrant in its original autographs, and the only infallible and sufficient

authority for faith and Christian living.

E. Man is by nature sinful and is inherently in need of salvation, which is exclusively found by faith alone in Jesus Christ and His shed blood.

F. Christ's death provides substitutionary atonement for our sins.

G. Personal salvation comes to mankind by grace through faith.

H. Jesus Christ literally rose bodily from the dead.

I. Jesus Christ literally will come to earth again in the Second Advent.

J. Satan exists as a personal, malevolent being who acts as tempter and accuser, for whom Hell, the place of eternal punishment, was prepared, where all who die outside of Christ shall be confined in conscious torment for eternity.

Statement of Biblical Worldview

The Statement of Biblical Worldview is attested to by all trustees, administrators, and faculty.

The Holy Scriptures

The Bible in its entirety (all 66 books of the Old and New Testaments) is the inspired word of God, inerrant in its original manuscripts, and the only infallible and sufficient authority for faith and Christian living. [II Timothy 3:16-17; II Peter 1:20-21; Hebrews 4:12; Psalm 119:11]

The Holy Trinity

The only true and living God exists eternally in three persons: the Father, Son, and Holy Spirit, each having precisely the same divine nature, attributes, and perfections. [Deuteronomy 6:4; Matthew 28:19; John 10:30]

God's Being

God is a self-existent and transcendent spirit, who is incomprehensibly holy, righteous, good, just, omnipotent, omniscient, wise, omnipresent, loving, gracious, and faithful. He alone is worthy of, and requires, all worship. [John 4:24; Exodus 3:14; Exodus 20:3-6; Isaiah 6:3; Psalm 96:13; Psalm 139:3-10; I John 3:20; I John 4:7-8; Jeremiah 9:24; I Timothy 6:15-17]

God's Creative Works

God created the heavens and the earth, and all that is in them for His own good pleasure. He has absolute sovereign authority and control over all His creation and sustains it by His gracious providence. Humans and each kind of organism resulted from God's distinct and supernatural creative intervention and did not result from a natural evolutionary process, nor from an evolutionary process that God secretly directed. In particular, God created man in a distinct and supernatural creative act, forming the specific man Adam from non-living material, and the specific woman Eve from Adam. The first man and woman were therefore the progenitors of all people, and humans do not share a common physical ancestry with earlier life forms. [Genesis 1:1-2:4; I Chronicles 29:11; Psalm 23; Psalm 104; Colossians 1:16-17]

Jesus Christ

Jesus is the Son of God, the second person of the Holy Trinity, the promised Messiah and the Savior of the world. He humbled Himself by becoming fully human, while remaining fully God, was born of a virgin and lived a perfect, sinless life. Having redeemed us by His shed blood and death on our behalf, and having risen bodily from the dead, He later ascended into heaven. He now sits at the right hand of the

Father as Lord and Head of His body, the church, awaiting the day when He will return bodily to earth. [John 1:1, 14; Luke 2:1-21; Galatians 4:4; Philippians 2:5-10; Colossians 1:13-20; Colossians 2:8-12; John 19-20; Acts 1:9-11; Revelation 20:1-6]

The Holy Spirit

The Holy Spirit is fully God, the third person of the Holy Trinity, who convicts the world of its sin and guilt. He is the Comforter and Counselor who indwells all believers, teaching them, giving them the ability to seek after God, and interceding in their prayers. [John 14:15-27; John 16:7-15; Romans 8:1-27; Galatians 4:16-26]

Man

Mankind was created in the image of God, free from sin and death, designed to glorify God and to enjoy a deep, personal fellowship with Him forever. However, sin entered the world when Adam and Eve disobeyed God, and it is now inherent in the nature of all people. Although each person still carries the image of God, all are separated from God by their sin and in need of salvation. Human life begins at conception; it is a gift from the Creator, sustained by His grace and to be taken only upon His authority. Abortion and euthanasia are sins and violations of the public good. [Genesis 1-3; Acts 17:28; Romans 3:23; Romans 5:12-14, 17-21; Romans 6:23; Genesis 9:6; Exodus 20:13; Psalm 139:13-16]

Salvation

God reconciles to Himself, redeems from sin, and freely gives eternal life to each person who repents of his sin and places his faith in Jesus Christ alone for salvation. Christ's substitutionary death paid for the sin of mankind, once for all. Salvation is solely by grace, solely through faith in Jesus Christ alone; it is a free gift of God, not earned on the basis of human merit or works of any kind or degree. [John 1:12; John 3:16; Acts 17:30; II Peter 3:9; Ephesians 1:7-8; Ephesians 2:8-9; I Corinthians 15:20-22; II Corinthians 5:17-21; Romans 6:23; Hebrews 10:1-10; I John 5:11-13]

Sanctification

All those who have been saved from the penalty of sin are new creations in Christ, and have the privilege and obligation of growing in holiness, conformity to Christ, and obedience to His word, by the power of the indwelling Holy Spirit. [II Corinthians 5:17; Ephesians 4:22-24; Romans 12:1-2; I Peter 1:13-2:3; Romans 8:5-17; Galatians 5:13-25; Philippians 3:7-14]

Social Institutions

God has ordained three primary social institutions to order human affairs: the family, the church, and civil government. Each of these institutions honors God when it operates under the principles of His word within its God-given scope of authority:

Marriage and Family

The Lord is the author of the union of marriage, made evident when He provided a companion for the first man, Adam. This design resembles the unique relationship of Christ and His bride, the church. Therefore, marriage is a sacred God-made union between a man and a woman, which is to be separated by no man. It is to model the reverence, love, sacrifice, and respect exemplified by Christ for His bride. Husbands are the head of their wives just as Christ is the head of the church, and are to love their wives just as Christ loved the church and gave Himself

up for her. Human sexuality is a great blessing created by God to be enjoyed within the context of a monogamous marriage between a man and a woman; any sexual conduct outside the parameters of marriage is sin. One of the many blessings of marriage is children, a gift from the Lord. Children are given to parents to nurture and educate, for the primary purpose of teaching them to love God with all their hearts, and inculcating in them a desire to fulfill this same purpose in the next generation. Parents remain responsible before God for the training and upbringing of their children, even when they delegate some of that work to others. [Genesis 2:18-24; Ephesians 5:21-33; Isaiah 45:5; Exodus 20:14; Galatians 5:19-21; Romans 1:24-28; Psalm 127:3-5; Deuteronomy 11:18-21]

The Church

Christ's church has a unique role in society, which only it can fulfill. God requires the church to be salt and light to the world, bringing the message of salvation and discipleship to individuals, and ultimately to nations. This duty to promote godly values includes the following:

- boldly but respectfully speaking truth in power and love to encourage government to adhere to principles of biblical morality; and
- encouraging all citizens to practice charity, lawfulness, justice, mercy, and other civic virtues necessary for the government of free peoples. [Proverbs 29:2, 4, 14, 18; Proverbs 28:4, 19, 27; Proverbs 31:8-9; Micah 6:8; Matthew 16:18-19; Matthew 28:19-20]

Civil Government

God Himself has ordained government and commands that everyone must submit to government; moreover, there is no authority except that which God has established. [Romans 13:1-5] Consequently, he who rebels against lawful authority is rebelling against what God has instituted, and those who do so will bring judgment upon themselves. It is necessary to submit to government, not only because of possible punishment but also because of conscience. We are to pray for all who hold public office, that we may live peaceful and quiet lives in all godliness and holiness. [Proverbs 14:34-35; I Timothy 2:1-2] Some governments are not legitimate; some authorities are not lawful. [Hosea 8:1-4] These are governments that do not recognize or that choose to ignore that human beings are created in God's image and therefore are entitled to the enjoyment of certain rights and responsibilities that inhere in their nature. Such societies and such governments are under God's judgment. [Jeremiah 18:7-10]

Nevertheless, there is a proper way to rectify this situation. In keeping with scriptural principles and the American Declaration of Independence, we recognize that "Prudence, indeed, will dictate that Governments long established should not be changed for light and transient Causes; and accordingly all Experience hath shewn, that Mankind is more disposed to suffer, while Evils are sufferable, than to right themselves by abolishing the Forms to which they are accustomed." But when such a government 1) commands disobedience to God, 2) enjoins the right and duty of human beings to worship God, 3) denies other God-ordained rights by extreme oppression and tyranny, or 4) "when a long Train of

Abuses and Usurpations, pursuing invariably the same Object (tyranny), evinces a design to reduce them under absolute Despotism" it is the right and duty of godly men and women "to throw off such Government, and to provide new Guards for their future Security." Importantly, this action must be taken in accordance with God's laws and in submission to other legitimate authorities, anarchy being as illegitimate as tyranny. [Jeremiah 32:32-35; Acts 5:29]

While there are various types, scopes, and levels of government, there are some basic principles that God requires all general governments to follow. [Jeremiah 18:7-10] Moreover, there are other principles that, while not commanded, ought to be followed. All of these principles are derived from the tenor of the whole of scripture and from God-given reason, which makes plain the fact that human beings are created in God's image and should live as He intended human beings to live-in ordered liberty-and not as beasts subject to ownership and coercion; and that they should govern themselves in equal submission to the laws of nature and nature's God. [Genesis 1-2]

Therefore:

- governments must establish their legitimacy upon the will of a self-governing people; [Deuteronomy 17:4-10]
- government's first duty is to protect the life, property, and other God ordained, inalienable rights of the citizenry; [Genesis 9:6; Exodus 20:13; Acts 5:1-4; Ezekiel 46:18; Genesis 34:10; Luke 10:7; I Timothy 5:18; Romans 4:4]
- governments must operate under the rule of law, diligently applying the same legal rules and sanctions without regard to any individual's power or stations in life; [Romans 2:11] and,
- a national government, in order to defend self-governance, must be the highest level of legitimate human governance and must defend the sovereignty of the nation constituting it. [Genesis 11:1-9; Deuteronomy 17:14]

COLLEGE PRINCIPLES STATEMENT

The following statements comprise the College Principles:

- Statement of Mission and Vision
- Statement of Doctrinal Neutrality
- Christian Philosophy of Education
- Distinctives and Nonnegotiable Principles
- Biblical Worldview Applications
- Objectives: Institutional Objectives and Profile of a Patrick Henry College Graduate
- Statement of Ethical Values and Standards

Statement of Mission and Vision

The Mission of Patrick Henry College is to prepare Christian men and women who will lead our nation and shape our culture with timeless biblical values and fidelity to the spirit of the American founding. Educating students according to a classical liberal arts curriculum and training them with apprenticeship methodology, the College provides academically

excellent baccalaureate level higher education with a biblical worldview.

The Vision of Patrick Henry College is to aid in the transformation of American society by training Christian students to serve God and mankind with a passion for righteousness, justice, and mercy, through careers of public service and cultural influence.

Statement of Doctrinal Neutrality

Patrick Henry College welcomes all people who have a personal relationship with Jesus Christ and who take seriously the claims of the inerrant Word of God. We have written our Statement of Faith to be inclusive of many doctrinal and denominational traditions. Many of our faculty and students are Baptist, Reformed, Lutheran, Pentecostal, Nazarene, and a great variety of other church traditions. Patrick Henry College does not take sides on certain doctrinal matters that often separate such groups of believers. Our students are fully engaged in robust, informal discussions on these matters. But the College itself is neutral on the doctrinal distinctives which go beyond the points covered in our Statement of Faith and are outside the mission of the College. We want all students and faculty from this wide community to feel welcomed and encouraged. We particularly want parents to have the assurance that PHC will not seek to undermine the traditions of their family's faith.

Christian Philosophy of Education

All things were created through him and for him. And he is before all things, and in him all things hold together. (Colossians 1:16b-17)

The Mission of Patrick Henry College is to prepare Christian men and women who will lead our nation and shape our culture with timeless biblical values and fidelity to the spirit of the American founding. Educating students according to a classical liberal arts curriculum and training them with apprenticeship methodology, the College provides academically excellent baccalaureate level higher education with a biblical worldview.

- Mission Statement of Patrick Henry College

“The purpose of Christian education is always twofold,” according to Robert Littlejohn and Charles Evans (2006). “We want our students to grow spiritually, intellectually, and socially, and we want them to foster similar growth in society” (p. 18).

To be of any earthly good, a person must understand the world around him and recognize what it needs. He must be capable of discerning between what is true and good and beautiful in society and what is not, and he must be empowered to make a difference through perpetuating the former. In short, he requires wisdom and eloquence. Our activist must understand himself to be the inheritor of a dependable tradition of wisdom (rooted in a transcendent, authoritative source) that he has the responsibility to steward and to articulate to his contemporary world. (Littlejohn & Evans, 2006, p. 18).

In this formulation, “wisdom” refers to the Spirit-informed understanding of all of life, and “eloquence” refers to the ability to communicate that understanding persuasively to others and thus to impact the culture. These two goals have always

been a hallmark of classical education. Johann Sturm, the great Reformation educator, said that the goal of his Christian academy was to instill “a wise and eloquent piety” (Spitz & Tinsley, 1995). To achieve this end, Sturm built his academy around the classical liberal arts.

“The liberal arts tradition positioned faith squarely in the center of human identity,” according to Littlejohn and Evans (2006). “The purpose of education in such an intellectual economy was to deepen spiritual understanding through belief in an open, divinely ordered universe as a necessary means of understanding oneself and one’s place in the world” (pp. 24-25). A distinctly Christian appropriation of the liberal arts puts Christ at the center, as the *logos* through whom all things were made (John 1: 3) and in whom “all things hold together” (Colossians 1:17). This is why, in the classical Christian liberal arts, theology—the knowledge of God, as revealed in His word written and incarnate—was always considered the “Queen of the Sciences.”

Patrick Henry College has as its mission the cultivation of “timeless Biblical values” and the formation of leaders equipped to “shape our culture”; that is, to “wisdom” and “eloquence.” Thus, PHC has adopted the educational model of the classical Christian liberal arts.

On the Classical Liberal Arts

In their book *The Learning of Liberty: The Educational Ideas of the American Founders*, Lorraine and Thomas Pangle (1993) show how the American founders predicated the success of their enterprise on a particular approach to education: the classical liberal arts. People who are to govern themselves must be educated, they reasoned. Furthermore, people who are to be free must be given an education that equips them for freedom. “Liberal” education, for the founders, was essential for “liberty.”

The ancient Greeks and Romans had one kind of education—pragmatic, technical, job-oriented—for their slaves, equipping them to serve their masters and to contribute to the economy (Joseph, 2002). They were given a “servile” education, from the Latin word *servilis*, meaning “worthy of a slave.” But free citizens of the Greek democracy or the Roman republic needed to cultivate all of their human powers, developing skills of thinking and communication to enable them to contribute fully to the *polis* of which they were a part. To this end, the Greeks and Romans developed a “liberal” education, from the Latin word *liberalis*, meaning “worthy of a free man” (Glare, 1983).

But it was not Greeks and Romans but Christians who systematized—and Christianized—liberal education. It was the church father Cassiodorus in the 6th century who first drew up the Seven Liberal Arts: the *trivium* of grammar, logic, and rhetoric; and the *quadrivium* of arithmetic, music, geometry, and astronomy.

Medieval theologians, in inventing the university, added to the liberal arts (the skills of the human mind) the three liberal “sciences” (the realms of knowledge): natural science (knowledge of objective reality, including empirical science and philosophy); moral science (knowledge of human beings, including history, government, and law); and theological science (knowledge of God, including Scripture and theology). This is the context for hailing theology as the “Queen of the Sciences,” since God is the source and the foundation for all knowledge and, hence, all education (Kimball, 1986).

The Renaissance was sparked largely by a rebirth of classical learning, focused not just on the logic of the scholastics but the rhetoric of the Greeks (Kimball, 1986). The classical liberal arts principle of returning to the sources led, in the field of theology, to a re-emphasis on the Bible, and thus to the Protestant Reformation. And when Luther and Melancthon planned the Reformation schools, to enable all Christians to read the Bible, they designed them so that not just the elite but the masses would not just learn to read but would also receive a “liberal” education (Faber 1998). And while acknowledging the Aristotelian notion that liberal education pursues knowledge as an end in itself, Luther related the concept to his doctrine of vocation. He maintained that cultivating one’s God-given talents by means of the liberal arts can equip Christians for whatever arena of love and service to the neighbor that God calls them to (Veith, 2006).

Classical liberal arts education flourished again with the neo-classical movement of the 18th century and was instrumental in the nation’s founding (Pangle & Pangle, 1993). But it gradually faded in the 19th century, and in the 20th century was largely supplanted by Dewey’s Progressive education. The liberal arts came back somewhat in the 20th century in higher education with core curricula and “Great Books” programs. And yet, the original conception of the liberal arts has been all but lost, as the common, coherent, wide-ranging curriculum of the liberal arts has given way to narrow academic specialization. In many, if not most, institutions, even the core curriculum has become fragmented, with students choosing from a menu of isolated classes that have little to do with each other and little to do with the intentional cultivation of the human mind.

Recently, not only the liberal arts but the *classical* liberal arts have been rediscovered by Christians endeavoring to create an alternative kind of education for their children than that offered in mainline secularist schools. Douglas Wilson (1991) pioneered an approach to Christian education built upon the *Trivium* of grammar, logic, and rhetoric. Today, some 200 private Christian dayschools are members of the Association of Classical & Christian Schools (2006), following Wilson’s curriculum and principles. In addition, there are an untold number of classical Christian schools unaffiliated with ACCS, such as those connected to the Society of Classical Learning and various denominational institutions.

Classical Christian education has also become a major curricular model for homeschoolers (Veith & Kern, 2001, pp. 67-81). Jessie Wise and Susan Wise Bauer’s *The Well-Trained Mind: A Guide to Classical Education at Home* (1999) has become a bestseller for W. W. Norton, a major secular publisher. Other widely-used classical resources for homeschoolers include Laura Berquist’s *Designing Your Own Classical Curriculum: A Guide to Catholic Home Education* (1994) and the online tutorials SCHOLA, Escondido Tutorial Service, and the Great Books Academy. There is even a magazine for families pursuing this educational approach, *Classical Homeschooling*.

The dramatic academic success of the classical Christian model—as evident in test scores and student achievement (Veith & Kern, 2001, pp. 25-26)—is highly significant, since an increasing number of Christian young people are now receiving a better education than their secularist peers, which, in turns, equips them for high-level Christian service and cultural influence.

Classical Christian Liberal Arts Education at PHC

Despite the success of homeschoolers and classical Christian schools, few Christian colleges have taken an active part in this educational reform movement. Patrick Henry College was founded specifically to serve the best and the brightest of Christian homeschooled young people. Thus, the classical liberal arts—with a strong Biblical foundation—is at the heart of PHC’s educational philosophy.

PHC has a rigorous and extensive core curriculum of 63 credits plus foreign language. The University of Chicago, which is famed for its liberal arts core, only has 45. The National Endowment for the Humanities, in a project designed to promote liberal education, proposed 50.

The PHC core embraces all seven of the classic liberal arts: grammar (Research and writing; foreign language¹), courses in logic, rhetoric, mathematics, geometry, music, and science (with biology and physics taking the place of the ancient “astronomy”).

In addition, PHC requires two courses in the history of the United States, and two courses in the history of the Western World, two Western Literature courses, two courses in the theology of the Bible, Principles of Biblical Reasoning, philosophy, Constitutional Law, economics, and two courses in Freedom’s Foundations.

The classical liberal arts, of course, is not just a sequence of courses, but a conceptual framework and a methodology. The seven liberal arts cultivate mastery of language (grammar), analysis (logic), communication (rhetoric), aesthetics (music), numbers (mathematics), spatial relations (geometry), and empirics (astronomy) (Veith & Kern, 2001, pp. 11-16). Thus, other courses in a variety of subjects can contribute to this breadth of education.

The liberal arts stress content, the imitation of excellence, the pursuit of knowledge that is valuable in itself, and the exercise of the whole range of talents that God has given. The liberal arts curriculum is broad in scope, but its parts are integrated with each other, as students explore the connectedness of all the disciplines.

The core curriculum embraces the whole range of the content areas, as classified according to the “Natural Sciences” (biology, physics, philosophy), the “Moral Sciences” (history, law, the humanities), and the “Theological Sciences” (the Bible, theology, and the undergirding of every course in Christian truth).

The foundational liberal arts are the Trivium of grammar, logic, and rhetoric. These have to do with mastering language. Grammar is about exploring the structure, rules, vocabulary, and conventions by which language operates. Logic has to do with using the mind to analyze and discover truth, as well as to distinguish between truth and falsehood. Rhetoric is the art of effective communication that persuades others, and is thus a key to cultural influence.

Grammar has to do with basic knowledge; Logic with understanding; Rhetoric with creative personal application. The Trivium is a particularly powerful concept, in that *every subject* can be said to have its grammar (the foundational facts, rules, and information), its logic (the thinking required for

1) Latin and Greek have, historically, been touchstones of classical learning and these are taught on campus; in some programs, PHC accepts other foreign languages as meeting the core requirement.

understanding), and its rhetoric (its original application). In fact, the Trivium's emphasis on knowledge, understanding, and application is a direct parallel to Bloom's Taxonomy, so that an ancient concept of education is confirmed by modern educational psychology. Each part of the Trivium has its appropriate method of learning: grammar by lecture, reading, and practice; logic by dialectic (that is, Socratic questions and discussion); and rhetoric by student performance and application (Joseph, 2002).

At Patrick Henry, classes tend to be heavily oriented to reading (often of the "great books" in the field) (grammar), discussion (logic), and student projects (rhetoric). PHC's emphasis on Apprenticeship (specifically, the internship program) exemplifies the rhetorical dimension of classical education, and it also follows the model of how classical universities prepared young people for their professions, giving them a rigorous grounding in the liberal arts and then sending them out to practice their craft under a master/mentor.

The classical liberal arts core curriculum is a true core. That is, every student in every program takes every class. There is no electivity in the core, which means that professors in the upper level programs can know what their students have already been exposed to—what books they have read, what subjects they have studied, what skills they have developed—so that learning can build on a common foundation.

One objection to having a core curriculum consisting of 63 credits plus foreign language would be that it would seem to necessitate fewer courses in the major program. Actually, though, since Patrick Henry—in another unusual feature—has a restricted number of majors and specialties, this is not necessarily the case.

A number of the core classes tie into the Government major: A two-semester "Freedoms Foundations" sequence, studying issues of government by discussing classic texts on the subject; two semesters of American history; two semesters of European history; Economics; and Constitutional Law do advance the government program in crucial ways. The same holds true for the liberal arts majors, with core classes directly impacting the programs in literature, history, and liberal arts.

The upper division courses also employ a liberal arts methodology. For example, the various Government tracks use the specialized "great books" that have shaped each discipline. Writing at PHC is "across the curriculum," with requirements and formats codified in *A Handbook for Research and Writing*, a college compilation that is taught in the first Freshman writing course and serves as a reference for all courses, including the upper division classes.

Another element of the classical liberal arts, according to Littlejohn and Evans (2006), is a particular "ethos," which they describe as "the essence or the 'feel' of the school as a community of faith and learning" (p. 53).

Ethos is the inarticulate expression of what the community values. It includes the quality of the relationships within the school, the traditions, the professional comportment, the approach to classroom management, the out-of-class decorum, the aesthetic personality of the school reflected in the student and faculty dress codes, the visual and auditory imagery, and the physical plant itself. And ethos is interfused with the academic culture including curriculum, pedagogy, faculty preparation, and student learning. Ethos

is the way in which the school expresses (or doesn't) truth, goodness, and beauty through the experiences of every person who enters our halls (pp. 53-54).

For example, Littlejohn and Evans point out that "the physical environments of our schools are a prime opportunity to teach our students that beauty is something that God values and that ought to characterize all of our lives." They argue that "there is no excuse for schools that purport to teach the absolute values of truth, goodness, and beauty not to make their students' surroundings beautiful" (p. 67).

Patrick Henry College promotes an "ethos" appropriate to its ideals. Students dress professionally. They agree to abide by high standards of ethics and personal conduct. The buildings and furnishings are attractively designed, with allusions to the neoclassical styles associated with our nation's founding. High standards of quality are evident, from the furniture in dormitory rooms to the food in the cafeteria.

Foundational to all of the classical liberal arts as studied at PHC is the Christian faith, which provides a framework and a unifying narrative for all of PHC's classes. Theology at PHC, as at the original classical universities, is the Queen of the Sciences.

The fear of the LORD is the beginning of wisdom; all those who practice it have a good understanding.
(Psalm 111:10)

Far from usurping or limiting learning, God's Word offers a bigger vision of truth than merely human ideologies can provide. It is the standard of truth by which all human ideologies are judged. At the same time, the Christian faith gives a grounding for truth wherever it is found, shows the limits of human ideas in a fallen world, and frees Christians to explore all of learning (Veith, 2003).

A Conceptual Framework for Apprenticeships at PHC

A "liberal arts education" is associated with the pursuit of knowledge for its own sake and is generally contrasted with the practical, job-focused training of "vocational education." Actually, though, liberal arts education has historically been complementary with a very practical approach to on-the-job training: the apprenticeship methodology, which is a distinctive of Patrick Henry College.

The History of Apprenticeships

Though this approach goes back to classical and Biblical times, apprenticeship as a formal educational methodology had its origins in the medieval guilds. A young person would learn a trade or a profession under the tutelage of a "master" in that trade or profession. Working side by side with the master and helping him do his work, the apprentice learned by means of practical, real world experience.

The early universities adopted this model in teaching students the arts and sciences, as reflected in the terminology and the system of degrees that are still used today. College faculties organized themselves along the line of the guilds. Just as the guilds granted licences as the apprentice advanced in his mastery of the profession, students studying under their "masters" were granted degrees. The first level of certification was the "bachelor's degree," the term referring to a junior member of a guild (Bachelor, 1989). With further study, the bachelor could himself become accepted as "master" and would

be given a “master’s degree.”

These universities taught the classical liberal arts. Though professional colleges developed in specialized fields, such as theology, medicine, and law, the foundation for them all was the liberal arts. The liberal arts involved the study of the arts (grammar, logic, rhetoric; arithmetic, geometry, astronomy, music) and sciences (natural science, moral science, and theological science) for their own sake, rather than what we would call “vocational training.” But the broad education of the liberal arts was considered foundational for all professions, which, for the most part, were entered into through apprenticeships.

With the Reformation, the liberal arts were connected to “vocation” in the theological sense, that God calls every Christian to a life of service in the family, the country, and the workplace.

The Reformation was accompanied by an educational explosion, motivated by the necessity to equip all Christians—women as well as men, plow boys as well as nobility—to read the Bible and thus to enter a personal relationship with God through His Word (Deuteronomy 6). Significantly, the Reformation schools and home schools did not stop with teaching basic literacy. They adopted the curriculum and the pedagogy of the liberal arts.

“You parents cannot prepare a more dependable treasure for your children,” said Luther, referring to earthly blessings, “than an education in the liberal arts” (Plass, 1989, § 1319). In his influential educational manifesto, “To the Councilmen of All Cities in Germany, That They Establish and Maintain Christian Schools,” Luther took up the question of whether it is not enough simply to teach people how to read in their own language and concluded that educating children through the liberal arts is particularly beneficial to society. Opposing the monastic view that only “spiritual” callings are legitimate vocations for Christian service, Luther stressed that the “conduct of government” should also be of concern to Christians. “In order outwardly to maintain its temporal estate, the world must have good and skilled men and women, so that the former may rule well over land and people and the latter may keep house and train children and servants aright. Now such men must come from our boys and such women from our girls. Therefore the thing to do is to teach and train our boys and girls in the proper manner” (Luther, 1524).

Luther believed that the “treasure” of the liberal arts prepared boys—and, significantly, girls—for whatever vocation God might lead them to, a calling of Christian service in the world. Luther’s own idea for how this kind of education should be carried out envisioned young people studying the liberal arts and working in a calling at the same time. “My idea is to let boys go to such a school for one or two hours a day, and spend the remainder of the time working at home, learning a trade or doing whatever their parents desired; so that both study and work might go hand in hand” (1524). Luther sought a liberal arts education in which “both study and work might go hand in hand.”

The norm, however, was for young people to study the liberal arts—whether on the primary level or at the university—and then enter their professions, usually through some form of apprenticeship. Universities came to offer special programs in law, medicine, and theology. But even then, neophytes prepared with this more specialized training generally apprenticed themselves to “masters” who mentored them with on-the-job experience.

In America’s early years, young men, including Thomas Jefferson and Patrick Henry, entered the legal profession by becoming apprentices of practicing attorneys (Legal education, 2004). Apprenticeship was also the route to becoming a medical doctor (Medical education, 1996) and to becoming a pastor (Rowden, 1971, pp. 83, 86).

The Apprenticeship methodology is still used in professional training today. Even with the advent of modern medicine, the apprenticeship model survives in medical schools (Glossary of Pediatric Clinicians, 2006) with future doctors put on the hospital floor as “interns” under the supervision of an experienced attending physician. Today’s theological seminaries also often include an apprenticeship phase—variously termed “vicarage year” or “mentored field experience” or “practicum”—in which the pastor-in-training works in a congregation with an experienced pastor. Business schools also generally give students on-the-job experience through internships.

The apprenticeship methodology is at the heart of the distinctive educational approach offered by Patrick Henry College. By offering vocation-related experience and application of classroom learning, apprenticeship is the culmination of PHC’s classical Christian liberal arts curriculum.

Apprenticeship at Patrick Henry College

Apprenticeship at PHC is integrated with the school’s classical Christian liberal arts educational philosophy. Though grammar, logic, and rhetoric are foundational subjects—the Trivium of the classical liberal arts—they also each carry their own pedagogical approach (learning, dialectic, and performance) and can serve as a conceptual framework for a comprehensive education (knowledge, understanding, and application) (Veith & Kern, 2001; Joseph, 2002).

Apprenticeship represents the “rhetoric” stage of the liberal arts. Students, having learned the “grammar” of their disciplines and understanding its “logic,” go on to apply what they have learned in the “rhetoric” of their own creative performance in the field.

Furthermore, because PHC students have been equipped by the core liberal arts curriculum, they tend to have a strong knowledge base (grammar), are skilled in analysis (logic), and can express themselves well in speaking and writing (rhetoric). Thus, as they move into their major programs, where the Apprenticeship Methodology is featured, they are well-prepared to excel in their future callings.

Student Life and the Liberal Arts

The liberal arts make connections between disciplines. They also make connections outside of disciplines, to the formation of free citizens, to the formation of human beings as they live not just to themselves but in relationship with others. And education in the Christian tradition particularly has always been concerned with how the Christian is to live in the world, from facing moral issues to discerning personal vocation --that is, how to live out one’s faith in the various callings of the workplace, the family, the church, and the culture. So a liberal arts education, especially a Christian liberal arts education, is not simply a matter of the classroom but needs to extend into the rest of a student’s life.

In a liberal arts college, that means, among other things, that academics and student life need to be connected with each

other. Patrick Henry College makes a special effort to bring these realms together.

Higher education today tends to segregate and compartmentalize students' academic pursuits from their social life. This often becomes institutionalized with highly professionalized Student Affairs offices and highly specialized Academic Affairs programs existing side by side, but never communicating or interacting with each other. Students, though, must navigate through both worlds in order to have a successful college career.

Much recent scholarship in the area of Student Affairs points to the harmful effects of this compartmentalization. G. S. Blimling and E. J. Whitt (1999) in their attempt to identify best practices in college and university Student Affairs programs decry the "fragmentation and compartmentalization in higher education." (p.11).

Institutions of higher education are becoming more complex, and with that complexity have come a loss in the sense of community and a type of collective disassociation. Students are one of the primary losers in the fragmented educational process presented on many college campuses. (p. 10)

Specifically, Blimling and Whitt are concerned with the chasm between academics and student life: "One of the most troubling potential consequences [of changes in higher education] is the separation of instruction from student services" (p. 6.)

The Carnegie Foundation for the Advancement of Teaching conducted a study of undergraduate education entitled *Campus life: In search of community* (1990) that raised concerns about "an unhealthy separation between in-class and out-of-class activities" (p. 2) with many students "spending little time pursuing intellectual interests outside the classroom" (p.3). The study blamed in part the structure and organization of educational institutions:

Colleges and universities today have become administratively complex. They are often organized into bureaucratic fiefdoms. Especially disturbing, the academic and nonacademic functions are now divided into almost wholly separate worlds, and student life concerns have become the province of a separate staff, with a dizzying array of "services" provided. The question is: How can the overall interests of students be well-served in the face of such administrative fragmentation? (pp. 4-5)

Adrianna Kezar (2001) has studied three ways of remedying the current disconnect between academics and student life: restructuring; planned change; and cultural change. Patrick Henry College integrates academics and student life in all three ways.

Structure. At Patrick Henry College, both Academic Affairs and Student Affairs fall under the jurisdiction of the Provost. (Cf. Crafts, First, & Satwicz [2001] in their study of successful integration of academics and student life at a newly launched college: "As important as any other factor was the reporting line to the provost" [p. 112].)

The Provost approves both Academic Affairs and Student Affairs policies. Both Deans meet together weekly with the Provost for the sharing of information and mutual consultation. This meeting becomes a forum for discussing special student needs (for example, the academic accommodations needed by a student afflicted with Lyme's disease), working out conflicts (for example, scheduling difficulties between a class-sponsored

concert and a student-organized play), and solving problems (for example, student complaints about an academic policy).

Also, the Dean of Student Affairs is an associate member of the Faculty Senate (which consists of the faculty as a whole). The Dean participates in the deliberations, giving the perspective of Student Life. The Dean also participates in Faculty Workshops, including giving presentations on topics such as identifying depression and other problems in students and getting them the help they need.

Students themselves play a significant role in college governance. Students are represented at the Faculty Senate, the Executive Cabinet, and other committees. And the Student Senate can propose policies that are considered according to the Governance Protocol.

Planning. PHC plans educational events and learning activities outside the classroom as part of the regular activities of student life. Some of these are formal activities; others are informal.

Daily chapel activities include formal worship on Mondays, Wednesdays, and Fridays. The President and the Provost schedule speakers who will deliver substantive and challenging content in their messages. Tuesdays are for Christian Study Groups, with the campus community divided into small groups to read and discuss a book together. These are led by faculty and staff, who thus have the opportunity to interact with students outside of a classroom setting. Having the whole campus community engaging the same book --for example, Littlejohn and Evans on the liberal arts in the Christian tradition --provides a common intellectual experience, creates common frames of reference, and promotes an ethos of reflection beyond the classroom. Thursdays are for Wing Chapels, in which students meet in their residence wings for Bible study, worship, and mutual support. These are led by the Resident Assistants, who thus can interact with the students in their wing on a deeper level.

PHC also hosts a number of lectures and seminars throughout the year. Each semester includes a Faith & Reason Lecture, for which classes are cancelled to hear a faculty member and, alternately, a visiting scholar present a paper on a significant issue involving both Christianity and scholarship. This is accompanied by small group discussions, a special all-campus luncheon, and a panel discussion consisting mainly of questions from the student body. In addition, PHC funds the Townhall Lecture series, which brings national speakers from many fields to campus, and the Coffee House Lectures, which feature smaller, more intimate presentations. Then there are seminars throughout the year on topics such as the job search, LSAT preparation, and the like.

Less formally, the RAs operate the Residence Life Programs, the purpose of which "is to promote and advance student learning and development within each of our living areas on campus." Each RA puts on at least one program per semester. Drawing on faculty members and outside facilitators, the topics have included the development of study skills, discussion of health issues, presentations on spiritual disciplines, and particular topics such as "Women and Culture" and story-telling.

Student Affairs also operates the Peer Tutoring Program, which matches students who are on academic probation or who need help with particular subjects with student coaches.

Other Student Services work towards the liberal arts goal of forming whole human beings. The Apprenticeship program brings together academics, student life outside the classroom,

and --since many of our apprenticeships lead to full-time job offers --career exploration. The Dean of Men also serves as Apprenticeship Coordinator and is in charge of Career Services. Faculty members serve as the students' academic advisors. Some professors are also members of the clergy, and they sometimes help students with counseling needs. RDs and RAs are also alert for troubled students, and, when necessary, the Office of Student Affairs refers them to professional counselors.

The coming together of academics and student life is also facilitated in an innovative course entitled PHC491 The Capstone Portfolio. In addition to serving as a forum for new students to learn about and to reflect upon the education they will be receiving at PHC, the course sets up a four-year-process in which students post material that applies to the various goals of the college, particularly the academic, spiritual, leadership, and social profiles of a Patrick Henry College graduate. This enables students to triangulate their holistic development and to document the outcomes of PHC's purposeful integration of learning and life.

Culture. As Kezar (2001) has shown (pp. 68-71), the most important factor in the integration of student life and academics is the campus culture. PHC seeks to create an authentic community of faith and learning.

The core curriculum, which all students take with no electivity, gives students a common academic experience that they can talk about and apply outside the classroom and that draws them together around books and ideas. G. D. Kuh (1996) stresses the importance of creating a common vision of learning and developing a common language. PHC students really do come together around the classical Christian liberal arts, an educational approach that is taught and reinforced throughout the campus culture. And the common language of "*telos*" (the end or purpose), "*vocation*" (the individual calling from God to love and serve one's neighbor according to one's gifts), and "*ethos*" (the entire community climate) can be heard not only

in classrooms and lecture halls but in the coffee shop, the dining commons, and informal conversations.

PHC fosters student responsibility, leadership, and initiative. The college's drama group, Eden Troupe, is entirely run by the students, who put on stellar performances that they themselves have planned, produced, and directed. Student clubs, such as the Libertas Society, bring in their own speakers and also organize social events. Streaming Media is a group for student filmmakers. PHC students also tend to be activists, getting involved in groups such as the International Justice Mission, which battles human trafficking. Even academic-related activities, such as the award-winning debate and Model United Nations teams, depend heavily on students to handle logistics and coaching.

The student culture includes a statement of community standards and an honor code, which students agree to uphold. Students also follow a dress code during class times to underscore the seriousness of academic pursuits and to cultivate a sense of professionalism. Student disciplinary issues are handled in a way to encourage personal responsibility, appealing to a sense of honor, Christian integrity, and love of neighbor, as opposed to a system of external control and forced compliance to external rules.

The concept of *ethos*, as described in Littlejohn and Evans (2006), which is quoted earlier in this statement of the college's philosophy of education, describes well the inter-relation of every facet of an institution committed to giving students a liberal arts education. Again, *ethos* "includes the quality of relationships within the school, the traditions, the professional comportment, the approach to classroom management, the out-of-class decorum, the aesthetic personality of the school." Student life, no less than the academic programs, shapes the ethos of PHC as a community devoted to both faith and learning.



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DISTINCTIVES & NONNEGOTIABLE PRINCIPLES

Distinctives

Officially opened in a dedication service on September 30, 2000, Patrick Henry College is a distinctly Christian institution of higher education based on a vision for the future which draws on America's past. This includes:

Christian Mission

PHC is committed to higher education as a Christian mission. The institution is non-denominational, but is grounded in all areas on the Lordship of Jesus Christ and a high view of the Word of God. Trustees, administrators, faculty, staff, and students share this faith commitment. Each and every faculty member is pledged by contract to undergird all of his teaching with a biblical worldview.

Academic Excellence

Patrick Henry College promotes academic excellence through the leadership of highly-qualified faculty; a robust classical liberal arts curriculum with a rigorous common core and upper-division apprenticeships; high-caliber academic facilities; and an outstanding library. Moreover, the College is accredited by a national institutional accrediting agency.

Financial Independence

As a matter of institutional conviction, Patrick Henry College operates on the basis of two guiding financial principles. First, the College does not want to be obligated to any lender and is committed to operating without debt, adding new facilities and programs only as funds are raised. Second, the College is governed by its Board of Trustees according to its Fundamental Statements; therefore, the College will not accept any funding which includes terms which supersede the Board's authority or conflict with these Fundamental Statements, and will not accept government funding of any kind. (The College's tax-exempt status and its ability to receive tax-deductible gifts do not constitute government funding.)

Apprenticeship Methodology

In addition to traditional classroom experiences, PHC integrates elements of practical professional experience into its curriculum to prepare graduates for the realities of the contemporary workplace. For example, the Government major's policy tracks implement apprenticeship methodology through a "directed research" component, which establishes relationships between students and outside work sites (congressional offices, political campaigns, etc.), funneling research and writing assignments through faculty members for hands-on monitoring and mentoring. Some students in the Classical Liberal Arts major have combined their proficiency in classical language with curriculum development in order to write an elementary Latin textbook for teaching 8-to-12-year-old students.

Virtue-Centered Campus Life

Patrick Henry College strives to assist students in reaching their highest and best in their relationships with God, their families, and civil society. Virtue, rather than vice, is the goal of campus life.

Classical Liberal Arts Core Curriculum

Patrick Henry College's general education program emphasizes a classical approach to liberal arts education, including biblical

studies, logic, rhetoric, philosophy, ancient and modern foreign languages, science, mathematics, Western civilization, American history, and a study of the great works of Western literature. The majors in the Department of Classical Liberal Arts continue these studies.

Outreach to Home Educators

PHC has designed its programs to resonate with the values of the Christian home school movement; however, this approach is not meant to exclude students who have attended public or Christian schools. PHC is open to all who share our values and approach to higher education. The independent thought, creativity, and strong work ethic which typically characterize home schooled students are hallmarks of PHC as well.

Nonnegotiable Principles

1. Patrick Henry College will remain true to the Word of God, as evidenced by our Statement of Faith, our Statement of Biblical Worldview, and the permeating presence of the biblical worldview in every course.

Our ultimate test of fidelity is to the Word of God—the Holy Bible. However, the College has wisely determined that it is important to establish certain bedrock interpretations of the Word that are not easily changed over time.

These interpretations are found in two documents that are central to the College. The Statement of Faith is the most fundamental document of the College. All those associated with the College are required to sign and adhere to the Statement of Faith—students, faculty, staff, and trustees. The Statement of Faith may not be changed except by a unanimous vote of the Board of Trustees. The Statement of Biblical Worldview is an equally critical document, although the group required to adhere to its provisions is much smaller. Only faculty, senior administration, and trustees are required to adhere to the Statement of Biblical Worldview. We do not require students to sign this document at any time. This represents the philosophy of what will be taught, not what is required to be believed by students. Patrick Henry College embraces the practice of open inquiry for students within the boundaries of the Statement of Faith. For faculty, we embrace the principle of academic freedom within the boundaries of both the Statement of Faith and the Statement of Biblical Worldview.

2. Patrick Henry College is a non-denominational Christian institution.

The College neither has nor seeks any denominational affiliation. This includes an avoidance of doctrinal stands that divide those within the evangelical community. We identify with those individuals from a great variety of churches and denominations who hold to the principles set forth in our statement of faith. We anticipate that there will be individuals from nearly every Christian denomination who share our interpretation of the essentials of the Christian faith, including a high view of the deity of Jesus Christ, the literal inspiration of the Word of God, and the necessity for individual salvation through faith in Jesus Christ alone.

3. Patrick Henry College is neither a church, nor a family. We are here to support these two institutions in the lives of our students, not supplant either of them.

Our support for the local church begins with both our requirement that students attend a local church on Sunday

as well as our purposeful decision to not create our own campus church with its own Sunday services. We support the continuing role of the parents in the lives of our students in ways that are unique. For example, we send a copy of the semester grades to parents (when the student is a financial dependent). We also support the parents' role in courtship.

4. Patrick Henry College offers challenging academics in a model that blends a Christian approach to classical education with real-life experience.

PHC offers world-class academic excellence in an educational model that embraces both a rigorous, classically-oriented core, together with a rigorous major that includes a full complement of classroom instruction and apprenticeship-based experience in real-life learning in the field of the major.

5. Patrick Henry College is committed to accountability through the accreditation process provided there is no compromise in biblical principle.

6. Patrick Henry College seeks to avoid debt and declines any form of government funding.

7. Patrick Henry College will preserve its special relationship with the home schooling community while actively seeking other students who have attended public and private schools.

PHC arose out of the Christian home schooling movement and will seek to continue to be the most home schooling-friendly college in the nation. However, PHC always welcomes students from other forms of high school education.

8. We believe that racial discrimination violates both the spirit of the Word of God and the hard lessons learned in the American republic.

The College's admissions and hiring processes neither ask for nor consider racial information. We have committed ourselves to not discriminate on the basis of gender, national origin, or disability status. We choose to limit our student body, board, and staff to those who are committed to our statement of faith. PHC is committed to a non-discriminatory policy in so far as it is consistent with our statement of faith. The practice of homosexual conduct or other extra-marital sexual relations is inconsistent with our faith position.

9. Patrick Henry College will expect its students to adhere to behavioral standards that are consistent with our Christian foundation.

While we seek to avoid rules that suggest legalistic righteousness, for the good of institutional order and to convey a message that is consistent with the community we represent, we will always have student rules of conduct that will set us apart from the amoral, secular world.

10. Patrick Henry College is committed to being a vibrant member of the community of Purcellville, Virginia.

The College is committed to its current location and will endeavor to be the marquee institution of a wonderful small town that is strategically located on the edge of the Washington, D.C., metropolitan community. We wish to be a blessing and a participant in the affairs of the Purcellville community.

Biblical Worldview Applications

Creation

Any biology, Bible, or other courses at PHC dealing with creation will teach creation from the understanding of

Scripture that God's creative work, as described in Genesis 1:1-31, was completed in six twenty-four hour days. All faculty for such courses will be chosen on the basis of their personal adherence to this view. PHC expects its faculty in these courses, as in all courses, to expose students to alternate theories and the data, if any, which support those theories. In this context, PHC in particular expects its biology faculty to provide a full exposition of the claims of the theory of Darwinian evolution, intelligent design, and other major theories while, in the end, to teach creation as both biblically true and as the best fit to observed data.

Equality

We hold this truth to be self-evident: that all men are created equal. All human beings are created in God's image, and all are precious and equal in His sight. Bigotry is a sin against God and man; therefore, it is appropriate that government forbid discrimination in commerce, education, and employment based upon ethnicity, national origin, or skin color.

Sexual Conduct

Since any sexual conduct outside the parameters of the faithful marriage of a man and a woman is sin, any government which creates legal structures to encourage or condone inappropriate sexual activity or lust, heterosexual or homosexual, or which creates special legal rights and protections based on sexual conduct, is acting immorally and without authority. Pornography, because it degrades God's image-bearers and incites sinful lust, is always evil and merits no legal protection.

Private Property

As God's image-bearers with dominion and stewardship responsibilities over the remainder of creation, men and women have the inalienable right to own and manage their own property, subject to government regulation only in the unusual situation where the rights of others are endangered. Government systems, such as communism and socialism, which give the government primary control over property, are a violation of God's creation order.

Government and Law

Any legitimate system of government must be built on the dual realizations that all people (i) bear God's image and are therefore entitled to enjoy a number of fundamental, inalienable rights, but (ii) are tainted by sin and therefore cannot be trusted to be free of all government restraint. Importantly, sin affects not only those governed, but also those who govern.

In the words of James Madison: *If men were angels, no government would be necessary. If angels were to govern men, neither external nor internal controls on government would be necessary.*

Therefore, governmental and legal systems:

- must be of law, not of men; with rules and processes that apply equally to all persons regardless of their ethnicity, national origin, or skin color; their wealth; or their influence or prestige;
- must provide the rights of self-government, so that citizens may either directly decide questions of law and policy or have a voice in selecting those who make such decisions;
- should—in order to achieve the highest possible level of stability and fairness—be based on the firm foundation of a written constitution and laws, whose meanings are

determined by their text and the original intent of those who enacted them, with appropriate processes for change and amendment over time and with the approval of the people; to do otherwise invites governments to recognize the acts of men to be the highest laws of the land rather than the laws of nature and of nature's God that have been committed to a written text; and, finally,

- should maintain a separation of power among national, regional, and local governments and among the legislative, executive, and judicial functions of government, so that no leader or group of leaders may ever acquire unchecked power [Deuteronomy 17:14-20].

Objectives: Institutional Objectives and Profile of a Patrick Henry College Graduate

Institutional Objectives

The College strives to provide an attractive learning environment, support services, and staff and faculty to enable students to:

- Understand the principles of the Christian worldview.
- Understand the liberal arts and sciences.
- Enhance critical thinking and language skills in reading, researching, speaking, and writing.
- Integrate the Christian worldview with the study of the liberal arts and sciences.
- Develop and apply Christian leadership skills which integrate faith and lifelong learning.

Profile of a Patrick Henry College Graduate

Patrick Henry College is primarily a teaching college. We are here to educate students both academically and spiritually. Our main goals are announced in terms of an answer to this question: "What are the desired characteristics of a PHC graduate in terms of academics, spirituality, leadership, and social ability?"

The Academic Profile of a Patrick Henry College Graduate

A Patrick Henry College graduate should:

1. Have broad knowledge and appreciation of our roots and the value of Western civilization and the philosophical foundation of this civilization in the Christian tradition.
2. Have exposure to other cultures to evaluate such cultures because all people are God's creation. This will include basic proficiency in a second language.
3. Have learned to critique and refute differing worldviews by comparing a fair reading of those views to the truths of the Word of God.
4. Have a thorough understanding of American history, government, and our Constitution.
5. Have the ability to analyze, synthesize, and critique information.
6. Have research skills that equip him to be a learner for life.
7. Have the ability to communicate persuasively in writing and in speech.
8. Understand the primacy of the Word of God and have the ability to logically apply it to every area of life.

9. Recognize and embrace truth, beauty, and goodness in the arts, literature, and other forms of communication.

10. Understand the principles of freedom.

Specifically, in his major field, a Patrick Henry College graduate should:

1. Be able to articulate and apply a biblical worldview in his field of study.
2. Exhibit general mastery of the field of study commensurate with others with bachelor's degrees from the nation's most highly regarded institutions.
3. Have substantial real-life experience in his field of study through mentoring and professional guidance.

The Spiritual Profile of a Patrick Henry College Graduate

A Patrick Henry College graduate should:

1. Embrace God's authority in his life including the authority of the Word of God. The fear of the Lord is the beginning of wisdom and knowledge. A proper fear recognizes that God is God and we are not. He has the right to rule in our lives because He is our Creator, He is good, He loves us, and He is sovereign. Being in right relationship with God's authority also implies a right relationship with other sources of authority in our lives both temporal and spiritual.
2. Love God with all his heart, soul, and mind. Those who love God keep His commandments. The soul that loves God wants to voluntarily spend daily time with God.
3. Love his neighbor as himself. All people are our neighbors. We need to view each individual as God does—a soul of infinite value who is flawed by the deliberate choice to sin. God loves each fallen, immortal person. We should do so as well. Our love should be practical and purposeful, with the attitude of a humble servant of others.
4. Be humble, teachable and willing to integrate God's truth into every area of life. Elders must be teachable. This is an attribute that is equally applicable to those who would lead the nation and shape the culture. A teachable person does not live a compartmentalized life, walling God off from certain domains, but embraces the application of God's truth in every area of life. Being teachable requires a spirit of humility that demonstrates that we acknowledge that God is in control and He uses other people in our lives.
5. Understand and practice Christian liberty. First and foremost, Christian liberty is freedom from the power of sin. It is also freedom from a legalistic approach to righteousness.
6. Be self-disciplined in body, mind, and spirit. America's self-government necessarily depends on people who will govern themselves in light of God's rule. We should be fit—physically, mentally, and spiritually.
7. Demonstrate spiritual maturity and responsibility. One of the key attributes of maturity is the ability to work for long-range objectives, rather than demanding instant gratification. Spiritual maturity is demonstrated by living with the eternal perspective of God as our guide. It is also demonstrated in faithfully carrying out required tasks.
8. Be active for God in the life of his family, his church,

the nation, and the world. It is an attribute of spirituality to be a doer of the Word in a manner that manifestly impacts all human relationships.

9. Be a person of integrity and honesty, which includes intellectual honesty. A graduate's word should be his bond. His character should be transparent, the same in private as in public.
10. Have the humility to listen to others thoughtfully, and the conviction to stand unwaveringly for the principles of the Word of God. In the tradition of thinking Christians like the Apostle Paul on Mars Hill and C.S. Lewis, the ability to engage the world in debate requires us to truly listen and consider the opinions of others, while never compromising our commitment to God and His Word.

The Leadership Profile of a Patrick Henry College Graduate

A Patrick Henry College graduate should:

1. Have a clear understanding of God's call on his life and pursue that call with passion.
2. Fear God and not man, which is the essence of courage.
3. Be able to inspire others to join the cause to which he is called.
4. Understand the times and know what to do for the future, evidencing vision.
5. Take initiative.
6. Be faithful in little things.
7. Be a servant who leads, fully respecting those he leads.
8. Persist to complete that which he begins.
9. Manage time, people, and finances with care and integrity.
10. Be committed first to his family, and then to his career.
11. Have a long-term perspective in temporal matters and an eternal perspective in spiritual matters.
12. Have an in-depth knowledge of leadership heroes.

The Social Profile of a Patrick Henry College Graduate

A Patrick Henry College graduate should:

1. Understand the culture in which he lives.
2. Exhibit graciousness to others in manners and conversation.
3. Have a winsome appearance, dressed and groomed appropriately in professional and social circumstances.
4. Exhibit confidence and social discretion in a manner that commands respect.
5. Be able to engage in meaningful conversation with a wide variety of people.
6. Be engaged in the world, but not be of the world.

Statement of Ethical Values and Standards

All trustees, administrators, and staff of Patrick Henry College have the right, privilege, and responsibility to:

- Demonstrate Christian living and obedience in personal growth, in the interactions of College life, and in dedication to Christian calling and service.
- Seek an understanding and articulation of how the Word

of God directs the search for truth; pursue excellence in the performance of their work; and show concern for those under their care and instruction.

- Value the contributions of all members of the College community and support each other in their various tasks.
- Be passionately committed to the mission, vision, and distinctives of Patrick Henry College.
- Integrate a biblical worldview into all aspects of their professional lives.
- Comply with policies and procedures established by the College.
- Participate in endeavors for improvement of the spiritual, economic, social, and cultural life of the community, especially when they have an expertise which may make their contribution particularly valuable and when such a contribution can be made without interfering with their primary obligations at the College.

Notice of Non-discrimination

Believing that every person is created in the image of God and that Christ seeks reconciliation, the College is committed to ethnic inclusion, racial reconciliation, and the biblical view of men and women. In this faith context, Patrick Henry College does not discriminate on the basis of race, color, national or ethnic origin, sex, age or disability in its admissions policy, financial aid programs, or employment practices.

The College shall maintain its constitutional and statutory right to discriminate on the basis of religion in order to accomplish the religious mission of the College. The College chooses to limit its student body, board, and staff to those who are committed to its Statement of Faith. The practice of homosexual conduct or other sexual relations outside of a committed married relationship between a man and woman is inconsistent with the College's faith position.



Admissions Information

Office of Admissions

(540) 441-8110 • Admissions@phc.edu

William K. Kellaris, Jr., M.A.

Assistant Vice President for Enrollment Management

10 Patrick Henry Circle
Purcellville, VA 20132

INTRODUCTION

Students seeking to enroll at Patrick Henry College are required to submit specific application materials based upon their enrollment goals. The following enrollment categories apply to our on-campus and distance learning programs:

- Degree-seeking
- Non-degree-seeking

The admissions requirements for each of these enrollment categories vary and are delineated below. Patrick Henry College reserves the right to require additional materials in support of an application for admission for degree or non-degree seeking students. The Assistant Vice President for Enrollment Management is responsible for implementing the policies relating to admission for students in all enrollment categories. Questions regarding which category best aligns with a specific student's goals or circumstances can be addressed to the Office of Admissions using the contact information above.

DEGREE-SEEKING

Students in this category are intending to earn a degree from Patrick Henry College and wish to study on campus or via Distance Learning. Degree-seeking students may study full-time or part-time.

General Eligibility

The minimum requirements for application consideration as a degree-seeking student include, but are not limited to, the following:

- The student must successfully complete a homeschool, private, or public high school (or its equivalent) program prior to enrollment.
- The minimum age to be considered is 16; students may be considered for campus residence at age 17.
- The student must satisfactorily complete the application process.
- The Admissions Review Committee must find the completed application for admission satisfactory as evidenced by a strong correlation between the applicant's submitted application materials and PHC's institutional mission and Statement of Faith.
- The Admissions Review Committee must find that the applicant's academic ability is minimally established via evidence such as academic transcripts documenting rigorous pre-college coursework, writing samples displaying excellent mechanics and strong analytical ability, a comprehensive reading list, and submission of satisfactory SAT or ACT test score results. Generally, an applicant's score on the SAT should exceed 550 on both the Critical Reading and Math sections (or a 24 Composite Score on the ACT) to be considered for admission.

Application Requirements

Degree-seeking applicants must submit or complete the

following prior to being considered for admission to Patrick Henry College:

- A completed application for admission
- \$40 application fee (May be waived at the discretion of the Director of Admissions)
- Official transcripts from all schools and colleges attended (see Transcript Information in this section)
- Standardized test scores (SAT and/or ACT) (PHC's SAT code is 2804; PHC's ACT code is 4383)
- Admissions essays (2)
- Reading list
- References (2)
- Personal interview

Application Deadlines

Applicants for the fall semester are encouraged to apply in the fall or winter prior to their anticipated term. Detailed deadline information can be found in the latest application.

High School Curricular Requirements

Patrick Henry College recognizes there are many legitimate approaches to preparing for college. Regardless of the form of academic preparation, applicants must provide documentation of high school level studies.

The College requires that a minimum of 18 high school level courses be completed. The following courses should be completed prior to admission to Patrick Henry College:

English: Minimum of four courses. To be well prepared, students should pursue a well-rounded, college preparatory English program that emphasizes literature, grammar, and composition. Examples: literature, grammar, composition, speech, and debate. Please note: Competitive speech and debate may count for one English course.

Mathematics: Minimum of three college preparatory courses, which must include: algebra I, algebra II, and geometry. Examples: algebra (I & II), geometry, trigonometry, pre-calculus, and calculus.

Science: Minimum of two college preparatory courses in different subject areas. Examples: biology, chemistry, and physics. It is preferred that students complete three courses and that the courses include labs.

History: Minimum of two courses, which must include at least one course in U. S. history and one course in world history.

Government: Minimum of one course. The government course should cover material on local, state, and federal government.

Foreign Language: Minimum of one course. Examples: French, German, Spanish, Chinese, Japanese, Russian, Italian, Latin, or Greek. It is preferred that students complete two consecutive courses in one language.

Electives: A minimum of five electives. Examples include Bible, fine arts, logic, rhetoric, music, economics, geography, and computer courses, as well as courses in areas such as biblical worldview and apologetics.

Transcript Information

Students who attend private or public schools and homeschool students who have utilized a coordinating third-party for the high school curriculum should request an official transcript be sent to the Office of Admissions during the admissions process. An official transcript is a transcript that has been sealed by the authorizing entity (school or college) and left unopened until it is delivered to PHC's Office of Admissions.

It is preferred that transcripts be sent from the high school and/or college directly to Patrick Henry College. Official transcripts are not accepted until after the completion of the junior year of high school.

Homeschool Transcripts

Homeschool students may submit a transcript of high school course work that has been produced by their parents. It should list subjects studied (with specific course titles), broken down into units, and it should indicate the year in which each course was completed. PHC prefers that the transcript also list a grade for each course. If grades are not assigned, please use some other means to indicate the level of mastery the student achieved in each course.

As an alternative, homeschooling families may provide a narrative description of the applicant's college preparatory work, including a description of subjects studied and an overall evaluation of the quality of work. In order to thoroughly evaluate applicants, the College needs to know what subjects applicants have studied as well as when and to what extent they studied them.

In order to be considered official, homeschool transcripts must be hand-signed in ink by the parent, acting as the school administrator.

Sample high school transcripts are available from the Office of Admissions and on our web site.

Final High School Transcripts

After all high school work is complete and prior to enrollment, PHC must receive the student's final, official high school transcript containing the date of graduation and signature of the school administrator.

College Transcripts

Students who have earned college credit and who seek to enroll at Patrick Henry College must submit official transcripts from all colleges and universities attended prior to being considered for admission. Evaluation of college transcripts for transfer credit proceeds after acceptance and according to policies listed in the Academic Information section of this catalog.

Admission Reviews & Decisions

The Admissions Review Committee at Patrick Henry College is looking for students who are spiritually and academically fit for PHC. They are committed to looking at the applicant's life as a whole and they consider several factors in making their decisions.

Once the Committee has reviewed the applicant's materials, an appointment for a personal interview may be scheduled. The interview is required of all applicants prior to admission. Most interviews are conducted by phone. Notification of the admissions decision by the Admissions Review Committee will be sent by personal letter.

Upon review, students may be provisionally, conditionally, or fully admitted.

Conditional Admission

Applicants whose preparation is considered borderline may be admitted conditionally. PHC admits only a very limited number of students in this way each year. Because of the challenge of adjusting to college life, which is compounded by the high level of academic rigor at Patrick Henry College, students admitted conditionally could be subject to one or more of the following restrictions:

- Maximum of 13 credits plus the Wisdom & Eloquence Portfolio their first semester, after which the college's academic discipline processes apply. Please refer to the "Academic Information" section of this catalog for additional information on academic probation.
- No extracurricular activities their first semester.
- Participation for at least one semester in Patrick Henry College's Peer Mentoring and/or Peer Tutoring Program.

The College may also require mentoring with a faculty member or administrator when deemed necessary to ensure a successful transition to Patrick Henry College.

Provisional Admission

Applicants who otherwise qualify for admission, but are lacking in one area, may be admitted with the provision that the deficiency will be corrected before the start of classes. This is most often used when an applicant is missing one class from the required pre-college curriculum. Applicants admitted provisionally may proceed as though they were regularly admitted, and may therefore confirm their intention to enroll, apply for on-campus housing, and pre-register for classes. They must demonstrate how they plan to fulfill the missing requirement and must provide documentation of satisfactory completion before they may begin classes. If the student has graduated from high school and matriculated to an institution of higher education, it is preferred that the course requirement be satisfied by the completion of a college level course.

Degree-Seeking, Distance Learning Information

Degree-seeking, distance learning students are students who intend to earn a degree from Patrick Henry College but who wish to begin the pursuit of their academic goals by enrolling in courses offered through PHC's Distance Learning program. This program is called Campus@Home.

The courses offered through the distance learning program comprise most, but not all, of the Core Curriculum (see Academic & Curricular Organization for information on the Core Curriculum). As a result, Campus@Home students must complete at least the final two years of their degree program on campus.

Campus@Home students who seek to transition onto campus must contact the Office of Admissions for important requirements, deadlines, and helpful information.

NON-DEGREE-SEEKING

A non-degree-seeking student is one who has been approved to take on-campus or distance learning courses but is not working toward the completion of a degree. This could include individuals completing high school requirements, wishing to enrich their life, or seeking to earn college credit for professional or personal development. Students in this enrollment category may earn as many credits as offered from courses at the 100-level; however, non-degree-seeking students may earn only up to 19 credits from courses at the

200-level and above. Students interested in continuing their enrollment beyond the 19 credit limitation applied to 200-level courses and above must enroll in Patrick Henry College's degree-seeking program, having followed the degree-seeking application process. Coursework as a Patrick Henry College non-degree-seeking student will be taken into consideration; however, it does not guarantee admission.

General Eligibility

The minimum requirements for consideration as a non-degree-seeking student include, but are not limited to:

- The student must complete the application process in a satisfactory manner.
- The minimum age to be considered is 16. Students can be considered for on-campus courses at age 17. The College reserves the right to qualify the eligibility of 17 year olds on a case-by-case basis through in-person interviews and other means to ensure that the student possesses sufficient maturity for the on-campus classroom setting.
- The Admissions Review Committee must find a strong correlation between the applicant's submitted application and supporting materials with PHC's institutional mission, Statement of Faith, and rigorous academic program.
- Generally, an applicant's score on both the critical reading and math sections of the SAT should exceed 550 or a composite score of 24 on the ACT. If an applicant has not taken the SAT or ACT, they must have scored at or above the 75th percentile on another nationally recognized college preparatory test.

International Students

International students may apply for non-degree seeking status in our distance learning program. Students must meet the technological requirements of PHC's course management program and must be proficient in English. PHC does not issue documentation leading to the acquisition of a foreign student visa; as a result, international students are not eligible for degree-seeking admission.

Application Requirements

Students wishing to enroll as non-degree seeking students must submit the following:

- Completed non-degree seeking application.
- \$20 application fee.
- Official transcripts from all high schools and colleges attended. Homeschool transcripts should include the following: subjects studied, time frame in which the work was completed, grade assigned for each course, and a signature in ink from the parent (as school administrator).
- Faith and Purpose Essay
- Official SAT or ACT test scores. If an applicant has not taken the SAT or ACT, scores from another nationally recognized

college readiness standardized test (such as the PSAT) or its equivalent are required. Additionally, an academic reference must be submitted. The reference should address the student's academic potential, writing skills, and motivation level. The letter may not come from a relative of the applicant

Please note: If an applicant graduated from high school at least five years prior to the term for which they are applying or have completed a bachelor's degree they do not need to submit a standardized test score.

- A signed copy of the Patrick Henry College Statement of Faith

RE-ADMISSION OF FORMER STUDENTS

Former students are degree-seeking or non-degree-seeking students who have earned credit from Patrick Henry College but who are not currently enrolled.

Former, non-degree-seeking students are required to submit the Application for Re-Admission.

Former, degree-seeking students who have not applied for a Leave of Absence and who are seeking to re-enroll must submit the Application for Re-Admission. Once the Office of Admissions receives the Application, the Registrar, the Director of Student Billing, the Dean of Student Affairs, and the Assistant Vice President for Enrollment Management must approve the re-admission. Any student may be denied re-admission on the basis of an outstanding financial obligation or unresolved debt. The Director of Admissions may request additional application materials before a re-admission decision is made.

A student seeking re-admission after academic suspension or dismissal must also demonstrate improved academic ability, which may be evidenced by the completion of 12 semester credits with a 2.5 cumulative GPA at an accredited college or university. Additionally, the student must submit a written request to the Dean of Academic Affairs stating the reasons the student wishes to re-enroll and detailing academic and other pertinent activities engaged in during the absence. If these requirements are satisfied, the student may be re-admitted on academic probation.

A student seeking re-admission after disciplinary suspension must, in addition to the Application for Re-admission, submit a written request to the Dean of Student Affairs stating the reasons the student wishes to re-enroll and detailing the steps the student has taken to address the issue(s) that led to the student's suspension. The Dean may also require a personal interview with the student before a re-admission decision is made. If the Dean believes the student should be re-admitted, the student may be re-admitted on disciplinary probation.

Students seeking to switch enrollment categories (i.e. non-degree-seeking to degree-seeking) are required to submit the application and all application information necessary for the new enrollment category.

Financial Aid Policies

Office of Scholarship and Financial Aid

Christine Guenard, Associate Director of Financial Aid
(540) 441-8140 • FinancialAid@phc.edu

Fax: (540) 441-8149

Office of Scholarship and Financial Aid
10 Patrick Henry Circle
Purcellville, VA 20132

DEADLINES

Fall 2013

Priority Scholarship Deadline: November 1, 2012

Regular Scholarship Deadline: February 1, 2013

Final Scholarship and PROFILE Deadline: June 15, 2013

Spring 2014

Scholarship and PROFILE Deadline: November 15, 2013

GENERAL INFORMATION

Application Process

To be considered for the scholarships offered by the College, a student must be accepted to Patrick Henry College as a degree-seeking student, be enrolled in a minimum of six credits for the fall or spring semesters (three credits for summer term), and have completed all required financial aid application materials, when applicable. Financial aid is not available for audit-only, or high school (dual enrollment) students. Costs for these enrollment groups are listed in the Student Billing section of the College Catalog.

Upon admission to the College, students will automatically be evaluated for many merit-based scholarships. While no formal application for the majority of merit based scholarships is required, students may submit a brief, one page essay to the Office of Scholarship and Financial Aid describing their qualifications for a particular scholarship. Applying for need based financial aid is voluntary. (See Award Schedule below for application requirements.) Documentation provided to the Office of Scholarship and Financial Aid is used only to determine the need and merit financial assistance package. All materials submitted to the Office of Scholarship and Financial Aid are confidential and protected by the College's privacy policies.

Award packages will be based upon the student's initial semester of enrollment. Students who choose to defer enrollment will have the award package deferred one semester; the package will expire after that semester. A student who enrolls after the award package expires will be re-evaluated for a new award package. The College reserves the right to depart from published schedules of financial awards when necessary to meet the financial convictions of the College, described under "Distinctive and Nonnegotiable Principles." Patrick Henry College does not change financial aid awards to match or exceed those of other institutions. PHC's Scholarship and Financial Aid Policies may be found on the College's web site. It is the responsibility of the student to keep up with changes in policies that are published (www.phc.edu/FinancialAid).

Eligibility

Merit-based scholarships are applied to the full-time course load of 12 to 18 credit hours for Fall and Spring semesters,

and pro-rated if fewer than 12 credit hours are taken. Merit-based scholarships will not be applied to the course load over 18 credit hours. Merit-based aid will continue automatically as long as the required cumulative grade point average (CGPA) and any participation requirements as stated in the award letter are maintained, and the student remains in good standing with the College. All awards will be based on the Scholarship Award Schedule of the academic year the student first enrolls. Scholarships will not be granted retroactively.

Duration of Financial Aid

All merit based scholarships are eligible for renewal annually for both incoming freshman and transfer students provided that the student meets academic and enrollment requirements.

Need-based aid can be awarded for up to 12 semesters. Scholarships will not be awarded to students working towards a second Bachelor's degree. Financial aid is available for a minimum of three credits of summer courses. It will be pro-rated based on the award package from the prior academic year. Only summer courses taken to meet degree requirements will be eligible for financial aid. Please note that not all merit based scholarships are eligible to be awarded for summer courses.

Accepting Financial Aid Offers

Initial financial aid awards are applied to the Student Portal only after the student has sent back the Intent to Enroll form with a deposit. A returning student's financial aid will be posted to his/her portal at the end of the registration period prior to the next academic year. As a condition of receiving financial aid, students agree that the College may publicize the individual successes achieved by students to promote the College to potential students and donors. PHC refrains from such promotion if it would jeopardize in any way a student's career opportunities, such as those in national security or other fields.

Government Funding

In order to adhere to the College Principles Statement regarding Financial Independence, PHC does not accept or participate in government funding. (See College Principles Statement). As a result, the U.S. Department of Education federal grant and loan programs, ROTC funds, G.I. Bill funds (including the Post-9/11 G.I. Bill), State funds, and outside scholarships funded by the federal or state governments are not available to PHC students and their families.

U.S. Department of Education

The United States Department of Education (USDE) granted Patrick Henry College approval to participate in federal financial aid programs (Title IV), but the College has chosen not to do so. Nevertheless, the College's listing in the USDE's Directory of Postsecondary Institutions (OPE ID # 039513-00) qualifies students and families to participate in a number of opportunities for financing their education at Patrick Henry College including 529 education savings plans, private student loans, and tax benefits. For questions regarding tax benefits, students and parents should reference IRS Publication 970 "Tax Benefits for Education."

CAMPUS@HOME

Students enrolled in a minimum of six credits for the fall/spring semesters and three credits for the summer term as

degree seeking students in the Campus@Home program are eligible for financial aid.

TYPES OF FINANCIAL AID AND ELIGIBILITY

Patrick Henry College awards scholarships on the basis of merit, need, and other categories of achievement or membership as published in the Award Schedule. The College will address "special circumstances" that may affect a student's ability to pay on a case-by-case basis. The total amount of institutional aid cannot exceed the cost of tuition.

Merit-Based Scholarships

Merit-based awards are determined by performance indicators including the strength of the applicant's high school curriculum, test scores, writing skills, personal interviews, and references. The duration of all institutional scholarships is 4 years. Merit-based scholarships may only be applied towards the cost of tuition.

For purposes of awarding merit scholarships, test scores are reviewed with the following guidelines:

- a. The student's ACT Composite score or SAT scores will be used. SAT scores will be a combination of the Critical Reading and Math scores (the Writing score will not be considered).
- b. If the student takes the SAT more than once, the highest score on each section will be used, even if they are from different test dates.
- c. If a student has received a high school diploma and has received college credits after the diploma date, only SAT or ACT scores achieved before or at the time of high school graduation will be used when evaluating merit awards.
- d. Test score requirements are published on the Award Schedule. All merit awards for a student are governed by that same Schedule for continued renewability.
- e. If a scholarship requires participation, such as forensics, journalism, music, or other activities, and if a student does not participate and the scholarship is forfeited, reinstatement of the scholarship is not guaranteed if the student resumes participation.

Eligibility requirements for Merit-Based Scholarships:

- a. Merit scholarships are only offered to incoming new students.
- b. The minimum PHC CGPA indicated on the Award Schedule and/or Financial Aid Award Letter must be maintained for scholarship renewal.
- c. Merit scholarships are reviewed annually and awarded one year at a time; however, eligibility is verified at the beginning of every semester.
- d. Merit scholarships are normally continued as long as a student remains eligible and resources permit.
- e. Merit scholarships remain in place for the duration of a Leave of Absence that has been approved by the Office of the Registrar.

Need-Based Scholarships

Students - and their families (for dependent students) - have the primary responsibility for paying for their college

education. Therefore, need-based financial aid is reserved for those who demonstrate financial need to attend the College. To be considered for need-based aid, the student and parent(s) must fill out the CSS/College Board PROFILE® (PROFILE). Need-based financial aid decisions are guided by the PROFILE Financial Need Analysis Report to calculate the expected family contribution (EFC). When registering to use the PROFILE on-line service at profileonline.collegeboard.com, students should use the code number assigned to PHC - 2804. PROFILE customer service can be reached at (305) 829-9793.

Need Calculation

Cost of attending (COA):

- a. On-campus - Tuition plus room and board;
- b. Off-campus - Tuition only;
- c. Off-campus for apprenticeship - Tuition plus the cost of a quad residence and a 14 meal dining plan if on-campus housing is impractical;
- d. Campus@Home - Tuition only.

The following criteria are taken into consideration when calculating a student's need-based aid:

Cost of Attendance (COA)
PHC merit based scholarships
Expected Family Contribution (EFC) and
Self Help Expectation

The Self Help Expectation is an amount above and beyond the EFC that the College expects students to pay toward their education. It may consist of outside scholarships, private loans or student employment during the school year. Sources of outside funding may include homeschool organizations, parent's employer, churches, foundations, civic organizations and community groups.

Eligibility requirements for Need-Based Scholarships

- a. The PROFILE must be submitted before June 15, 2013 for the fall semester, and by November 15, 2013 for the spring semester. A student that does not submit the PROFILE before these deadlines will not be guaranteed that need-based aid will be available.
- b. Continued eligibility for need-based financial aid requires a minimum CGPA of 2.0.
- c. All need-based scholarships will be evaluated annually, requiring the PROFILE to be submitted each year; however, eligibility is verified at the beginning of every semester.
- d. A student may receive need-based scholarships for a maximum of 12 semesters (including summer semesters) while working towards his primary Bachelor's degree.

Independent Status

A student is defined as independent, for need-based financial aid purposes, if he falls into one of the following categories:

- a. At least 24 years old as of January 1, 2013.
- b. Has a legal dependent other than a spouse.
- c. Veteran of the U.S. Armed Forces.
- d. An orphan or ward of the court, or was a ward of the court until the age of 18.
- e. Single student who meets all of the following for three

- (3) consecutive years:
 - i. Did not live with parents
 - ii. Parents did not claim on tax returns
 - iii. Obtained health insurance from own policy, not parent's
- f. Married as of January 1, 2013 (with the exception noted below).

If the above criteria are not met, parents are required to submit the PROFILE in order for their child to receive need-based financial aid. A parent refusing to provide support for their child's education is not sufficient cause for the student to be declared independent.

Marital exception: a student who marries after enrolling in the College will have his need-based aid capped at the level received when last evaluated as a dependent student. A student who did not receive need-based aid as a single student will not receive need-based aid as a married student.

STUDENT LOANS

Patrick Henry College is neutral in regard to student borrowing to pay for educational expenses. The College recognizes this is a personal decision to be made by each student and his family. Financial aid requests from families with convictions against debt will be assessed on the same basis as those from families without similar convictions. Student loans for a full academic year will automatically be disbursed in two equal payments on the date student accounts are to be paid in full for each semester. Requests for other arrangements regarding disbursement must be sent to the Office of Scholarship and Financial Aid in writing in advance of loan certification. The maximum amount of loan certification for an academic year is equal to the cost of tuition, room & board, plus an additional \$3,000 (for books, travel and personal expenses), less any scholarships provided by the College. Students applying for loans should seek a full academic year loan rather than applying for fall and spring semesters separately.

LOSS OF FINANCIAL AID

A student's cumulative grade point average (CGPA) will be evaluated after completing two semesters of full-time studies. (See Duration of Financial Aid to determine the equivalent number of semesters completed by distance learning credits.) If the student's CGPA drops below the required level, as stated in the award letter, the student will receive a written warning and be placed on financial aid probation. If the required CGPA for the award is not achieved the next semester, the College may prorate or discontinue all PHC financial aid. Need-based aid will not be used to fill the loss or discontinuation of merit-based aid regardless of the reason merit-based aid was discontinued.

Students who believe the College's financial aid criteria have not been accurately applied to their circumstances may appeal for reconsideration by writing to the Associate Director of Financial Aid referencing their specific concerns. A student who is classified as not making satisfactory academic progress and therefore determined to be ineligible, may appeal this classification. The student must submit a written appeal to the Associate Director of Financial Aid. The Associate Director will review the student's appeal and make a final determination regarding aid eligibility. Unusual and/or extenuating circumstances may be addressed for consideration.

All appeals must include substantive reasons for failure to meet the standards of satisfactory progress, and all extenuating circumstances must be supported by documentation.

HARDSHIP POLICY

Patrick Henry College recognizes there are sometimes unexpected circumstances that result in hardship for a student and his family. The following policy will guide the College's response when such hardships occur: Students who believe they are experiencing a hardship should explain the circumstances in writing to the Associate Director of Financial Aid. If the student is a dependent, the student's parents may be contacted to discuss the facts and circumstances of the financial hardship. Where appropriate, the College may increase assistance as funds permit. The College commits to lifting student needs up in prayer at regular prayer meetings held by the faculty and staff. Students with financial hardships are also encouraged to express their needs to their home churches, other individuals, and groups who may be able to assist in meeting their needs.

SCHOLARSHIP AWARD SCHEDULE

Merit Based Scholarships - No Application Required

Patrick Henry Scholarship

Academic merit scholarship awarded on the basis of a combination of the quality of the application materials and standardized test scores. The threshold for consideration for this award is an SAT score of 1300 or ACT score of 29. (SAT scores represent a combination of an applicant's Critical Reading and Math scores.)

Annual Amount: \$5,000 to \$11,000 disbursed over 2 semesters

Renewal Criteria: Continued cumulative GPA of 3.0.

Leadership Scholarships

Abraham Lincoln Scholarship

Awarded to students who demonstrate outstanding commitment to principled leadership as evidenced by application materials.

Annual Amount: \$2,500 disbursed over 2 semesters

Renewal Criteria: Continued leadership and cumulative GPA of 3.0

William A. Wilberforce Scholarship

Awarded to students who have demonstrated the ability to remain true to their convictions and to inspire others to live courageously as evidenced by application materials.

Annual Amount: \$2,500 disbursed over 2 semesters

Renewal Criteria: Continued leadership and cumulative GPA of 3.0

Ephraim Church Leadership Scholarship

Awarded to students who have shown committed involvement and leadership in the service of their local church as evidenced by application materials.

Annual Amount: \$2,000 disbursed over 2 semesters

Renewal Criteria: Continued leadership and cumulative GPA of 3.0

Public Service Scholarship

Awarded to students who demonstrate outstanding commitment to community service as evidenced by application materials.

Annual Amount: \$2,000 disbursed over 2 semesters

Renewal Criteria: Continued service and cumulative GPA of 3.0

AWANA Scholarship

Awarded to student with verification of Citation Award from AWANA. Please forward a copy of Citation Award to the Office of Scholarship and Financial Aid.

Annual Amount: \$750 disbursed over 2 semesters

Renewal Criteria: Continued leadership and cumulative GPA of 3.0

Faculty Awarded Scholarships

Noah Webster CLA Scholarship

Awarded to a meritorious student intending to major in Classical Liberal Arts who has an aptitude and desire to influence the youth of our society for Christ by teaching in a homeschool, classical Christian school, or other venues, or by writing curricula. Preference will be given to those who have been using their teaching gifts in church, homeschooling, or tutoring.

Annual Amount: \$2,500 disbursed over two semesters

Renewal Criteria: Continuing in Classical Liberal Arts major and cumulative GPA of 3.25

Publius Government Scholarship

Awarded to meritorious students intending to major in Government. Preference will be given to those who have a demonstrated commitment to the field. Examples of commitment include, but are not limited to: volunteering on campaigns, extensive writing and research on government, or other related experience.

Annual Amount: \$2,500 disbursed over 2 semesters

Renewal Criteria: Continuing in Government major and cumulative GPA of 3.25

Herodotus History Scholarship

Awarded to a meritorious student intending to major in History. Students desiring to be considered for this award must, as part of their application for admission, submit an education sample of an essay or research paper on a historical topic or person.

Annual Amount: \$2,500 disbursed over 2 semesters

Renewal Criteria: Continuing in History major and cumulative GPA of 3.25

C.S. Lewis Literature Scholarship

Awarded to a meritorious student intending to major in Literature. Students desiring to be considered for this award must, as part of their application for admission, submit an education sample of an essay or research paper on a literary topic.

Annual Amount: \$2,500 disbursed over 2 semesters

Renewal Criteria: Continuing in Literature major and cumulative GPA of 3.25

Leonidas Classical Language Scholarship

Awarded to a meritorious student who has demonstrated excellence in preparation for the study of Latin and/or Greek and who intends to further that study through applicable courses at PHC.

Annual Amount: \$2,500 disbursed over two semesters

Renewal Criteria: Continued studies in classical languages and cumulative GPA of 3.25

Nathaniel Willis Journalism Scholarship

Awarded to a meritorious student intending to major in Journalism. Preference will be given to students with a demonstrated interest and past experience in journalism whose application materials, including essays and writing samples, show

significant potential.

Annual Amount: \$2,500 disbursed over 2 semesters

Renewal Criteria: Continuing in Journalism major and cumulative GPA of 3.25

Merit Based Scholarships (Application required)

Samuel Adams Scholarship for Journalism

Awarded to meritorious students intending to major in Journalism.

Annual Amount: Up to \$10,000 disbursed over 2 semesters

Application: Required

Renewal Criteria: Continuing in Journalism major and cumulative GPA of 3.0

Eligibility Requirements:

1. SAT score of at least 1250 or an ACT score of 28 (SAT scores represent a combination of an applicant's Critical Reading and Math Scores.)
2. A short essay describing the applicant's interest in journalism and how PHC's journalism program assists in achieving the applicant's career goals
3. A letter of recommendation from an employer, supervisor, or mentor addressing the applicant's potential as a journalist
4. A feature story or news story of at least 600 words (may be published or unpublished)

Optional Portfolio Items:

1. Clips of published articles
2. Samples of news-related multimedia work, such as videos, podcasts, photos, or web pages (submit on CD or DVD)

J.S. Bach Musical Leadership Scholarship

Awarded to students who demonstrate outstanding musical preparation and potential to become musical leaders in one of the campus' many musical organizations as evidenced by application materials and an audition.

Annual Amount: Up to \$2,500 disbursed over 2 semesters

Application: Required along with a Portfolio and Audition

Renewal Criteria: Recommendation from the Director of Music, participation and leadership in PHC music programs, and cumulative GPA of 3.0.

Forensic Scholarships

PHC Forensic Leadership Scholarship

Excellent achievement and proven leadership in high school forensics.

Annual Amount: \$4,000 to \$11,000 disbursed over 2 semesters

Application: Preliminary resume (required) and final resume (optional)

Renewal Criteria: Participation in PHC Forensics and in PHC Forensic Leadership Development program, and cumulative GPA of 3.0

PHC Forensic Scholarship

Participation in high school debate and desire to participate in PHC Forensics

Annual Amount: \$1,000 to \$3,000 disbursed over 2 semesters

Application: Preliminary resume (required) and final resume (optional)

Renewal Criteria: Renewable depending on level of participation at PHC, and a cumulative GPA of 3.0

Forensic scholarships may not be combined. However, they may be combined with other awards.

Need-Based Scholarships

General Need-Based Scholarship

Students with demonstrated need as evidenced by the PROFILE report.

Application: Required annually

Duration: Reviewed annually

Annual Amount: Varies and reflects documented need

Renewal Criteria: Cumulative 2.0 GPA

Servants' Scholarship

Students with demonstrated need as evidenced by the PROFILE report whose parent or guardian is employed in full-time Christian ministry.

Application: Required annually

Duration: Reviewed annually

Annual Amount: Varies and reflects documented need

Renewal Criteria: Cumulative 2.0 GPA

Other Scholarships

Commitment to Courage Scholarship

Students who have served or are serving as reservists in the U. S. military or whose parent or guardian is currently employed in full-time service in the military, law enforcement, or fire/rescue.

Application: Submission of proof of service/employment

Annual Amount: \$1,000

Renewal Criteria: Cumulative 2.0 GPA

W.B. Thornhill Memorial Scholarship

Students having served in the U.S. Military currently or through an honorable discharge.

Application: Submission of proof of service

Annual Amount: \$1,200 for up to four years (not eligible for summer term)

Renewal Criteria: Not automatically renewable

Student Employment

On-campus employment is generally available but is not guaranteed. Rates range from \$8.00/hour to \$10.00/hour. Employment opportunities are also available in the community.

Duration: Applied for annually

Amount: Varies by position

Renewal Criteria: Exemplary job performance



Student Billing

Chief Financial Officer

Daryl Wolking, CPA

Office of Student Billing

(540) 441-8761 • studentbilling@phc.edu

Office of Student Billing
10 Patrick Henry Circle
Purcellville, VA 20132

COST OF ATTENDING

Patrick Henry College is committed to keeping the cost of education as affordable as possible for students and their families. Through the generosity of the College's many donors, Patrick Henry College is able to set the cost of attending significantly below its actual cost.

The College bills students at the beginning of each semester. Billing statements are available on the Student Portal starting one month before the due date. Students and families can access their accounts anytime using the Student Portal. Students should refer to the Summary of Charges chart included in this Catalog for current attendance costs. In addition, students are responsible for the cost of books (estimated at \$500 per semester) and personal expenses.

DESCRIPTION OF CHARGES

Tuition, Residence Fees, & Dining Plans

Degree Seeking Students (2011-2012 Academic Year)

Full-time (12-18 credits) tuition for degree seeking students is \$24,352 per year. Students taking more than 18 credits per semester are charged at a rate of \$1,015 per credit hour. Tuition for part-time degree seeking students (up to 11 credits) is charged at a rate of \$1,015 per credit hour.

Non-Degree Seeking Students (2011-2012 Academic Year)

For non-degree seeking students taking 100-level courses the cost of tuition is \$326 per credit hour. Courses in the 200-400 levels are charged at \$535 per credit hour up to the 19 lifetime credits cumulative limit.

Residence & Dining Plans

Students living in the residence halls may choose from three housing options that include graduated pricing. There are currently two dining plans for students, 14 meals per week and 21 meals per week. The only option available to freshmen is the 21 meal plan. Please reference the Summary of Charges chart for further details. Commuters who wish to purchase a dining plan should contact the Office of Campus Services.

Deposits

Degree Seeking Students

An enrollment deposit is due from all degree seeking students at the time of confirmation as indicated in the Summary of Charges. This deposit is not an additional payment; rather, it is applied to the tuition charge. This deposit is non-refundable and non-transferable after May 1st for the fall semester and December 1st for the spring semester. The deposit will not be returned if the student withdraws from all credits.

Non-Degree Seeking Students

A per-course tuition deposit is due from all non-degree

seeking students each semester as indicated in the Summary of Charges. This deposit is non-refundable and non-transferable for accepted students. The deposit is not an additional payment; rather, it is applied to the tuition charge, and must be paid prior to registration. The deposit will not be returned if the student withdraws from that course.

Residence Security Deposit

The residence security deposit is required for students who wish to live in the residence halls and is paid prior to being assigned a room. This deposit does not apply toward the residence charge; it is held as a security deposit until the student has moved off campus, after a withdrawal, or upon graduation. Charges assessed due to damage, key replacement, or other fees will be deducted from this deposit before it is returned to the student.

Audit Charges

Students wishing to gain exposure to additional knowledge by sitting in on courses without taking them for credit may audit a course. Auditing creates a record on your transcript of this additional learning. The charge to audit a course is calculated on a per credit basis like other credits, but at a greatly reduced tuition rate. (See Summary of Charges for details.) Non students may in some cases also benefit from auditing a course. In all cases, registration for auditors is on a space-available basis.

Late Registration Fee

The late registration fee will be assessed to all continuing students who do not pre-register for courses during the pre-registration period in the previous semester listed on the academic calendar.

Late Apprenticeship Fee

The late apprenticeship fee applies when a student is granted permission to register for apprenticeship credit after the end of the drop/add period. The parameters defining eligibility for late apprenticeship registration are maintained by the Office of the Registrar.

Late Check-In Fee

The late check-in fee applies to students who do not check-in according to their applicable dates, times, and procedures. Students should contact the Office of Campus Services and the Office of Student Life with any questions regarding the check-in process.

Lab Fee

The lab fee applies to students who take a lab (Biology and Physics), is charged per course, and is non-refundable.

Medical Insurance

All students are required to carry basic medical insurance. Students lacking medical coverage must acquire coverage before coming on campus. Patrick Henry College makes available a student health insurance plan for those who need to obtain coverage. Please contact Student Billing for more information.

Proficiency Tests

Students sitting for a PHC proficiency exam will be assessed a charge to take the exam regardless of the outcome.

Automobiles and Bicycles

Students must register all automobiles and bicycles brought onto campus. Both fees are charged per semester.

BILLING INFORMATION

Payment for each semester is due in full before the semester begins. The fall semester due date is August 5th; the spring semester due date is January 5th. Students who do not pay in full must enroll in a monthly payment plan option by the close of the payment due date. All payments must be in US dollars. Accounts may be charged a fee for returned payments.

To better serve students in meeting educational expenses, Patrick Henry College is pleased to offer Nelnet/FACTS as a convenient budgeting tool. Nelnet/FACTS is a payment plan system. There are no interest charges or credit checks. After an initial payment, the remaining costs are spread over three or four months (depending upon the option chosen). There is a \$25 per semester enrollment fee and 2% processing fee which is added to the total amount due for each semester. Payment plans must be set up each semester, they do not renew automatically. Students should contact Student Billing for additional details.

Consequences of Late Payment

Student accounts must be kept current each semester. Failure to pay on time may result in a student being asked to leave the College while a semester is in progress.

A late fee (2% of the outstanding balance) is charged when payment is received after the due date. The College reserves the right to revoke ongoing financial aid for delinquent accounts. If a student account remains unpaid at the end of a semester, registration and attendance for the following semester will not proceed until the account balance is made current.

Patrick Henry College reserves the right to withhold transcripts, diplomas, grades, and other pertinent items for delinquent accounts until all financial obligations have been satisfied, and/or until all other obligations are satisfied. The College reserves the right to refer bad debts to a collection agency.

Refunds

A student who voluntarily withdraws from the College within the first 55 calendar days of the semester will be refunded a portion of the tuition charged based on the following schedule:

- Withdrawal within the first 14 days 100% refund
- Withdrawal within the 15th to 28th day 50% refund
- Withdrawal within the 29th to 55th day 25% refund
- Withdrawal after the 55th day No Refund

No refund of tuition will be given 56 or more calendar days after the start of the semester. All charges will apply to the student's account on the 56th day of the semester regardless of whether a student withdraws from the College or whether a student drops enough classes to no longer be considered a full-time student.

Refunds will be calculated based on actual payments made by or on behalf of the student. Students cannot receive refunds of financial aid received from outside sources. Remaining financial aid received by the College for a named student will be returned to the sending organization.

Refunds will not be given on any non-refundable deposits.

Room and Meal charges will be pro-rated based upon the end of the week in which the student officially checks out of the residence hall.

No refund of any kind is made when a student is suspended or dismissed from the College.

DISCLAIMER

The list of fees and their definitions is not intended to be exhaustive in nature. All figures listed in this catalog are subject to change; they do not, and are not intended to, imply an irrevocable contract with the student.

SUMMARY OF CHARGES
(FALL 2012, SPRING 2013, SUMMER 2013)
Please see Addendum at the end of this Catalog.



Student Affairs

Office of Student Affairs

Sandra K. Corbitt, Dean of Student Affairs

Jeff Thornhill, Associate Dean for Men

(540) 441-8600 • SLife@phc.edu

Office of Student Affairs

10 Patrick Henry Circle

Purcellville, VA 20132

STUDENT LIFE

Patrick Henry College is committed to student development in all areas of life: the social, personal, physical, and spiritual areas, as well as that of the intellect. By actively partnering with faculty, the Office of Student Affairs promotes student learning and enhances the strong academic program at Patrick Henry College.

To accomplish the College's educational mission, the Office of Student Affairs intentionally partners with faculty to develop co-curricular and extra-curricular opportunities that complement the curricular philosophy. To further strengthen this relationship, the Dean of Students reports directly to the Provost.

The Office of Student Affairs oversees residence halls, student organizations, student government, intercollegiate and intramural sports, and student support services. Student support services include counseling, health, tutoring, and career services.

RESIDENCE LIFE

Patrick Henry College is primarily a residential college. We value the sense of community and integration of learning that takes place in a residential environment. It is designed to be an extension of the classroom so that our students grow to their fullest potential through being a citizen of a community of people who share common purpose.

PHC is committed to facilitating student growth in all areas of life. Living on campus provides great opportunities to develop relationships and communities, and to be challenged to mature spiritually.

Our residence halls accommodate 2-4 students and are equipped with beds, an individual study desk, closet space, a chest of drawers, and bookshelves. Each residence hall has laundry rooms with coin-operated washing machines and dryers.

There are currently two Resident Directors: one male and one female. Resident Assistants are provided for each wing in each dorm. The residence life staff is available to help students through the important adjustments related to on-campus living.

STUDENT GOVERNMENT ASSOCIATION (SGA)

The Student Senate promotes the well-being of students in a manner consistent with the College's mission and helps to formulate policies and regulations affecting student concerns. SGA is the representative board through which the student body acts on all matters pertaining to student rights and responsibilities.

ATHLETICS

At PHC our intercollegiate athletic program will always be secondary to our academic program. PHC currently offers intercollegiate sports in men's soccer, men's basketball, women's soccer, and women's basketball.

PHC also offers an intramural program of sports throughout the school year. Volleyball, basketball, flag football, soccer, softball, ultimate Frisbee, and table tennis are the principal sports in the intramural program.

STUDENT AFFAIRS PUBLICATIONS

During the admissions process, students are asked to read and to agree to abide by the rules and policies outlined in the current Student Handbook and Student Life Manual.

The Student Life Manual outlines the PHC community standards, etiquette, services, and procedures. The Student Handbook is the document that contains the behavior guidelines and the judicial process for appeals. These documents can be found in the student portal.

These documents are made available to students prior to enrollment.

INFORMATION TECHNOLOGY

The Student Computer & Technology Use Policy outlines the College's standards relating to technology, computers, and Internet use. All on-campus students, as well as distance learning students, must read and consent to abide by these policies.



Library & Academic Facilities

Director of the Library

Sara Pensgard, M.A.

Library

(540) 441-8400 • Library@phc.edu

Patrick Henry College Library
10 Patrick Henry Circle
Purcellville, VA 20132

LIBRARY RESOURCES AND SERVICES

The Patrick Henry College Library is at the heart of the College's curricular program and functions as a full partner in the pursuit of academic excellence. By providing academic information resources, research instruction, and study spaces the library seeks to support the research needs of the Patrick Henry College community.

Location & Collection

The Library is located on the main and lower levels of Founders Hall. The facility, which can seat over 125 patrons, includes study carrels, reading tables and a group study room.

The Library's collection consists of over 30,000 print volumes, 350 print periodicals. Through a variety of owned and subscription online databases, the Library provides access to over 350,000 ebooks and 20,000 journals.

Library Hours

Library hours vary with the academic season. Operating hours are posted on the library doors and online at www.phc.edu/library.

Technology

The Library seeks to provide scholarly resources to the PHC community in a variety of formats including print, audio-visual, microfilm, and online. Our physical collections are searchable through an online catalog available on the PHC website. Library patrons may use our public computers, printer, scanner, copier and fax machine. Campus policies for computer and printer use apply. Community users will be charged for each copy or print. The PHC wireless network is accessible throughout the facility.

Interlibrary Loan

PHC is a member of the Online Computer Library Center (OCLC). OCLC is the world's largest bibliographic network containing over 1 billion holdings in more than 72,000 member libraries worldwide. Through its participation in library networks and arrangements with commercial vendors, the Library is able to provide its users with flexible, efficient interlibrary loan services.

Library Staff and Services

Professional librarians and a fully-trained support staff provide instruction and reference services to the PHC community. Instruction and research assistance is available in class, in the library by appointment, by phone, or through email at askalibrarian@phc.edu.

The Library offers professors the option of placing resources on reserve that need to be highly available to their students. Reserve items have short circulation periods ranging from 2 hours to 2 days.

Current information regarding library services may be found in the PHC Library User Guide and at www.phc.edu/library. Library User Guides may be picked up at the Circulation counter.

ADDITIONAL ACADEMIC FACILITIES

In the 2009-2010 academic year, Patrick Henry College dedicated the 106,000 square-foot Barbara Hodel Center. In addition to extensive athletic, student activity, and dining facilities, the Center also contains a number of key academic features including music practice rooms, performance areas, faculty offices, a journalism lab, and a number of classrooms.

Classrooms are also located in both Founders Hall and Red Hill. The largest classroom, Nash Auditorium, seats 88 students and is used for special presentations, larger classes, meetings, and lectures. The other classrooms are smaller and can facilitate a variety of pedagogical methodologies.

Town Hall

College chapels and campus-wide meetings are generally held in Town Hall. This high-capacity room is located in the lower level of Mount Vernon.

Science Lab

The college equips the science lab with the physics and biology equipment needed to supplement the respective courses. As physics and biology are part of our core curriculum, all students have the experience of interacting with this science equipment prior to graduation.

Other Curricular Labs

In fulfilling the vision of apprenticeship methodology, Patrick Henry College students in certain programs have access to curricular labs for activities used to complement classroom instruction.

The Journalism Lab provides students with a newsroom-like facility and houses scanning equipment and eight computer work stations. This particular lab is used to complement courses like Print Media Graphics and Student Newspaper Apprenticeship.

The Strategic Intelligence Lab functions in support of the learning objectives for the Government-Strategic Intelligence program.

Meeting Rooms

Students doing group work for a class or meeting for a student organization or another activity have access to several conference rooms. Meetings in these rooms or in classrooms can be reserved by contacting the Office of Campus Operations.

Music Rooms

Whether for personal or academic use, Patrick Henry College students have access to a number of pianos on campus. These are located across campus. The Barbara Hodel Center also contains ensemble performance rooms.

Academic Information

Dean of Academic Affairs

Frank Guliuzza, Ph.D.

Office of the Registrar

(540) 441-8050 • Registrar@phc.edu

Office of the Registrar
10 Patrick Henry Circle
Purcellville, VA 20132

ACCREDITATION

Patrick Henry College is a member of the Transnational Association of Christian Colleges and Schools (TRACS) [15935 Forest Road, Forest, VA 24551; Telephone: 434.525.9539; e-mail: info@tracs.org] having been awarded Reaffirmation I of its Accredited Status as a Category II institution by the TRACS Accreditation Commission on April 3, 2012; this status is effective for a period of ten years. TRACS is recognized by the United States Department of Education (USDE), the Council for Higher Education Accreditation (CHEA) and the International Network for Quality Assurance Agencies in Higher Education (INQAAHE).

AUTHORIZATION TO OPERATE

The State Council of Higher Education for Virginia has awarded Patrick Henry College a Certificate to Operate an Institution of Higher Education authorizing the College to offer degrees, courses for degree credit, or programs of study leading to a degree, in the Commonwealth of Virginia. The State Council of Higher Education for Virginia is the Commonwealth's coordinating body for higher education and is located at 101 North Fourteenth Street, Richmond, VA

23219. The Council's phone number is (804) 225-2600.

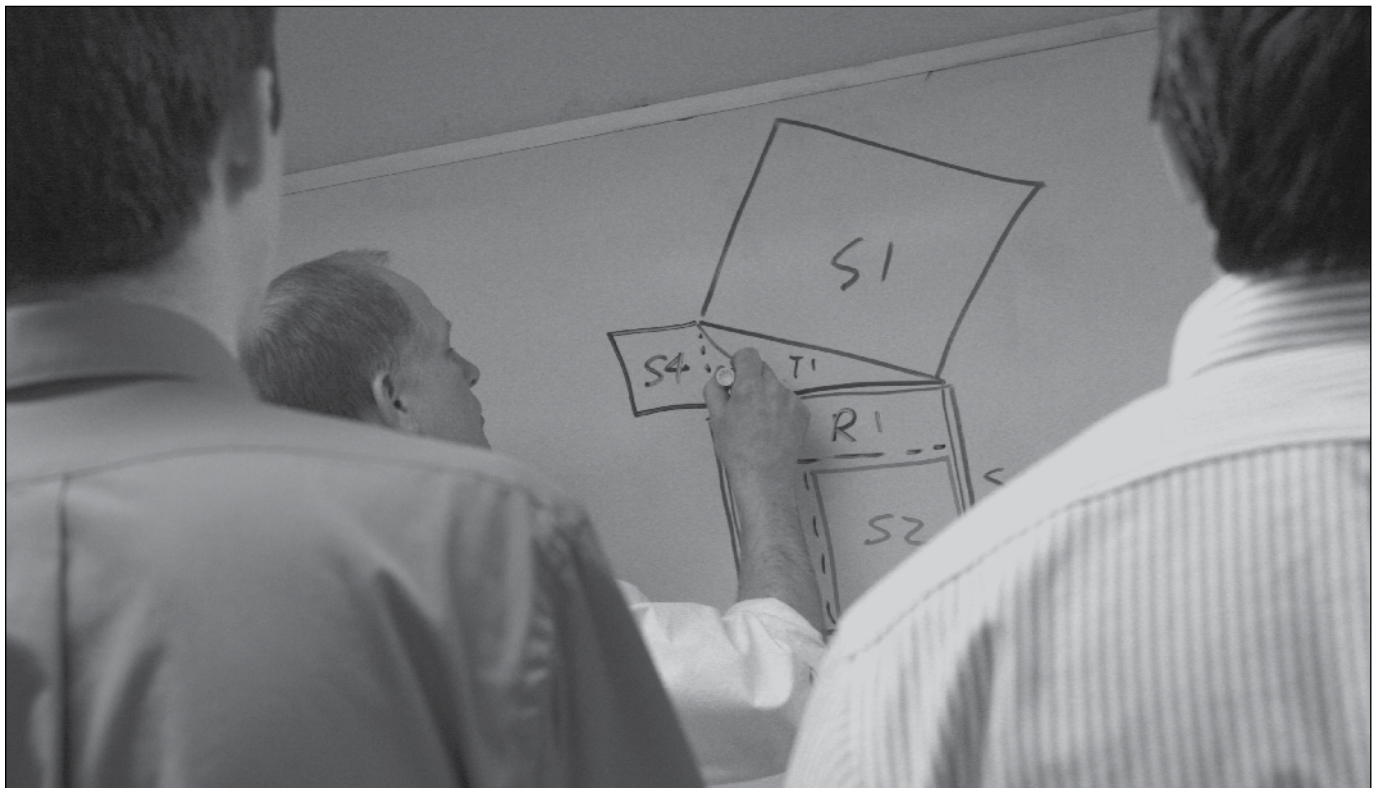
Student Records

The Office of the Registrar maintains the permanent academic record of students enrolled at Patrick Henry College. Documents submitted to any employee of Patrick Henry College in the exercise of official duties are the property of Patrick Henry College. The permanent academic record contains the history of course enrollment by term, the grades awarded, and degrees conferred. The academic file is also the repository for supplemental information, including admissions, enrollment, and graduation material. Most supplemental material is destroyed five years after the date of last attendance.

Student Privacy

With certain exceptions, no employee of Patrick Henry College will disclose personally identifiable, non-directory information to any third party without the express written consent of the student. Patrick Henry College guarantees the right of currently and formerly enrolled students to view their maintained educational record within 45 days of a written request, with limited exceptions. Unless otherwise notified by the student in writing, PHC may publicly disclose directory information including the following:

- Name
- Addresses (local, home, and/or billing)
- Emails (personal and college)
- Residence hall assignment
- Phone number(s)
- Grade point average
- Degree(s) and major(s) earned
- Class level



- Date of graduation or commencement
- Dates of attendance
- Academic honors/awards
- Photographs
- Enrollment status (part-time, full-time)
- Anticipated graduation date
- Admission Status (Degree-seeking/non-degree-seeking)

The extended Student Privacy Policy can be found on the PHC Intranet and Student Portal.

Parents whose child is financially dependent have the right to view the maintained educational record of their dependent student within 45 days of a written request that is submitted to the Office of the Registrar.

In order to protect the privacy of students, documents detailing any part of student's academic progress will not be sent by email or faxed. This includes grade reports, transcripts, and enrollment verifications.

Request for Transcripts

The Office of the Registrar issues transcripts within seven business days after receipt of a signed transcript request form and the processing fee. Patrick Henry College issues transcripts only after all obligations to the College have been fulfilled. Requests for official transcripts may only be made by the student.

Request for Enrollment Verification

Students or their parents (for dependent students) may submit a request for official verification of enrollment status by submitting the Enrollment Verification request form. Enrollment in a given semester is verified only after the end of the drop/add period.

ACADEMIC GUIDELINES

Catalog Requirements

Graduation requirements correspond to the catalog in effect at the first time of matriculation as a degree-seeking student. Students matriculating for the first time in the summer term are subject to the catalog of the previous term.

The catalog will govern a student's academic program for a maximum of 14 semesters. Students taking longer than 14 semesters to complete an academic program in any combination of enrolled or un-enrolled terms must adhere to requirements in place at the beginning of semester 15.

Students finding it necessary to break matriculation for any reason, including student and academic discipline, must adhere to the academic requirements in place upon their re-enrollment. However, students who apply for a Leave of Absence will maintain their catalog year for up to two lapsed semesters; an un-enrolled third semester will cause the student to fulfill the graduation requirements in place at the time of re-enrollment.

At any time, students may petition to update their catalog year and meet the requirements of a more recent catalog than the one in place at the time of their first matriculation. Students may only move forward in catalog years. This can be requested by submitting the Academic Declaration & Update form to the Office of the Registrar. This change must be approved by the Registrar. Students declaring majors in newly offered academic programs may be automatically updated to the relevant catalog.

While Patrick Henry College will seek to maintain continuity of degree program and academic requirements, amendments

may be necessary from time to time due to changes in finances, personnel, accreditation, or governing bodies. Students will be notified of these changes. In all cases, College administrators will attempt to mitigate any harmful effects upon student progress toward graduation to the maximum extent possible.

Course Load

The average course load for a full time on-campus student is 15 semester credits. The College charges full time tuition for on-campus students enrolled in 12 to 18 credit hours; additional costs are incurred for credits over 18. A student is considered part time when enrolled in 11 or fewer credits; tuition for part-time students is calculated on a per-credit basis.

Course Overload

Students must petition to enroll in 19 or more credit hours in a given term by submitting a letter to the Office of the Registrar that includes the number of credits desired and the rationale for the request. Overload, which is considered appropriate only in exceptional cases, must be approved by the Registrar, who may request a personal interview with the student. Factors that may influence whether permission is granted include the advisor's recommendation, student's grade point average, type of credit, and employment requirements. Permission must be granted prior to registration.

Class Standing

Academic classification is established for all Patrick Henry College degree-seeking students according to the following credit standards:

Credits Earned	Class Standing
0-29	Freshman
30-62	Sophomore
63-94	Junior
95 +	Senior

Academic Advisors

As students matriculate into the college for the first time, they are assigned an academic advisor based upon the anticipated academic program listed upon their admission materials. Students whose intended majors are unknown are assigned an advisor whose teaching responsibilities are within the core curriculum. As students declare their majors with the Office of the Registrar, their advisor may be changed to a content expert within their chosen field.

Advisors assist students with major declarations, course planning, and academic concerns in a manner that meets their career and educational goals. It is important that students maintain regular contact with their faculty advisor to assist them as they matriculate towards graduation.

Students may request to change their academic advisor by submitting an Academic Declaration & Update form to the Office of the Registrar. This change must be approved by the Registrar.

Students are the sole individuals responsible for fulfilling all graduation requirements according to the requirements listed in the catalog. In no case are college employees responsible for the failure to meet degree requirements.

Faculty Accessibility

Patrick Henry College is a teaching college; the full-time faculty are participating members of the campus community.

As such, students should find it easy to connect with their professors and advisors outside of class.

Each semester, full-time faculty prominently post near their office door a weekly schedule of at least ten office hours held sometime between 7:30 a.m. and 5:00 p.m. on weekdays, during which time the faculty member is accessible to students. Adjunct faculty make themselves available for student contact to the maximum extent possible.

COURSE REGISTRATION & ENROLLMENT INFORMATION

Pre-Registration for New & Former Degree-Seeking Students

Degree-seeking students who are newly admitted or readmitted to the College receive a course registration form from Patrick Henry College in the months prior to (re-)enrollment. Once submitted, and upon completion of all requirements relating to enrollment communicated by the Office of Admissions, the Office of the Registrar will enroll students into courses according to preferences listed on this form. All full-time and part-time degree-seeking students will be registered for PHC491, the one credit Wisdom & Eloquence Portfolio. Other factors that influence student registration include course availability, the Recommended Course Sequence, transfer courses, and each student's academic background. Students should contact the Office of Admissions regarding submission deadlines.

Pre-Registration for Continuing Degree-Seeking Students

Continuing student pre-registration occurs during the semester prior to continued enrollment, according to the Academic Calendar. Eligibility to preregister is limited to those students who have no unreconciled obligations, financial or otherwise.

In planning to preregister, students are strongly encouraged to follow as nearly as possible the Recommended Course Sequence for their anticipated major. Additionally, students should review the 4-year Master Schedule that is provided in the Registration Bulletin to confirm that courses offered align with the Recommended Course Sequence. Required courses are not offered every term and students should consult with their academic advisor to avoid potential conflicts.

Academic advisors are available to assist students in their preparation for pre-registration and must clear students to register for courses each term. Once cleared by their advisor, students may register online during the dates provided by the Office of the Registrar. Registration for certain courses may require the submission of the Registration & Schedule Update form. Continuing students who seek to register after the end of the pre-registration period are assessed the Late Registration Fee.

Preregistering for apprenticeships may require the submission of additional documentation prior to registration according to the type of apprenticeship. Students anticipating enrollment in apprenticeships should attend an Apprenticeship Orientation session for more details or contact the Apprenticeship Program Director.

Pre-Registration for Non-Degree-Seeking Students

New and continuing non-degree-seeking students pre-register online according to the dates provided on the Academic Calendar. Non-degree-seeking students who have not completed their junior year of high school are limited to six (6) credits per semester. As certain courses may have prerequisites

or space limitations, registration is subject to approval by the Registrar. Students enrolled in the degree-seeking program receive priority in determining final course rosters; while uncommon, the College reserves the right to make necessary registration changes until the end of the drop/add period.

Students in this enrollment category may earn as many credits as offered from courses at the 100-level; however, non-degree-seeking students may earn only up to 19 credits from courses at the 200-level and above. Students interested in continuing their enrollment beyond the 19 credit limitation applied to 200-level courses and above must enroll in Patrick Henry College's degree-seeking program, having followed the degree-seeking application process.

Check-In Day

Students are required to check-in according to their designated date, time, and procedure. Pre-registered students who do not check-in at the beginning of the semester forfeit their schedules and may lose their seat in pre-registered courses. Additionally, the College charges a Late Check-in Fee to students who do not adhere to their designated date, time, and procedure.

Check-in is not complete until all obligations are fully met, including financial and administrative requirements.

Adding and Dropping Courses

Beginning on the first day of the term, all students may add or drop courses; the end of the drop/add period is specified on the Academic Calendar. Dropped courses do not appear on the student's transcript. Students may not add or drop courses after the drop/add period.

Auditing

Students may audit one course per semester if they meet all prerequisites for the course and receive the approval of the instructor and the Registrar. Students who audit a course do not receive credit, earn a grade, or take exams; auditing students may not tax the instructor's time. The deadline for changing a course from audit to credit or credit to audit is the end of the drop/add period. Students taking courses for credit receive priority in registering for courses.

Waitlists

Each semester, registration opens in a manner that gives students preference according to their class level. Once a course reaches the enrollment cap, no other students may add the course. Students may request to be placed on the Waitlist. The Waitlist is provided so that students can express their interest in adding the course to their schedule.

If pre-registered students choose not to matriculate and as students adjust their schedules during the drop/add period, the Office of the Registrar makes enrollment decisions for students on the Waitlist based upon several factors including seniority, eligibility, availability, credit load, course sequencing, and date of entry onto the Waitlist. Students who believe their special circumstances merit additional consideration may email their need to the Office of the Registrar.

Independent Study

The investigation of areas of knowledge not covered by traditional courses is commonly known as independent study. As Patrick Henry College already designates a large portion of upper division credits as apprenticeships, which by definition contain similar elements to independent study, students are strongly encouraged to use the apprenticeship credits to pursue

academically relevant areas of interest. Accordingly, no more than six credits of independent study will be approved toward fulfillment of major elective requirements.

Students wishing to complete Independent Study credit should obtain the Petition for Independent Study from the Office of the Registrar and obtain the approval of the professor, the Department Chairman, and the Academic Dean. The submission of the completed Petition and the course syllabus to the Office of the Registrar by the end of the drop/add period registers the student for the course.

Directed Study

Directed study usually refers to a course listed in the catalog which is normally offered to a group of students but is instead taken on an individual basis. Due to the increased obligation that individual instruction places on faculty, the difficulty in replicating class discussions, and the likely modifications that hinder the course's ability to meet stated objectives thereby disrupting the coherence of the PHC curriculum, directed study is appropriate only in exceptional circumstances.

To petition for registration in a course as directed study, students must meet the following minimum criteria:

- Students must have earned at least 93 credits prior to enrollment in the directed study;
- Students must have earned a cumulative grade point average of 3.65 or higher;
- Students are limited to a maximum of 3 credits by directed study;
- Students must complete a log of 45 hours of study per credit, which must be submitted to the instructor as a component of the course requirements;
- Students may not attempt directed study for a course previously failed or in which the minimum grade required for graduation or the major was not successfully achieved;

Students who meet the criteria above start the registration process at the Office of the Registrar by picking up a Petition for Directed Study form and reviewing available options for completing the degree requirement through existing means with the Registrar. Students finding all existing options unsatisfactory may attach a letter providing a rationale for why various options are unsatisfactory. The Petition must be initially approved by the advisor and course instructor; if initially approved, the instructor must then develop an individual syllabus for the student prior to further consideration by the College. Upon completion of the syllabus and transmission to the student, the student will submit the Petition, letter, and proposed syllabus for consideration by the Department Chairman, Dean of Academic Affairs, and Provost.

The completed approved Petition, letter, and syllabus must be submitted to the Office of the Registrar by the last day of final exams in the semester prior to enrollment in the directed study. The submission of the approved packet registers the student for the course. Additional fees for Directed Study may apply.

Truth in Registration

Patrick Henry College intentionally develops a variety of relevant, academically appropriate apprenticeships for students in hopes that they will discover the opportunities that best align with their educational goals. The variability built into apprenticeships, however, should not be confused with unlimited flexibility in the degree program, which has been

approved by the faculty, administration, and Board of Trustees. While course content is left to the discretion of the instructor, students will not be permitted to register for one type of course or apprenticeship with the intention of participating in another course or apprenticeship.

Withdrawing from a Course

After the conclusion of the drop period, students may withdraw from a course by completing the Registration & Schedule Update form. Withdrawing from a course before the mid-point of the term (as specified on the Academic Calendar) will be recorded as a "W" (Withdrawn) on the transcript, with no effect on the student's grade point average.

Course withdrawals after the the mid-point (as specified on the Academic Calendar) are recorded as a "WP" or "WF" (withdrawal passing or withdrawal failing, respectively). "WP" has no effect on grade point average; "WF" is treated like an "F".

A student may not withdraw from a course in the final two weeks of the semester or during final exams (as specified on the Academic Calendar).

Students who choose not to follow the correct withdrawal procedures may receive an "F" for the course involved and may incur continuing costs.

Students who withdraw from the same course twice must receive permission from the Department Chairman prior to registering for the course a third time.

Leave of Absence

Students who find it necessary to delay their academic career may request a Leave of Absence. A Leave of Absence permits students to maintain their academic degree requirements (catalog year) and other student entitlements (including e-mail, library usage, etc.) for a maximum of two semesters. After two semesters, students must re-enroll or be considered Withdrawn from the College.

A Leave of Absence is requested using the Enrollment Status Update form and process. This form is generally submitted before the end of the currently enrolled semester for the following semester. The deadline for submitting this form for a given semester is the end of the "drop" period. Students who request to begin a Leave of Absence at any other point during a semester must withdraw from all courses for that semester; the Leave of Absence begins at the end of the semester.

In preparation for their return, Leave of Absence students must register for courses with the Office of the Registrar and must contact the Offices of Scholarship and Financial Aid and Student Billing during the continuing student pre-registration period before the intended semester of re-enrollment. Students wishing to live on-campus must contact the Office of Student Affairs during this time.

Withdrawing from the College

A student withdrawing from the College during a semester or between semesters must complete the Enrollment Status Update form and process provided by the Office of the Registrar. A withdrawal is not official until all steps in the process are completed. The Withdrawal takes place as of the date of the student signature provided that the form is accepted in the Office of the Registrar within 48 hours of the given date. Students withdrawing after the end of the "Drop" period will have "W," "WP," or "WF" recorded for grades according to the policy listed in the catalog.

Students enrolled in a previous semester (spring or fall) who do not check-in with the Office of the Registrar by the end of the “Add” period and who do not follow the Leave of Absence procedures will be considered Withdrawn from the College.

Non-attendance in class does not constitute an official student withdrawal. In all cases, students who fail to complete all Withdrawal or Leave of Absence procedures remain responsible for all continuing financial obligations to Patrick Henry College and a grade of “WF” will be assessed for all enrolled courses. All fees paid to the College and any financial aid awarded by the College may be forfeited.

Withdrawn students seeking to re-enroll must contact the Office of Admissions. Degree requirements correspond to the catalog in effect at the time of re-enrollment.

Military Withdrawal

Students interested in Patrick Henry College’s policy regarding active duty call-up for military personnel should contact the Office of the Registrar.

Attendance

Students are STRONGLY encouraged to attend each and every class scheduled during the semester. There is no better way to perform well in any class than by attending the regularly scheduled lectures. However, there may be times when students cannot make a lecture, due to illness, participation in a sanctioned college event, or other conflicting commitments. While students should strive to avoid such conflicts, college is a very busy time and conflicts may occur.

Patrick Henry College does not mandate an academic penalty for a student who misses a class, although a zero may be received for any unfulfilled class requirements. Students participating in college sanctioned events will know about any conflicts well in advance and are expected to discuss these with their professors to arrange for dealing with affected assignments prior to the absence.

Freshmen and Sophomores who log two absences not attributed to being involved in a college sanctioned event will be subject to an interview with any professor teaching a core course. It is the expectation of the College that students will grow more mature in managing their schedules as they progress through their time at Patrick Henry College. After graduation, this kind of time management will be an indispensable skill, and the College seeks to train students in this skill while they are enrolled.

Final Exams

All classes must meet during final exam week for an exam or other significant educational activity. Students may not reschedule final exams; however, if a student has three exams scheduled on the same day, he or she may request permission to reschedule one to another date. Students seeking to reschedule an exam should speak with the instructor of the course.

Integrity of Scholarship

The principles of truth and honesty are recognized as absolutely essential in every community of learning. It is expected that these principles will be scrupulously followed in all academic endeavors at Patrick Henry College, including, but not limited to, the preparation of all papers and reports and the taking of examinations. All academic work must be done by

the student without unauthorized aid. Any compromise of truth or honesty, including, but not limited to, plagiarism, unauthorized collaboration, violation of guidelines under which the work is to be done, fabrication of data, unauthorized use of computer data, submission of a paper twice for the same course, submission of the same paper for multiple courses, and excessive revision by someone other than the student, may be considered sufficient grounds for suspension or expulsion from the College.

Students may be given a grade of “XF” if it is determined that they have plagiarized or cheated in a course. The “XF” on a transcript indicates that a student violated integrity of scholarship policies. Students who successfully retake a course for which they have received an “XF” will have the “X” removed from their transcripts although the “F” will remain. The “XF” (or “F”) and the grade earned in the retaken course will be used to calculate the grade point average.

GRADES

At the end of each semester, grade reports are made available to students via the Student Portal and to parents, in accordance with the student privacy policy, upon request. To assist the College in maintaining a high level of instructional quality, all students are required to submit course evaluations at the end of the semester for each course in which they are enrolled. Course evaluations are made available online via the Student Portal by the last day of classes each semester. Students are not able to view grades until course evaluations have been submitted. Although course evaluations may be submitted until a student no longer has access to the Student Portal, only evaluations submitted within four weeks of the last day of class will be included in official summary reports.

Patrick Henry College uses the following grading scale and transcript notations:

Letter Grade	Quality	Percent Grade	Quality Points
A	Superior	93 - 100	4.00
A-		90 - 92	3.67
B+		87 - 89	3.33
B	Above Average	83 - 86	3.00
B-		80 - 82	2.67
C+		77 - 79	2.33
C	Average	73 - 76	2.00
C-		70 - 72	1.67
D+		67 - 69	1.33
D	Below Average	63 - 66	1.00
D-		60 - 62	0.67
F	Failure	Less than 60	0.00
WF	Withdrawal while Failing		0.00
XF	Academic Disciplinary Failure		0.00

Not Included in GPA Calculation:

- P: Pass
- I: Incomplete
- W: Withdrawal
- WP: Withdrawal while Passing
- X: Audit N: Non-credit course
- T: Transfer

Incompletes

When extenuating circumstances beyond the control of the student prevent the completion of all the requirements for a course, a grade of “I” (Incomplete) may be issued in lieu of

an “F” (Failure) upon the determination of the instructor. Students whose work is incomplete in a course during the fall semester are required to make up or complete their work by the following March 1. Students who receive an “I” during the spring semester or summer term are required to make up or complete their work by the following November 1. An earlier deadline may be set at the discretion of the instructor.

A student who completes work within the required time will receive a grade determined by the instructor. If the work is not completed by the specified deadline, the Incomplete will be changed to an “F.”

Due to the unique nature of the course and its relationship to the curriculum, the deadlines provided in this policy do not apply to PHC491, Wisdom & Eloquence Portfolio. Deadlines for the reconciliation of incomplete grades in this course are communicated to students by the instructor. Students withdrawing from the College prior to completing this course may receive the grade of ‘WP’ or ‘WF’.

Repeating Courses

A student may repeat a course previously failed or a course in which the minimum grade required for graduation or for the major was not earned. All grades remain on the transcript; however, the calculation of the grade point average will not

include the previous course(s).

Students repeating a course for which the ‘F’ or ‘WF’ were awarded may be subject to academic discipline and should review the academic discipline section of the Catalog.

Students may not repeat a course for grade improvement if the minimum grade required for graduation or for the major was earned. A required course may be taken a maximum of three times.

SEMESTER ACADEMIC HONORS

The President’s List

The President’s List honors the high academic achievement of degree-seeking students and is published at the end of each semester. To be eligible for this recognition, a student must complete at least twelve credit hours, earn at least a 3.85 grade point average, have no grade lower than “C-” for the semester, and be enrolled in at least one non-apprenticeship course.

The Dean’s List

The Dean’s List honors the academic achievement of degree-seeking students and is published at the end of each semester. To be eligible for this recognition, a student must complete at least twelve credit hours, earn at least a 3.75 grade point



average, have no grade lower than “C-” for the semester, and be enrolled in at least one non-apprenticeship course.

ACADEMIC DISCIPLINE AND ADMINISTRATIVE WITHDRAWALS

Academic Probation

At the end of any given semester, all degree-seeking students must meet the minimum term grade point average of 2.0. Any student who fails to attain the required 2.0 GPA is placed on academic probation. Students earning a grade point average of 2.0 or above in a subsequent term will be removed from academic probation. Students on academic probation may be placed on academic suspension unless they achieve the minimum term grade point average of 2.0 in the following term.

The application or removal of academic probation will be calculated for part-time degree-seeking students after the term in which the sum of attempted credits a) since first-time enrollment, b) since the application of probation, or c) of the most recent terms, is equal to or greater than 12; the calculation will include all credits attempted from terms in which the 12 credits are derived.

Students failing the same course twice, receiving grades of ‘F’ and/or ‘WF’, are placed on academic probation until the minimum satisfactory grade in the course is earned, regardless of the grade point average.

Students on academic probation may not participate in ongoing extracurricular activities and are required to participate in the College’s Peer Tutoring program.

Academic Suspension

Degree-seeking students who earn a GPA below 2.0 for two consecutive semesters may be placed on academic suspension.

The application of academic suspension will be calculated for part-time degree-seeking students after the term in which the sum of attempted credits since the application of probation is equal to or greater than 12; the calculation will include all credits attempted from terms in which the 12 credits are derived.

Students failing the same course three times, receiving grades of ‘F’ and/or ‘WF’, may be subject to suspension, regardless of the grade point average.

The normal duration of suspension is two semesters (fall and spring), after which a student may be considered for readmission after submitting the proper application to the Office of Admissions. Such readmission is not automatic and will be dependent upon demonstration of significant productive activity during the period of suspension.

Student Affairs Discipline

If a student is dismissed for disciplinary reasons related to student life, grades of “W” will be recorded on the transcript for courses in which the student is currently enrolled.

ACADEMIC GRIEVANCES

The procedure outlined in this policy shall be used to resolve grievances of students that refer to final grades awarded by the faculty. The academic grievance procedure must be initiated within 45 calendar days after the Registrar makes the final grade available.

This policy does not include Non-Academic Student Grievances, such as sexual harassment complaints, offensive

treatment, and moral misconduct. The procedures for those complaints are specified under “Non-Academic Student Grievances” in the *Student Life Handbook*.

The assignment of grades normally falls under the discretion of the professor who teaches the course and is a matter of his or her academic freedom. Minor changes, such as disputes over changing an A- to an A, are not usually matters for adjudication, which should be reserved for allegations of error or gross injustice.

Curricular matters are the purview of the faculty as a whole. Requests for changes in programs or requirements should be presented as a petition to the Faculty Senate, rather than as a grievance under the terms of this document.

The Grievance Process

1. The student should first bring the complaint to the faculty member. Every attempt should be made to resolve the issue in a mutually respectful and Christ-like manner.
2. If the student believes the issue has not been resolved in a satisfactory way, he or she may take the matter to the appropriate Department Chairman, who should hear both sides in an equitable manner and issue a decision. (If the complaint is against the Department Chairman, the appeal may be made directly to the Dean of Academic Affairs, as prescribed below.)
3. If *either* the student *or* the faculty member is dissatisfied with the Chairman’s decision, either party may appeal to the Dean of Academic Affairs.
4. If *either* the student *or* the faculty member is dissatisfied with the Dean’s decision, either party may appeal to the Provost. This appeal should be made in writing. The Department Chairman should also explain in writing the reasons for the decision. After deliberation and discussion with the parties involved, the Provost should make a decision in writing.
5. If *either* the student *or* the faculty member is dissatisfied with the Provost’s decision, either party may appeal to the Curriculum & Academic Policy Committee of the Faculty Senate, *and* to the Student Hearing Board. Both bodies will hear and rule on the matter.
6. In case of a disagreement of the two boards, the President will render the decision, which will be final.
7. All proceedings must be kept strictly confidential. Records of the grievance and the appeals are maintained in a confidential file in the Office of the Provost.
8. If students consider themselves ill-used in this process, they are free to report the matter to PHC’s accrediting agency: Transnational Association of Christian Colleges and Schools; P.O. Box 328, Forest, Virginia 24551; Phone (434) 525-9539; Fax (434) 525-9538; E-mail: info@tracs.org; if after exhausting this process the grievance cannot be resolved, the student may file a written complaint with the State Council of Higher Education for Virginia to the following: State Council of Higher Education for Virginia, Private and Out-of-State Postsecondary Education; 101 N. 14th Street, 9th Floor; James Monroe Building; Richmond, VA 23219.

EVALUATION OF TRANSFER CREDITS

Transfer Credit

The following three guidelines are used to determine the general acceptability of transfer credit: 1) the educational quality of the institution; 2) the equivalency of the nature,

content, and level of course; 3) the direct appropriateness and applicability of the credits earned to the programs offered by Patrick Henry College. The following criteria govern the transfer of credit:

1. An official transcript from each institution attended must be submitted to the Office of Admissions prior to acceptance. Upon admission as a degree-seeking student, the Registrar will evaluate the transcript(s) submitted and issue a transfer credit evaluation to the prospective student. Transfer credits are applied to the student's transcript upon enrollment.
2. Transfer students who are enrolled in courses during or after their acceptance must submit their transcript within 30 days of enrollment at PHC or the end of the course (whichever is later). Once enrolled, transfer credit may not be awarded unless transient student status is approved prior to the course. See "Transient Student Status" for complete information.
3. The Registrar evaluates credit for transfer from institutions accredited by agencies recognized by the Council for Higher Education Accreditation. PHC may choose to accept transfer credits from institutions that, as a matter of principle, have not sought accreditation, if their graduates have a high acceptance rate in graduate schools and law schools and if their courses are taught by faculty with terminal degrees. In some cases, these credits may be conditionally accepted for transfer based upon earning a 2.0 cumulative PHC GPA at the completion of the first semester (or 12 credits).
4. PHC may accept up to 50 transfer credits. Up to 9 credits may be major courses. Courses may not be transferred to fulfill Freedoms Foundations I & II; Philosophy; Principles of Biblical Reasoning; Rhetoric; Western Literature I & II; or History of the United States I & II. Transferred courses that do not apply to core courses or major courses are transferred as open electives.
5. The Registrar serves as the final authority in evaluating

credit for transfer. In special instances, students may submit supplemental course material (syllabi, catalog descriptions, etc.) to the Registrar to be reviewed. Supplemental information must be received prior to the beginning of the following semester. Upon evaluating this information, additional credit may be awarded.

6. Vocational, technical, developmental, remedial, and military courses or courses graded on a pass/fail scale are generally not eligible for transfer. Credits awarded on the basis of institutional or competency exams are not eligible for transfer. No credit will be awarded on the basis of life experience. No credit will be awarded for CLEP (College Level Examination Program).
7. Only courses with grades of "C" and above will be considered. Grades and Grade Point Averages do not transfer.
8. Credits transferred from institutions on the quarter system will transfer on the following scale: 5 and 4 quarter hours = 3 semester hours; 3 quarter hours = 2 semester hours; 2 and 1 quarter hours = 1 semester hour.

Credit from other sources

AP scores can count for up to a maximum of 15 college credits at Patrick Henry College. (PHC majors typically allow for a total of 11 or 12 open-elective credits.) AP scores cannot be used to fulfill the requirements of PHC's common core curriculum beyond what is specified here, nor do they fulfill any upper-level requirements specific to PHC's B.A. degree majors. An AP score in a given subject can supply either PHC elective credit or a specific PHC course/requirement, but not both. If they are applied toward a specific PHC course, AP-based credits may qualify only with a successful score on PHC's own course-specific Christian worldview essay test (currently applies to Economics, Language & Composition, and Physics).



AP® Examination	Scores of 4 or 5		
	Applied toward PHC open-electives (no. of credits)	Applied toward specific PHC course or requirement	
AP® Art History	3		
AP® Calculus AB	6		
AP® Calculus BC	6		
AP® Chemistry	6		
AP® Comparative Government & Politics	3		
AP® Computer Science A	3		
AP® English Language & Composition	3		CLA103 College-Level Writing Skills – 3 credits
AP® English Literature & Composition	3		
AP® European History	6		
AP® French Language	6		
AP® German Language	6		
AP® Human Geography	3		
AP® Macroeconomics	3	ECO303 Economics for the Citizen – 3 credits (requires both economics AP exams)	
AP® Microeconomics	3		
AP® Music Theory	3		
AP® Physics B	6	SCI233 Physics - 3 credits & SCI231 Physics Laboratory – 1 credit	
AP® Spanish Language	3	Modern language requirement (both AP exams together demonstrate adequate foreign language ability).	
AP® Spanish Literature	3		
AP® Statistics	3		
AP® Studio Art	3		
AP® U.S. History	6	*See note below	
AP® U.S. Government & Politics	3		
AP® World History	6		

* PHC's two-course U.S. History sequence (HIS203 & 213) features sophomore-level academic content and a Christian worldview analysis pivotal to the College's classical Christian liberal arts curriculum. The College Board AP test in U.S. History presumes freshman-level academic content and does not share these curricular aims; therefore, it has been excluded from transfer credit (as provided in the Transfer Credit policy). The College will, however, review petitions for possible exception to this exclusion in the case of highest-achieving students who demonstrate an acute grasp of relevant Christian worldview themes. Such an exception, if granted, must also qualify with a successful score on PHC's course-specific Christian worldview essay test.

Credits from the Program on Non-Collegiate Sponsored Instruction (PONSI), Dantes Subject Standardized Tests (DSST), and International Baccalaureate (IB) are evaluated on a case by case basis.

Transient Student Status

Any degree-seeking student currently enrolled in PHC and in good standing who plans to study elsewhere during any semester or summer with the intention of applying this credit toward degree requirements at PHC must complete

the Request for Transient Student Status form, obtain the signatures of his faculty advisor and return the form to the Registrar, who will confirm course equivalency and acceptability. The level of scrutiny applied to transient courses is generally not granted for students requesting to enroll in courses offered regularly at PHC or to fulfill degree requirements that can be fulfilled through classes at PHC. Permission must be granted *prior* to enrolling in these courses. Students who incorrectly follow the transient student procedures may forfeit credit for this work.

Taking a PHC Language Proficiency Exam

Eligibility to take a PHC language proficiency exam is subject to the agreement of the Professor and the Registrar. The Petition to take a Language Proficiency Test form is available on the PHC forms page of the web site. If granted, the student is responsible for identifying an acceptable proctor for this exam and the proficiency test fee is added to student's account regardless of the outcome of the exam. If this exam is passed, no credit is awarded; instead, proficiency will be determined allowing for advanced placement in the subject area or satisfaction of the foreign language degree requirement. Patrick Henry College does not offer proficiency exams in other subjects.

ACADEMIC PROGRAM REQUIREMENTS

Anticipated Major

When students apply to enroll for the first time, they may choose to indicate an intended major on the Application. This major is the anticipated major upon which advisors and early course selection may be determined.

Declaration of Major

Students may declare their majors by submitting the Academic Declaration & Update form to the Office of the Registrar. Students are encouraged to declare their major no later than the beginning of the fifth semester (or upon earning 60 credits). Students may not double-major.

Certain academic programs have additional application criteria. When applicable, the Academic Declaration & Update form is forwarded to the appropriate faculty member. Once the Academic Declaration & Update form is submitted or admission to the program is approved, the major has been officially declared.

Foreign Language Requirements

Foreign language ability is required of all PHC graduates. Students may increase their proficiency level through a variety of formal or informal learning methods including (but not limited to) online language learning, traditional classroom curriculum, independent study, immersion programs, and other overseas experiences.

Regardless of the method of instruction, students must demonstrate adequate foreign language ability in one of following ways:

- 1) Successfully complete the fourth semester course of a language at PHC.
- 2) Successfully complete the final intermediate-level course in a foreign language at a PHC-approved college or university.
- 3) Demonstrate intermediate mastery of a classical or modern foreign language currently offered at PHC by taking a

college-administered proficiency test. (See “Taking a PHC Language Proficiency Exam” above).

- 4) Score a 4 or 5 on both the Language and Literature Advanced Placement (AP) tests in the same foreign language.
- 5) Sit for both the certified Writing Proficiency Test and the certified Oral Proficiency Interview administered by the American Council on the Teaching of Foreign Languages (ACTFL). Proficient students will achieve the following proficiency classifications for both assessments in a single language:

Category I and II languages: Intermediate High
 Category III and IV languages: Intermediate Mid

According to ACTFL, Category I and II languages include French, German, Haitian-Creole, Italian, Portuguese, and Spanish; Category III and IV languages include Arabic, Cantonese, Japanese, Korean, Mandarin, Russian, and Vietnamese.

Government (Political Theory, American Politics & Policy, International Politics & Policy tracks) and Journalism majors may choose either a Classical or modern foreign language. Government majors (Strategic Intelligence track) must study a modern foreign language. Classical Liberal Arts, History, and Literature majors must choose a Classical language.

Course Substitution Policy

The academic program of study serves as the approved guide to degree completion; however, in rare occasions, e.g., required courses not offered in a timely fashion, the academic department may grant special permission to enroll in a course that is not included in the academic program of study. To obtain said permission, the student will complete the Patrick Henry College Major/Track Course Substitution Request Form before the end of the Drop-Add period for the term of enrollment in the course. The form will require the student to provide a detailed rationale explaining why the course substitution is requested, and to obtain approval from the Department Chairman and the Academic Dean. No other procedure, practice, or discourse will result in course substitution. Courses in the core curriculum may not be replaced.

GRADUATION REQUIREMENTS

Student Responsibility

Students alone possess the responsibility for completing all degree requirements. Faculty advisors, the Registrar, and other administrators are available to counsel students in their progress toward degree completion, but the responsibility remains with the student.

Application for Graduation

By the end of the seventh week of the semester prior to the expected graduation, a student anticipating degree completion must submit to the Office of the Registrar a completed graduation application. A student is not eligible to graduate unless application is made. The application is specific to the semester of graduation; failure to complete coursework in that semester requires reapplication.

Graduation Requirements

Upon recommendation of the faculty and with the approval of

the Board of Trustees, the degree of Bachelor of Arts is conferred upon students who have met the following requirements for graduation:

- Satisfactorily completed the minimum total semester hours required for the selected major.
- Satisfactorily completed all general education requirements of the core curriculum.
- Satisfactorily completed all upper division credit hours.
- Maintained a cumulative grade point average (GPA) of 2.0 or higher overall.
- Maintained a 2.5 grade point average in the major. No grade in the major may be lower than a “C-.”
- Earned a passing grade in all hours required for graduation.
- Settled all financial and disciplinary obligations, and returned all equipment and library materials to the College.

Students may graduate at the end of any term in which they complete the degree requirements. The minimum time to complete the degree is three years.

Commencement

The Commencement ceremony is held each May. Eligibility to participate in Commencement is limited to those who have completed all degree requirements or have six or less total outstanding credits in the following categories: 1) foreign language*; 2) external internships; and/or 3) credit failed in the final semester. Courses with the grade of ‘Incomplete’ or courses taken at other institutions where transcripts have not been received by May 1 are considered outstanding credits. Graduation (i.e., conferral of degree) occurs only upon fulfillment of all degree requirements and is dated at the end of the term in which the final degree requirement is completed.

*Beginning with students under the degree requirements of the 2009-2010 Catalog where no foreign language credits are specifically designated, satisfactory fulfillment of the degree program’s foreign language requirement is necessary in order to participate in Commencement.

Graduation Honors

Patrick Henry College graduates will be honored for high cumulative academic achievement:

Latin Honors	Required Cumulative GPA
Summa cum laude	3.85-4.00
Magna cum laude	3.75-3.84
Cum laude	3.65-3.74

High academic achievement in the major field of study will also be honored:

Major Honors	Required Major GPA
Highest Honors	3.90-4.00
High Honors	3.80-3.89
Honors	3.70-3.79

Academic & Curricular Organization

BACHELOR OF ARTS DEGREE (B.A.)

Patrick Henry College awards the Bachelor of Arts degree. The B.A. degree requires the satisfactory completion of 122-123 credit hours and is awarded once all graduation requirements are fulfilled.

CORE CURRICULUM

Patrick Henry College structures its academic program around its distinctive, classical liberal arts core curriculum consisting of 63 credits plus foreign language. Regardless of major, every student will take the following courses:

BIB203	Theology of the Bible I
BIB213	Theology of the Bible II
BIB223	Principles of Biblical Reasoning
CLA201	Research & Writing
CLA213	Logic
CLA223	Rhetoric
ECO303	Economics for the Citizen
GOV203	Constitutional Law
GOV213	Freedom's Foundations I
GOV223	Freedom's Foundations II
HIS203	History of the United States I
HIS213	History of the United States II
HIS223	History of Western Civilization I
HIS233	History of Western Civilization II
LIT213	Western Literature I
LIT223	Western Literature II
MAT203	Euclidean Geometry
MUS303	Music History and Appreciation
PHI203	Philosophy
SCI223	Biology
SCI221	Biology Laboratory
SCI233	Physics
SCI231	Physics Laboratory

Modern/Classical Foreign Language (See Foreign Language Requirements)

Learning Objectives for the Core Curriculum

- Enhance critical thinking and language skills in reading, writing, and speaking.
- Understand the principles of a biblical worldview by
 - demonstrating knowledge of the theological doctrines of evangelical Christianity;
 - explaining how the theocentric worldview of the Christian faith compares and contrasts with other worldviews, both historical and contemporary;
 - articulating a reasoned defense of the philosophical foundations of a biblical worldview.
- Understand the liberal arts and sciences by demonstrating knowledge of
 - the history of Western civilization, especially the events and themes of Greco-Roman, European, and American history;
 - the foundational principles of American government, especially liberty;
 - the necessity of Western literature from antiquity to the present for evaluating Western intellectual and cultural traditions;
 - the orderly operation of the physical universe as revealed by the methods of the physical sciences, especially biology and physics;

- the principles of economics;
- Euclidean geometry;
- music;
- a classical or modern foreign language.

4. Integrate the biblical worldview with the study of the liberal arts and sciences by

- articulating the important philosophical questions that underlie both historical and contemporary debates in all areas of knowledge and their consequences;
- explaining the coherence of general and special revelation, reason and faith;
- applying the principles of the biblical worldview to current political and ethical issues.

Majors

In addition to the core curriculum, 46-48 credit hours of major courses are required for the completion of the Bachelor of Arts degree. PHC offers the B.A. degree in 5 academic majors. These majors are organized into 2 academic departments:

Department of Classical Liberal Arts

Classical Liberal Arts
History
Literature

Department of Government

Government
Journalism



Tracks

Tracks are specializations generally consisting of 12-27 credit hours included in the required 46-48 major credits; tracks may also influence the types of applicable apprenticeships. Currently, three majors have tracks:

- Classical Liberal Arts: Music
- Government: American Politics & Policy
- Government: International Politics & Policy
- Government: Political Theory
- Government: Strategic Intelligence
- Journalism: Political Journalism
- Journalism: Liberal Arts

Students majoring in Government or Classical Liberal Arts have the option of taking a broad range of courses without declaring a track. Students majoring in Journalism must choose between the Political Journalism and Liberal Arts tracks.

Major Electives

Major Electives are built into most academic majors. Major Electives require students to choose courses that meet certain qualifying conditions, which are explicitly and exhaustively listed in the student's academic program page of the Catalog. Generally, the course must be an upper level course (junior or senior) within selected course prefixes. Major elective requirements are included in the required 46-48 major credits.

Open Electives

Open electives allow students to pursue areas of interest not specifically required by their major. Each major contains 11-14 credit hours of open electives in addition to the core curriculum and major courses. Students may use any transferred course that does not have a PHC equivalent as an open elective or they may choose from any successfully completed PHC course.

Academic Sessions and Academic Credit

Patrick Henry College operates on a semester system. The regular fall and spring semesters are 15 weeks of class plus an additional period for final examinations. Some summer courses are offered for continuing students.

The academic unit is the credit hour. A credit hour represents an amount of work as reflected in intended learning outcomes that approximates three hours of study per week (a minimum of one hour which is typically designated for engagement with a content expert) for 15 weeks. In compressed terms, the amount of student work per week increases, correlating proportionally according to the duration of term. Along with factors such as ability and prior knowledge, actual student experience will vary based on course type reasonably approximating a set of equivalency standards established by the faculty of the College. A table specifying these faculty-approved equivalencies is available in the College's Academic Affairs Guidebook upon request.



Department of Classical Liberal Arts

DEPARTMENT CHAIRMAN

Steven Hake, Ph.D.

ASSOCIATE DEPARTMENT CHAIRMAN

Bonnie Libby, Ph.D.

FULL-TIME FACULTY

David Aikman, Ph.D.

Darrel W. Cox, Ph.D.

Neal Doran, Ph.D.

Douglas V. Favelo, Ph.D.

Steven Hake, Ph.D.

Michael Kucks, Ph.D.

Bonnie Libby, Ph.D.

Laura McCollum, Ed.D.

Steven G. McCollum, D.M.A.

Stephen McRoberts, Ph.D.

John Warwick Montgomery, Ph.D.

Matthew Roberts, Ph.D.

Robert Spinney, Ph.D.

James M. Tallmon, Ph.D.

Gene Edward Veith, Ph.D.

ADJUNCT FACULTY

Erin Brown Conroy, M.A.

Jonathan Covington, M.S.

Nicole Doran, D.M.A.

Sherry Doyle, M.M.Ed.

Kurt Erhard, M.A.

Mark D. Filiatreau, M.F.A.

Mark Harris, M.A., M.S.

Tasha Hogan, M.M.

Jennifer Jackson, M.M.

Jason Lantzer, Ph.D.

C. Wayne Mayhall, M.A.

Scott McCormick, D.M.

Phoebe Rist, M.A.

Rodney Showalter, M.Ed.

Robin Sinckler, M.A.

Doug Stump, M.Ed.

Kristina Tanner, D.M.A.

Jacquelyn H. Veith, M.S.

INTRODUCTION

The Department of Classical Liberal Arts provides students with a broad background in classical languages, logic, rhetoric, Biblical studies, history, English composition and literature, philosophy, science, and mathematics. Students will encounter a multiplicity of ideas animating the world's great leaders and thinkers of the past in order to see how God has worked in and continues to work in His creation. Successful students will be informed and thoughtful citizens conversant in an array of disciplines.

The Department of Classical Liberal Arts houses three majors—Classical Liberal Arts, History, and Literature.

CLASSICAL LIBERAL ARTS MAJOR

Students in the Classical Liberal Arts major take a two-course sequence in Biblical Worldview and Pedagogy. As a part of their 20 hours of practicum/apprenticeship, they will develop curricula in a number of different disciplines, including English, history, Biblical studies, and Classical languages, for use in home education and a variety of other private schools. In addition, they will gain practical teaching experience in a home education setting, classical Christian academy, or private school.

Learning Objectives for the Classical Liberal Arts Major

- Improve research, writing, and speaking skills.
- Understand the function of the liberal arts as a means of transmitting knowledge in the Western tradition.
- Understand the role of the liberal arts in the formation of a Christian worldview.
- Develop a Biblical view of the unity of knowledge across the various disciplines of the liberal arts.
- Articulate a thorough integration of faith and learning.

CLASSICAL LIBERAL ARTS – MUSIC

Students emerge from the Music Track of the Classical Liberal Arts major with skills enabling them to be more autonomous musical leaders and to serve in a variety of musical contexts. To meet these outcomes, participants in the CLA Music Track take a two-course sequence in Biblical Worldview and Pedagogy and a third course in Music Pedagogy in addition to course work in the fundamentals of music and 15 credits of apprenticeship, which includes participation in the Patrick Henry College Youth Music Academy.

Learning Objectives for the Classical Liberal Arts Major – Music Track

- Improve research, writing, and speaking skills.
- Understand the function of the liberal arts as a means of transmitting knowledge in the Western tradition.
- Understand the role of the liberal arts in the formation of a Christian worldview.
- Develop a Biblical view of the unity of knowledge across the various disciplines of the liberal arts.
- Articulate a thorough integration of faith and learning.

Additionally, students in the Music Track will demonstrate competent knowledge and musicianship appropriate for this course of study in the following areas (consistent with the objectives of the National Association of Schools of Music):

- The ability to hear, identify, and work conceptually with the elements of music such as rhythm, melody, harmony, structure, timbre, texture.
- An understanding of, and the ability to read and realize, musical notation.
- An understanding of compositional processes, aesthetic properties of style, and the ways these shape and are shaped by artistic and cultural forces.
- An acquaintance (exposure) with a wide selection of musical literature, the principal eras, genres, and cultures.
- The ability to develop and defend musical judgments.
- An ability to perform competently in a student's chosen applied area.

HISTORY MAJOR

Students in the History major will take courses in Historical Research and Historiography as well as advanced courses in American, European, and World history. They will complete 8 credits of Directed Research and Writing (DRW) projects that allow them to engage in specialized historical research. The History major combines challenging coursework with DRW to prepare students for graduate education.

Learning Objectives for Students Majoring in History

- Improve research, writing, and speaking skills.
- Explain the contribution of Western civilization in shaping history.
- Explain the development of the United States from colonial times to its current position in world affairs.
- Develop the ability to analyze world events in light of their historical background.

- Apply the Biblical worldview to the study of history.

LITERATURE MAJOR

Students majoring in Literature study the great works of European and American literature. They take two semesters of English literature and one semester of American Literature. In addition, they expand on areas of interest by developing Directed Research & Writing projects in literary studies or creative writing.

Learning Objectives for the Literature Major

- Know the classics of Western literature (historical epochs, genres, major authors).
- Be familiar with important scholarship and criticism.
- Be able to write interesting and intelligent literary criticism. Enter the “great conversation.”
- Learn to work together and help each other as creators

and critics of literature.

- Imitate and learn from the Classics as creative writers.
- Understand the practical, business aspects of writing. Develop realistic career goals.
- Learn from and work with outstanding writers, critics, and scholars. Participate in valuable internships.

DEPARTMENT OF CLASSICAL LIBERAL ARTS GRADUATION REQUIREMENTS

In addition to the graduation requirements listed in the Academic Policies section of this catalog, students in the Department of Classical Liberal Arts must maintain at least a 2.5 GPA in their major (Classical Liberal Arts, History, or Literature) to graduate.



CLASSICAL LIBERAL ARTS MAJOR (122 CREDITS)

Core Curriculum (63 credits plus foreign language)

BIB203	Theology of the Bible I
BIB213	Theology of the Bible II
BIB223	Principles of Biblical Reasoning
CLA201	Research & Writing
CLA213	Logic
CLA223	Rhetoric
ECO303	Economics for the Citizen
GOV203	Constitutional Law
GOV213	Freedom's Foundations I
GOV223	Freedom's Foundations II
HIS203	History of the United States I
HIS213	History of the United States II
HIS223	History of Western Civilization I
HIS233	History of Western Civilization II
LIT213	Western Literature I
LIT223	Western Literature II
MAT203	Euclidean Geometry
MUS303	Music History & Appreciation
PHI203	Philosophy
SCI223	Biology
SCI221	Biology Laboratory
SCI233	Physics
SCI231	Physics Laboratory
Classical Foreign Language (see Foreign Language Requirements)	

Major Courses (48 credits)

CLA Courses (6 credits)

CLA303	Biblical Worldview & Pedagogy I
CLA313	Biblical Worldview & Pedagogy II

Apprenticeship Courses (1 credit)

PHC491	Wisdom & Eloquence Portfolio
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Major Electives (41 credits)

Course Electives (21 credits)

SCI/MAT***	Science/Math Elective (3 credits, 300+)
BIB***	Biblical Studies Elective (3 credits, 300+)
PHI***	Philosophy Elective (3 credits, 300+)
LIT/LGN/LAU***	Literature Elective (3 credits, 300+)
HAE/HCL/HIS/HSS***	History Elective (3 credits, 300+)

and

Take 2 additional courses in any 1 of the following areas (6 credits, 300+):

- History (HAE/HCL/HIS/HSS)
- Biblical Studies (BIB)
- Literature (LIT, LGN, LAU)
- Philosophy (PHI)
- Classical Languages (GRK, LAT)

Apprenticeship Electives (20 credits)

CLA301	Forensics Activities (up to 6 credits)
CLA470	Practicum / Apprenticeships (up to 20 credits)
CLA***	Curriculum Research/Development/Analysis (up to 6 credits)
CLA***	Student Teaching (up to 15 credits)
CLA***	Peer Tutoring (up to 4 credits)

Open Electives (11 credits)

Credit earned in the attainment of foreign language ability may be applied to Open Electives.

Recommended Course Sequence

First Year

Fall Semester

BIB203	Theology of the Bible I	3
CLA201	Research & Writing	1
CLA213	Logic	3
HIS203	History of the United States I	3
HIS223	History of Western Civilization I	3
PHC491	Wisdom & Eloquence Portfolio	1
<i>Establish plan to attain language proficiency</i>		14

Spring Semester

BIB213	Theology of the Bible II	3
CLA223	Rhetoric	3
HIS213	History of the United States II	3
HIS233	History of Western Civilization II	3
LIT213	Western Literature I	3
<i>Establish plan to attain language proficiency</i>		15

Second Year

Fall Semester

BIB223	Principles of Biblical Reasoning	3
GOV203	Constitutional Law	3
GOV213	Freedom's Foundations I	3
LIT223	Western Literature II	3
Open Elective or Classical Language I		2
		15

Spring Semester

GOV223	Freedom's Foundations II	3
MAT203	Euclidean Geometry	3
PHI203	Philosophy	3
SCI233	Physics	3
SCI231	Physics Lab	1
Open Elective or Classical Language II		3
		16

Third Year

Fall Semester

CLA303	Biblical Worldview & Pedagogy I	3
ECO303	Economics for the Citizen	3
SCI223	Biology	3
SCI221	Biology Lab	1
Open Elective or Classical Language III		3
Major Course Elective		2
		16

Spring Semester

CLA313	Biblical Worldview & Pedagogy II	3
MUS303	Music History & Appreciation	3
Major Course Elective		3
Major Course Elective		3
Open Elective or Classical Language IV		2 or 3
		14 or 15

Fourth Year

Fall Semester

Major Apprenticeship Elective		10
Major Course Elective		3
Major Course Elective		3
		16

Spring Semester

Major Apprenticeship Elective		10
Major Course Elective		3
Major Course Elective		3
		16

CLASSICAL LIBERAL ARTS MAJOR - MUSIC TRACK (122 CREDITS)

Core Curriculum (63 credits plus foreign language)

BIB203	Theology of the Bible I
BIB213	Theology of the Bible II
BIB223	Principles of Biblical Reasoning
CLA201	Research & Writing
CLA213	Logic
CLA223	Rhetoric
ECO303	Economics for the Citizen
GOV203	Constitutional Law
GOV213	Freedom's Foundations I
GOV223	Freedom's Foundations II
HIS203	History of the United States I
HIS213	History of the United States II
HIS223	History of Western Civilization I
HIS233	History of Western Civilization II
LIT213	Western Literature I
LIT223	Western Literature II
MAT203	Euclidean Geometry
MUS303	Music History & Appreciation
PHI203	Philosophy
SCI223	Biology
SCI221	Biology Laboratory
SCI233	Physics
SCI231	Physics Laboratory
Classical Foreign Language (see Foreign Language Requirements)	

Major Courses (48 credits)

CLA/Music Courses (31 credits)

CLA303	Biblical Worldview & Pedagogy I
CLA313	Biblical Worldview & Pedagogy II
MUS211/201	College Chorale or Orchestra / Chamber Music (4 credits)
MUS221	Aural Skills I
MUS222	Music Theory I
MUS231	Aural Skills II
MUS232	Music Theory II
MUS271	Voice Class
MUS301	Applied Music (4 credits)
MUS313	Music Pedagogy
MUS333	Conducting I
MUS382	Arts & Worship in the Church
MUS4**	Music Elective (2 credits, 400+)

and

Piano Proficiency (see music requirements)

Apprenticeship Courses (15 credits)

MUS470	Music Practicum / Internship (4 credits)
CLA470	Practicum / Apprenticeship (10 credits)
PHC491	Wisdom & Eloquence Portfolio

Major Electives (2 credits)

Choose one of the following options:

MUS201	Orchestra/Chamber Music (2 credits)
MUS211	College Chorale (2 credits)
MUS301	Applied Music: Piano (2 credits)
MUS4**	Music Elective (2 credits)

Note: Placement of the Major Elective in the student's course sequence varies depending upon which option the student selects; as a result, this requirement is intentionally missing from the included Recommended Course Sequence. Students should consult their academic advisor regarding the best placement of the Major Elective within the Recommended Course Sequence.

Open Electives (11 credits)

Credit earned in the attainment of foreign language ability may be applied to Open Electives.

Recommended Course Sequence

First Year

Fall Semester

BIB203	Theology of the Bible I	3
CLA201	Research & Writing	1
CLA213	Logic	3
HIS203	History of the United States I	3
HIS223	History of Western Civilization I	3
PHC491	Wisdom & Eloquence Portfolio	1
<i>Establish plan to attain language proficiency</i>		14

Spring Semester

BIB213	Theology of the Bible II	3
CLA223	Rhetoric	3
HIS213	History of the United States II	3
HIS233	History of Western Civilization II	3
MUS271	Voice Class	1
<i>Establish plan to attain language proficiency</i>		13

Second Year

Fall Semester

BIB223	Principles of Biblical Reasoning	3
GOV203	Constitutional Law	3
GOV213	Freedom's Foundations I	3
MUS222	Music Theory I	2
MUS221	Aural Skills I	1
MUS301	Applied Music	1
MUS303	Music History & Appreciation	3
		16

Spring Semester

LIT213	Western Literature I	3
GOV223	Freedom's Foundations II	3
MAT203	Euclidean Geometry	3
MUS232	Music Theory II	2
MUS231	Aural Skills II	1
MUS301	Applied Music	1
PHI203	Philosophy	3
		16

Third Year

Fall Semester

CLA303	Biblical Worldview & Pedagogy I	3
LIT223	Western Literature II	3
MUS301	Applied Music	1
MUS2*1	College Chorale or Orchestra / Chamber Music	1
MUS333	Conducting I	3
SCI223	Biology	3
SCI221	Biology Lab	1
Open Elective or Classical Language I		2 or 3
		17 or 18

Spring Semester

CLA313	Biblical Worldview & Pedagogy II	3
ECO303	Economics for the Citizen	3
MUS301	Applied Music	1
MUS2*1	College Chorale or Orchestra / Chamber Music	1
SCI233	Physics	3
SCI231	Physics Lab	1
MUS382	Arts & Worship in the Church	2
Open Elective or Classical Language II		3
		17

Fourth Year

Fall Semester

MUS2*1	College Chorale or Orchestra / Chamber Music	1
MUS470	Music Practicum / Internship	4
MUS313	Music Pedagogy	3
MUS***	Music Elective	2
Open Elective or Classical Language III		3
		13

Spring Semester

CLA470	CLA Practicum / Apprenticeship	10
MUS2*1	College Chorale or Orchestra / Chamber Music	1
Open Elective or Classical Language IV		3
		14

HISTORY MAJOR (122 CREDITS)

Core Curriculum (63 credits plus foreign language)

BIB203	Theology of the Bible I
BIB213	Theology of the Bible II
BIB223	Principles of Biblical Reasoning
CLA201	Research & Writing
CLA213	Logic
CLA223	Rhetoric
ECO303	Economics for the Citizen
GOV203	Constitutional Law
GOV213	Freedom's Foundations I
GOV223	Freedom's Foundations II
HIS203	History of the United States I
HIS213	History of the United States II
HIS223	History of Western Civilization I
HIS233	History of Western Civilization II
LIT213	Western Literature I
LIT223	Western Literature II
MAT203	Euclidean Geometry
MUS303	Music History & Appreciation
PHI203	Philosophy
SCI223	Biology
SCI221	Biology Laboratory
SCI233	Physics
SCI231	Physics Laboratory
Classical Foreign Language (see Foreign Language Requirements)	

Major Courses (48 credits)

History Courses (6 credits)

HIS373	Historical Research
HIS383	Historiography

Apprenticeship Courses (9 credits)

HIS494	Directed Research & Writing: Senior Thesis (8 credits over 2 semesters)
PHC491	Wisdom & Eloquence Portfolio

Major Electives (33 credits)

BIB***	Biblical Studies Elective (3 credits, 300+)
LIT/LGN/LAU***	Literature Elective (3 credits, 300+)
PHI***	Philosophy Elective (3 credits, 300+)
HISTORY ELECTIVES (24 credits, up to 6 credits may be earned in HIS470 and H**480 courses combined):	
HAE***	American/European History (6 credits, 300+)
HCL***	Classical History (3 credits, 300+)
HSS***	Historical Studies, non-Western (6 credits, 300+)
HAE/HCL/HIS/HSS***	History Courses (9 credits, 300+)

Open Electives (11 credits)

Credit earned in the attainment of foreign language ability may be applied to Open Electives.

Recommended Course Sequence

First Year

Fall Semester

BIB203	Theology of the Bible I	3
CLA201	Research & Writing	1
CLA213	Logic	3
HIS203	History of the United States I	3
HIS223	History of Western Civilization I	3
PHC491	Wisdom & Eloquence Portfolio	1
<i>Establish plan to attain language proficiency</i>		14

Spring Semester

BIB213	Theology of the Bible II	3
CLA223	Rhetoric	3
HIS213	History of the United States II	3
HIS233	History of Western Civilization II	3
LIT213	Western Literature I	3
<i>Establish plan to attain language proficiency</i>		15

Second Year

Fall Semester

BIB223	Principles of Biblical Reasoning	3
GOV203	Constitutional Law	3
GOV213	Freedom's Foundations I	3
LIT223	Western Literature II	3
Open Elective or Classical Language I		2
		15

Spring Semester

GOV223	Freedom's Foundations II	3
MAT203	Euclidean Geometry	3
PHI203	Philosophy	3
SCI233	Physics	3
SCI231	Physics Lab	1
Open Elective or Classical Language II		2
		16

Third Year

Fall Semester

HIS383	Historiography	3
SCI223	Biology	3
SCI221	Biology Lab	1
Major Elective		3
Major Elective		3
Open Elective or Classical Language III		2 or 3
		15 or 16

Spring Semester

HIS373	Historical Research	3
Major Elective		3
Major Elective		3
Major Elective		3
Major Elective		3
Open Elective or Classical Language IV		2
		15

Fourth Year

Fall Semester

ECO303	Economics for the Citizen	3
HIS494	Directed Research & Writing: Senior Thesis	4
Major Elective		3
Major Elective		3
Major Elective		3
		16

Spring Semester

HIS494	Directed Research & Writing: Senior Thesis	4
MUS303	Music History & Appreciation	3
Major Elective		3
Major Elective		3
Major Elective		2
		16

LITERATURE MAJOR (122 CREDITS)

Core Curriculum (63 credits plus foreign language)

BIB203	Theology of the Bible I
BIB213	Theology of the Bible II
BIB223	Principles of Biblical Reasoning
CLA201	Research & Writing
CLA213	Logic
CLA223	Rhetoric
ECO303	Economics for the Citizen
GOV203	Constitutional Law
GOV213	Freedom's Foundations I
GOV223	Freedom's Foundations II
HIS203	History of the United States I
HIS213	History of the United States II
HIS223	History of Western Civilization I
HIS233	History of Western Civilization II
LIT213	Western Literature I
LIT223	Western Literature II
MAT203	Euclidean Geometry
MUS303	Music History & Appreciation
PHI203	Philosophy
SCI223	Biology
SCI221	Biology Laboratory
SCI233	Physics
SCI231	Physics Laboratory
Classical Foreign Language (see Foreign Language Requirements)	

Major Courses (48 credits)

Literature Courses (12 credits)

LIT303	Literary Theory and Criticism
LIT363	American Literature
LIT373	English Literature I
LIT383	English Literature II

Apprenticeship Courses (1 credit)

PHC491	Wisdom & Eloquence Portfolio
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Major Electives (35 credits)

Course Elective (27 credits)

BIB***	Biblical Studies Elective (3 credits, 300+)
PHI***	Philosophy Elective (3 credits, 300+)
HAE/HCL/HIS/HSS***	History Elective (3 credits, 300+)
LIT/LAU/LGN***	Literature Electives (6 credits, 300+; may include CLA383.)

WRITING ELECTIVE (3 credits, choose one)

CLA303	Biblical Worldview & Pedagogy I
CPW333	Non-Fiction Writing
CPW343	Fiction Writing
JRN203	Journalism I

GENRE (6 credits; choose two)

LGN333	Poetry
LGN343	Novel
LGN353	Drama
LGN373	Film

MAJOR AUTHOR (3 credits; choose one)

LAU333	Shakespeare
LAU343	Milton
LAU353	Chaucer
LAU363	Selected Works of Charles Dickens

Apprenticeship Electives (8 credits)

LIT470	Internship in Literature (up to 8 or 6 credits, see course description)
LIT490	Directed Research & Writing in Literature (up to 8 credits)
CLA301	Forensic Activities (up to 3 credits)

Open Electives (11 credits)

Credit earned in the attainment of foreign language ability may be applied to Open Electives.

Recommended Course Sequence

First Year

Fall Semester

BIB203	Theology of the Bible I	3
CLA201	Research & Writing	1
CLA213	Logic	3
HIS203	History of the United States I	3
HIS223	History of Western Civilization I	3
PHC491	Wisdom & Eloquence Portfolio	1
<i>Establish plan to attain language proficiency</i>		14

Spring Semester

BIB213	Theology of the Bible II	3
CLA223	Rhetoric	3
HIS213	History of the United States II	3
HIS233	History of Western Civilization II	3
LIT213	Western Literature I	3
<i>Establish plan to attain language proficiency</i>		15

Second Year

Fall Semester

BIB223	Principles of Biblical Reasoning	3
GOV203	Constitutional Law	3
GOV213	Freedom's Foundations I	3
LIT223	Western Literature II	3
Major Course Elective		2
		15

Spring Semester

GOV223	Freedom's Foundations II	3
MAT203	Euclidean Geometry	3
PHI203	Philosophy	3
SCI233	Physics	3
SCI231	Physics Lab	1
Major Course Elective		2
		16

Third Year

Fall Semester

ECO303	Economics for the Citizen	3
LIT373	English Literature I	3
SCI223	Biology	3
SCI221	Biology Lab	1
Open Elective or Classical Language I		3
Major Course Elective		2
		16

Spring Semester

LGN***	Genre	3
LIT383	English Literature II	3
LIT303	Literary Theory and Criticism	3
Major Course Elective		3
Open Elective or Classical Language II		2
		15

Fourth Year

Fall Semester

LGN***	Genre	3
LIT363	American Literature	3
MUS303	Music History & Appreciation	3
Major Course Elective		3
Open Elective or Classical Language III		2
		15

Spring Semester

LAU***	Major Author	3
Major Apprenticeship Elective		8
Major Course Elective		3
Open Elective or Classical Language IV		2 or 3
		16 or 17

Department of Government

DEPARTMENT CHAIRMAN

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DEPARTMENT INTRODUCTION

The Mission of the Department of Government is to promote practical application of biblical principles and the original intent of the founding documents of the American republic, while preparing students for lives of public service and citizen leadership. Students will systematically study politics, government, and journalism as they learn to apply the Creator's great gifts to humanity, namely His special revelation (the revealed word of His Scripture) and His natural revelation (the light of right reason and the knowledge humans develop). Using these tools, graduates can bring unity, clarity, and purpose to the understanding and practice of government and journalism.

The Department of Government offers students a well-grounded program of study in political theory, American Government institutions and behavior, domestic public policy and economics, international politics and policy, and security and intelligence studies. In addition, a distinctive element of the Department and Patrick Henry College is the strong emphasis on apprenticeship methodology. Students are required to apply their understanding of their fields in vocational settings, including internships, debate, Moot Court, practica and many other opportunities. In addition to reading classic works of political theory and philosophy, from Aristotle's *Politics* to *The Federalist Papers*, students will be introduced to classics in their discipline, readings that over time have been recognized by scholars as critically important to the development of government and political science as a field of study. Students will combine all this with biblical principles and a Christian worldview, becoming able to better realize and appreciate the unity, clarity, and purpose of the study of government.

GOVERNMENT MAJOR

Overview

The Government Major is comprised of the following credit allowances:

- 63 credits plus foreign language in the core curriculum;
- 48 major course credits

This includes 12 credits of required Government courses, 12 credits of track courses, and 24 credit hours of

apprenticeship opportunities;

- 12 open elective credit hours
- 123 total credit hours.

Within the Government major, students have a measure of flexibility to craft their course work to their specific academic interests. Most broadly, the general Government major allows students to choose 12 credits in a variety of Government disciplines. Many students choose a specific discipline within Government in which to specialize. These specializations are called tracks and include the following options:

- American Politics & Policy
- International Politics & Policy
- Political Theory
- Strategic Intelligence

Each track has specific upper-division courses tailored to provide the student with a sound understanding and appreciation of government, politics and policy, theory, or strategic intelligence. Combining this with the apprenticeship opportunities, students are well prepared to enter public service, non-profit organizations, think tanks, or graduate and professional schools.

Required Government Courses

Every student majoring in Government is required to take 12 credits of introductory courses. These courses include: American Political Institutions, Comparative Politics, International Relations, and Political Science Research Methods (or Intelligence Research Analysis for students in the Strategic Intelligence track).

These four courses introduce all Government students to the key subfields within the discipline to ensure that students will have a basic understanding of the discipline regardless of their chosen area. These courses also play a significant role in the classical liberal arts pedagogy at Patrick Henry College. As part of the classical liberal arts trivium, the required government courses provide the grammar of the discipline. This is accomplished primarily through the study of discipline classics, primary sources, and other key texts, laying the foundation on which students may build in the logic-oriented classes of their chosen tracks. For example, International Relations and Comparative Politics prepare students for upper-division work in the International Politics and Policy track, and, to a lesser extent, the Strategic Intelligence track. American Political Institutions prepares students for upper-division work in the American Politics & Policy track. The Political Science Research Methods course provides students in any track with the research and methodological tools necessary to carry out research and analysis in upper-division courses. In addition to basic research and written material by scholars in the field, both historically and contemporarily, and in conjunction with Patrick Henry College's vision and mission, each course will draw upon biblical principles and a Christian worldview to lay a foundation for each subject.

More information about the required government courses can be found in the course description section of this Catalog.

Apprenticeship Experience and Methodology

A key distinctive of Patrick Henry College is its focus on

apprenticeship training. As explained in the Patrick Henry College Philosophy of Education, apprenticeship training is applied learning under the direction and guidance of a mentor, tutor, or instructor. Government students are required to choose several apprenticeship opportunities, comprising half of their major program (24 credit hours). Current opportunities include:

- Internship
- Practicum in American Politics & Policy
- Practicum in International Politics & Policy
- Moot Court
- Applied Research in Political Theory
- Senior Thesis and Preparation
- Mock Trial
- Forensics Activities
- Special Projects in Strategic Intelligence

Each type of apprenticeship experience is unique. While apprenticeships are largely initiated by the students, PHC Government faculty are engaged in the learning process and generally provide some oversight and direction to the apprenticeship experience.

Two common types of apprenticeships are the internship and practicum. Internships are courses designed to give students supervised practical application in a controlled work environment, generally off-campus. (Journalism majors also have on-campus internship experiences working on the PHC student publications.) Government majors, especially policy and SI students, have a unique opportunity to participate in their chosen fields within the greater Washington D.C. community, including the White House, Capitol Hill, government agencies, think tanks, non-profit and faith-based organizations, and a variety of county and local government agencies and organizations. The College maintains contact with a bipartisan network of individuals and organizations, both in the D.C. area and across the country, many of them officeholders, who desire to assist students in gaining practical experience and knowledge in government, politics, policy, and strategic intelligence.

The “practicum,” the “applied research seminar,” and the various applied research courses provide other forms of apprenticeship learning. In a practicum course, students begin with classroom preparation in a particular subject and move on to develop, evaluate, and report on actual public policy. For example, students in the American Politics & Policy track might focus on a specific policy issue, such as evaluating the federal government’s involvement in public education through the No Child Left Behind Act. With the direction of the faculty member and after some preliminary research in primary and secondary documentation, students would research the issue from a variety of perspectives (i.e. political, theoretical, educational, financial, federalism and intergovernmental relations, etc.), develop a project proposal, and then submit a comprehensive written report. The goal of the course would be to provide the written document to policymakers in the specific policy field.

Other examples of student learning—in any of the practica and applied research courses—include researching and reporting on current bills before various legislative bodies and drafting

policy briefs, press releases, political speeches, and legislative proposals. Each of these projects is to be completed under the supervision of a faculty mentor with extensive experience in that specific area of study. Often the research for such projects requires students to interact with professionals in the field, such as congressional and state legislative staff, executive branch officials, lobbyists, policy institutes, activist organizations, etc.

LEARNING OBJECTIVES FOR GOVERNMENT

GOVERNMENT

The Government Major (with no track) provides students the opportunity to complete the required Government courses and then take courses from the three following disciplines: American Politics & Policy, International Politics & Policy, and Political Theory.

Learning Objectives for the Government Major

- Develop and apply biblical principles and a Christian worldview to the study and practice of government.
- Understand the institutions, behavior, and functions of American national, state, and local government.
- Demonstrate theoretical and practical knowledge of international relations, comparative political systems, U.S. foreign policy, and international economic systems.
- Demonstrate a thorough knowledge of the relevant, competing political philosophies that have shaped the West.
- Demonstrate an understanding of the policymaking process, both domestic and foreign.
- Demonstrate an understanding of the relationship between the political and economic sectors at the national, state, and local levels of government and society in general.
- Develop and apply effective research and writing skills to the study and practice of government, politics, policy and economics.
- Develop and demonstrate effective oral communication skills.
- Serve national, state, or local policymakers with skill, maturity, and prudence.
- Be an astute, informed, and active citizen at all levels of government and non-profit service.
- Be able to assimilate smoothly into the political, policy, or governmental workplace.

GOVERNMENT—AMERICAN POLITICS & POLICY

Students majoring in Government with the American Politics & Policy track examine the key subfields of American Government, including American institutions and behavior, state and local government, public economics, public policy, and research methods.

Apprenticeships in the American Politics & Policy track might explore opinion polling and survey research. In such a practicum, students would learn the history of public opinion polling, the methods used in polling, and how to accurately interpret poll data. Students might then be placed in a survey research firm for a period of time to actually do public opinion polling culminating in a report on their work. Students would also do their own polling projects, independent of their work in survey research firms, researching already existing survey

data to draw conclusions about public opinion on specific key issues facing American policy makers.

Learning Objectives for the Government Major—American Politics & Policy Track

- Develop and apply biblical principles and a Christian worldview to the study and practice of government.
- Understand the institutions, behavior, and functions of American national, state, and local government.
- Demonstrate an understanding of the policymaking process.
- Demonstrate an understanding of the relationship between the political and economic sectors at the national, state, and local levels of government and society in general.
- Develop and apply effective research and writing skills to the study and practice of government, politics, policy and economics.
- Develop and demonstrate effective oral communication skills.
- Serve national, state, or local policymakers with skill, maturity, and prudence.
- Be an astute, informed, and active citizen at all levels of government and non-profit service.
- Be able to assimilate smoothly into the political, policy, or governmental workplace.

GOVERNMENT—INTERNATIONAL POLITICS & POLICY

Government-International Politics & Policy track students study international relations, foreign policy, political economy, ethics and international diplomacy, and comparative politics.

Under the direction of a qualified faculty or mentor, students in the International Politics & Policy track might explore a specific global issue (e.g. global warming, environmental degradation, resource scarcity, the war on terror, globalization, free trade, ethnic violence, genocide, etc.) through research of primary and secondary sources. Students then would be required to draft a policy report articulating a strategy for US involvement in the issue that would ultimately be forwarded to relevant government officials. Drafting a report that articulates a biblical perspective on the issue would be of great value to various Christian policy groups and think tanks who are interested in articulating the Christian community’s views on important global issues.

Learning Objectives for the Government Major—International Politics & Policy Track

- Develop and apply biblical principles and a Christian worldview to the study and practice of government.
- Demonstrate a thorough knowledge of the relevant, competing political philosophies and theories that currently guide and have historically guided the political world.
- Demonstrate an understanding of the policymaking process.
- Demonstrate theoretical and practical knowledge of international relations, comparative political systems, U.S. foreign policy, and international economic systems.
- Develop and apply effective research and writing skills to the study and practice of government, politics, policy and economics.
- Develop and demonstrate effective oral communication skills.

- Be an astute, informed, and active citizen at all levels of government and non-profit service.
- Be able to assimilate smoothly into the political, policy, or governmental workplace.

GOVERNMENT—POLITICAL THEORY

The students who choose the Government-Political Theory track study the chief schools of political thought, from ancient to contemporary, as well as the application of political theory to current policy issues.

Students in political theory engage in reading, discussing, and writing on various theoretical aspects of politics. Political theory seminars consist of small groups of students who meet regularly with the instructor to read and discuss seminal works in political theory, usually around one or two particular theorists, such as Plato or Locke, or around a general theme in political theory. Under the direction of the instructor, students take an active part in leading discussions, presenting ideas, and writing papers that demonstrate their understanding of political theory. Students will be required to write substantial papers, which will be presented to the group for comment and critique.

Another apprenticeship opportunity for political theory students is the Senior Thesis. In consultation with the instructor, the student will select a topic, develop a thesis, construct a bibliography, write a substantial paper on a subject of specific interest, and present those findings to a larger audience.

Learning Objectives for the Government Major—Political Theory Track

- Develop and apply biblical principles and a Christian worldview to the study of political theory.
- Demonstrate a thorough knowledge of the competing political philosophies that have shaped the West.
- Demonstrate the capacity to identify and evaluate the philosophical ideas supporting and motivating a political system.
- Develop a thorough understanding of how competing views of human nature motivate various political systems.
- Demonstrate an understanding of the competing theories of justice.
- Demonstrate ability to evaluate public policy positions in light of theoretical and historical concerns.
- Develop and apply effective research and writing skills to the study of political theory.
- Demonstrate effective oral communication skills.

GOVERNMENT—STRATEGIC INTELLIGENCE

Government-Strategic Intelligence track students study the history and development of intelligence gathering agencies, the role of intelligence in foreign policy making, and the application of modern intelligence data collection and analysis techniques. The Strategic Intelligence faculty are advised and supported by a Board of Advisors consisting of nationally recognized experts in the intelligence and foreign policy fields.

Strategic Intelligence students have special requirements and responsibilities. These students fulfill their apprenticeship requirements partly through intelligence and/or foreign policy internships and partly through practical research and analysis

directed by college faculty or qualified outside practitioners. Examples of apprenticeship projects include systematic analysis of government-maintained intelligence databases, exploitation of open source data for intelligence and foreign policy applications, and drafting of foreign policy briefs for use by executive, legislative, and private sector decision makers.

Students interested in pursuing the SI track must apply for admission. Students may apply for entrance to the SI Track no earlier than the second semester of the Freshman year;

- Have a GPA of 3.0 or better;
- Submit a satisfactory, written application and successfully complete an oral interview;
- Successfully complete analytic training requirements upon being admitted to the Track;
- Furthermore, as many will work with sensitive data, Strategic Intelligence students must observe and keep all security and confidentiality agreements.

Learning Objectives for the Government Major—Strategic Intelligence Track

- Develop and apply biblical principles and a Christian worldview to the study and practice of intelligence analysis and foreign policymaking.
- Articulate the principles of liberty as expressed in many founding documents, such as the Declaration of Independence and the United States Constitution.
- Demonstrate a thorough knowledge of the relevant, competing political philosophies and theories that currently guide and have historically guided the political world.
- Demonstrate an understanding of the policymaking and intelligence gathering process.
- Demonstrate theoretical and practical knowledge of international relations, comparative political systems, U.S. foreign policy, and international economic systems.
- Articulate the history, development, and current functions of foreign policymaking and executing agencies.
- Demonstrate working knowledge of standard intelligence data analysis software applications.
- Demonstrate a healthy respect for security and confidentiality protocols.
- Develop and apply effective research and writing skills to the study and practice of foreign policy and intelligence analysis.
- Develop and demonstrate effective oral communication skills.
- Serve foreign policymakers with skill, maturity, and prudence.
- Be able to assimilate smoothly into the intelligence, national security, and/or foreign policy communities.

JOURNALISM MAJOR

The Journalism Major prepares Christian students to be outstanding journalists. Students will gain the skills, knowledge, and experience they need to compete effectively for positions with news media in local, regional, and national markets. Students also develop a strong sense of professionalism, a respect for the institution of journalism and its role in maintaining a free society, and the ability to understand and evaluate trends and practices in contemporary



journalism. Most importantly, they will develop a biblically-based philosophy of journalism to guide them as they seek truth as the ultimate goal in all that they investigate and report.

All Journalism students study basic news reporting and writing (Journalism I and II) as well as Media Law and Journalism History.

Journalism Tracks

Students majoring in Journalism must choose between two tracks: Political Journalism or Liberal Arts. A track in Political Journalism provides the student with a working knowledge of politics, essential in most newsrooms; the Political Journalism track, with broad and intensive courses in government, prepares students to work as general assignment or political reporters and editors. The Liberal Arts track, with a professional writing course and other upper-division CLA classes in addition to the core curriculum, is designed for students who want a solid historical and literary background to help them interpret the culture and produce insightful essays, narratives, and other types of features.

Journalism Apprenticeships

Internships are a key part of the Patrick Henry College Journalism program. After completing Journalism II (usually in their freshman or sophomore year), students spend two semesters as staff members on the student newspaper, magazine, or radio program (Student Publications Internship I and II). In the fall semester, students will take a skills course directly related to their internship: students working with one of the print publications will take Print Media Graphics; those with the radio program will take Radio Journalism.

Usually in their junior or senior year students must earn at least six internship credits by completing an off-campus internship. Students have interned at, among other publications, the

Washington Times, the *Washington Examiner*, *WORLD Magazine*, the *Baltimore Sun*, NBC and Fox affiliates in Washington, *National Geographic*, *American Spectator*, NBC/Universal in Los Angeles, American Family Radio, *USAToday*, Slate.com, and many smaller newspapers and broadcast stations. Students complete the program's internship requirements by taking 9 credits of journalism electives (e.g. Political Journalism, Narrative Non-Fiction), additional off-campus internships, freelance project internships under the supervision of a journalism professor, or a combination of the above.

Learning Objectives for the Journalism Major

- Develop biblical principles and a Christian worldview of the role of a Christian journalist in society and how these principles apply to Christian and non-Christian publications.
- Understand how news media interact with and help shape contemporary culture and politics.
- Demonstrate professional competency in the core practical journalistic tasks by finding, reporting, and writing publishable news stories for local, regional, and national markets.
- Understand the historical foundations of journalism and how they shape contemporary journalistic practice.
- Understand and apply basic principles of print news media layout and design.
- Understand the major principles of media law that apply to print journalism.

- Develop and apply a biblical standard of journalistic ethics and a strong commitment to journalistic integrity.
- Develop the skill, maturity, prudence, and professionalism to assimilate smoothly into a wide variety of news media organizations.

Additional Graduation Requirements

Students in several tracks of the Government major (including Political Theory, American Politics & Policy, and International Politics & Policy), the Government major with no track, and both tracks of the Journalism major must fulfill the foreign language standard with a modern or classical foreign language.

Students in Strategic Intelligence must fulfill the foreign language standard with a modern foreign language. Strategic Intelligence students may NOT substitute a classical language to fulfill their foreign language requirement, though open elective credit may be used to study a classical language.

In addition to the graduation requirements listed in the Academic Policies section of this catalog, students in the several tracks of the Government major (including Political Theory, American Politics & Policy, and International Politics & Policy), the Government major with no track, and both tracks of the Journalism major must maintain at least a 2.5 GPA in the major and earn a "C-" or better in all major courses to graduate. Students in the Strategic Intelligence track must maintain at least a 3.0 GPA in the Government major and earn a "C-" or better in all Government courses to graduate.



GOVERNMENT MAJOR (123 CREDITS)

Core Curriculum (63 credits plus foreign language)

BIB203	Theology of the Bible I
BIB213	Theology of the Bible II
BIB223	Principles of Biblical Reasoning
CLA201	Research & Writing
CLA213	Logic
CLA223	Rhetoric
ECO303	Economics for the Citizen
GOV203	Constitutional Law
GOV213	Freedom's Foundations I
GOV223	Freedom's Foundations II
HIS203	History of the United States I
HIS213	History of the United States II
HIS223	History of Western Civilization I
HIS233	History of Western Civilization II
LIT213	Western Literature I
LIT223	Western Literature II
MAT203	Euclidean Geometry
MUS303	Music History and Appreciation
PHI203	Philosophy
SCI223	Biology
SCI221	Biology Laboratory
SCI233	Physics
SCI231	Physics Laboratory

Modern/Classical Foreign Language (see Foreign Language Requirements)

Major Courses (48 credits)

Government Courses (12 credits)

GOV303	American Political Institutions
GOV313	Political Science Research Methods
GOV323	Comparative Politics
GOV333	International Relations

Apprenticeship Courses (1 credit)

PHC491	Wisdom & Eloquence Portfolio
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Major Electives (35 Credits)

Course Electives (Choose 12 credits)

APP303	State & Local Government
APP313	The Congress
APP323	The Presidency
APP353	Campaigns & Elections
APP363	Public Administration
APP403	Principles of Policy Analysis
APP413	Ethics & Public Policy
APP423	Education Policy & Politics
ECO313	Public Economics
ECO383	Comparative Economics
ECO403	Public Finance & Taxation
ECO413	International Economics
GOV483	Topics in Government (topics vary)
IPP303	Foreign Policy: Theory & Practice
IPP403	Theory & Ethics of International Relations
IPP423	European Politics
IPP433	Politics of Developing Nations
IPP453	Area Studies (topics vary)
IPP483	Topics in International Studies (topics vary)
PHI433	Philosophy of Law & Human Rights
POL313	Ancient & Medieval Political Theory
POL333	Modern & Contemporary Political Theory
POL353	American Political Thought
POL373	Conservative Political Theory

Apprenticeship Electives (Choose 23 credits)

***470	Internship in APP/IPP/POL (up to 12 credits)
APP463	Practicum in American Politics & Policy (up to 3 credits)
GOV462/GOV442/CLA301	Moor Court/Mock Trial/Forensics Activities (up to 6 credits)
GOV490	Directed Research (up to 6 credits)
IPP463	Practicum in International Politics & Policy (up to 3 credits)
POL463	Applied Research in Political Theory: (topics vary) (up to 6 credits)
***492&496	APP/IPP/POL Senior Thesis Prep & Senior Thesis (8 credits)

Open Electives (12 credits)

Credit earned in the attainment of foreign language ability may be applied to Open Electives.

Recommended Course Sequence

First Year

Fall Semester

BIB203	Theology of the Bible I	3
CLA201	Research & Writing	1
CLA213	Logic	3
HIS203	History of the United States I	3
HIS223	History of Western Civilization I	3
PHC491	Wisdom & Eloquence Portfolio	1
<i>Establish plan to attain language proficiency</i>		14

Spring Semester

BIB213	Theology of the Bible II	3
CLA223	Rhetoric	3
HIS213	History of the United States II	3
HIS233	History of Western Civilization II	3
LIT213	Western Literature I	3
<i>Establish plan to attain language proficiency</i>		15

Second Year

Fall Semester

BIB223	Principles of Biblical Reasoning	3
GOV203	Constitutional Law	3
GOV213	Freedom's Foundations I	3
LIT223	Western Literature II	3
Open Elective or Foreign Language I		3
		15

Spring Semester

GOV223	Freedom's Foundations II	3
MAT203	Euclidean Geometry	3
PHI203	Philosophy	3
SCI223	Biology	3
SCI221	Biology Laboratory	1
Open Elective or Foreign Language II		3
		16

Third Year

Fall Semester

ECO303	Economics for the Citizen	3
GOV303	American Political Institutions	3
GOV313	Political Science Research Methods	3
SCI233	Physics	3
SCI231	Physics Laboratory	1
Open Elective or Foreign Language III		3
		16

Spring Semester

GOV323	Comparative Politics	3
GOV333	International Relations	3
Major Course Elective		3
Major Course Elective		3
Open Elective or Foreign Language IV		3
		15

Fourth Year

Fall Semester

MUS303	Music History & Appreciation	3
Major Course Elective		3
Major Apprenticeship Elective		10
		16

Spring Semester

Major Course Elective		3
Major Apprenticeship Elective		13
		16

GOVERNMENT MAJOR - AMERICAN POLITICS & POLICY TRACK (123 CREDITS)

Core Curriculum (63 credits plus foreign language)

BIB203	Theology of the Bible I
BIB213	Theology of the Bible II
BIB223	Principles of Biblical Reasoning
CLA201	Research & Writing
CLA213	Logic
CLA223	Rhetoric
ECO303	Economics for the Citizen
GOV203	Constitutional Law
GOV213	Freedom's Foundations I
GOV223	Freedom's Foundations II
HIS203	History of the United States I
HIS213	History of the United States II
HIS223	History of Western Civilization I
HIS233	History of Western Civilization II
LIT213	Western Literature I
LIT223	Western Literature II
MAT203	Euclidean Geometry
MUS303	Music History & Appreciation
PHI203	Philosophy
SCI223	Biology
SCI221	Biology Laboratory
SCI233	Physics
SCI231	Physics Laboratory
Modern/Classical Foreign Language (see Foreign Language Requirements)	

Major Courses (48 credits)

Government Courses (12 credits)

GOV303	American Political Institutions
GOV313	Political Science Research Methods
GOV323	Comparative Politics
GOV333	International Relations

Apprenticeship Courses (12 credits)

APP463	Practicum in American Politics & Policy (6 credits)
APP470	Internship in American Politics & Policy (5 credits)
PHC491	Wisdom & Eloquence Portfolio

Major Electives (24 credits)

Course Electives (Choose 12 credits)

APP303	State & Local Government
APP313	The Congress
APP323	The Presidency
APP353	Campaigns & Elections
APP363	Public Administration
APP403	Principles of Policy Analysis
APP413	Ethics in Public Policy
APP423	Education Policy & Politics
ECO313	Public Economics
ECO403	Public Finance & Taxation
GOV483	Topics in Government (topics vary)

Apprenticeship Electives (Choose 12 credits)

APP463	Practicum in American Politics & Policy (up to 3 credits)
APP470	Internship in American Politics & Policy (up to 7 credits)
APP492	Senior Thesis Preparation (2 credits)
APP496	Senior Thesis (6 credits)
GOV462/GOV442/CLA301	Moot Court/Mock Trial/Forensics Activities (up to 6 credits)
GOV490	Directed Research (up to 6 credits)
IPP463	Practicum in International Politics & Policy (up to 3 credits)
POL463	Applied Research in Political Theory: topics vary (up to 6 credits)

Open Electives (12 credits)

Credit earned in the attainment of foreign language ability may be applied to Open Electives.

Recommended Course Sequence

First Year

Fall Semester

BIB203	Theology of the Bible I	3
CLA201	Research & Writing	1
CLA213	Logic	3
HIS203	History of the United States I	3
HIS223	History of Western Civilization I	3
PHC491	Wisdom & Eloquence Portfolio	1
<i>Establish plan to attain language proficiency</i>		14

Spring Semester

BIB213	Theology of the Bible II	3
CLA223	Rhetoric	3
HIS213	History of the United States II	3
HIS233	History of Western Civilization II	3
LIT213	Western Literature I	3
<i>Establish plan to attain language proficiency</i>		15

Second Year

Fall Semester

BIB223	Principles of Biblical Reasoning	3
GOV203	Constitutional Law	3
GOV213	Freedom's Foundations I	3
LIT223	Western Literature II	3
Open Elective or Foreign Language I		3
		15

Spring Semester

GOV223	Freedom's Foundations II	3
MAT203	Euclidean Geometry	3
PHI203	Philosophy	3
SCI223	Biology	3
SCI221	Biology Laboratory	1
Open Elective or Foreign Language II		3
		16

Third Year

Fall Semester

ECO303	Economics for the Citizen	3
GOV303	American Political Institutions	3
GOV313	Political Science Research Methods	3
SCI233	Physics	3
SCI231	Physics Laboratory	1
Open Elective or Foreign Language III		3
		16

Spring Semester

GOV323	Comparative Politics	3
GOV333	International Relations	3
Major Course Elective		3
Major Course Elective		3
Open Elective or Foreign Language IV		3
		15

Fourth Year

Fall Semester

APP463	Practicum in American Politics & Policy	3
MUS303	Music History & Appreciation	3
Major Course Elective		3
Major Apprenticeship Elective		6
		15

Spring Semester

APP463	Practicum in American Politics & Policy	3
APP470	Internship in American Politics & Policy	5
Major Apprenticeship Elective		6
Major Course Elective		3
		17

GOVERNMENT MAJOR - INTERNATIONAL POLITICS & POLICY TRACK (123 CREDITS)

Core Curriculum (63 credits plus foreign language)

BIB203	Theology of the Bible I
BIB213	Theology of the Bible II
BIB223	Principles of Biblical Reasoning
CLA201	Research & Writing
CLA213	Logic
CLA223	Rhetoric
ECO303	Economics for the Citizen
GOV203	Constitutional Law
GOV213	Freedom's Foundations I
GOV223	Freedom's Foundations II
HIS203	History of the United States I
HIS213	History of the United States II
HIS223	History of Western Civilization I
HIS233	History of Western Civilization II
LIT213	Western Literature I
LIT223	Western Literature II
MAT203	Euclidean Geometry
MUS303	Music History & Appreciation
PHI203	Philosophy
SCI223	Biology
SCI221	Biology Laboratory
SCI233	Physics
SCI231	Physics Laboratory
Modern/Classical Foreign Language (see Foreign Language Requirements)	

Major Courses (48 credits)

Government Courses (12 credits)

GOV303	American Political Institutions
GOV313	Political Science Research Methods
GOV323	Comparative Politics
GOV333	International Relations

Apprenticeship Courses (12 credits)

IPP463	Practicum in Internat'l Politics & Policy (6 credits)
IPP470	Internship in Internat'l Politics & Policy (5 credits)
PHC491	Wisdom & Eloquence Portfolio

Major Electives (24 credits)

Course Electives (Choose 12 credits)

ECO383	Comparative Economics
ECO413	International Economics
IPP303	Foreign Policy: Theory & Practice
IPP403	Theory & Ethics of International Relations
IPP423	European Politics
IPP433	Politics of Developing Nations
IPP453	Area Studies: (topics vary)
IPP483	Topics in International Studies: (topics vary)

One of the following (up to 3 credits):

HSS303	History of Islam
HSS413	Modern Chinese History
HSS423	Modern Middle East
HSS433	History of Modern Russia

Apprenticeship Electives (Choose 12 credits)

APP463	Practicum in Am. Politics & Policy (up to 3 credits)
GOV462/GOV442/ CLA301	Moot Court/Mock Trial/Forensics Activities (up to 6 credits)
GOV490	Directed Research (up to 6 credits)
IPP463	Practicum in Int'l Politics & Policy (up to 3 credits)
IPP470	Internship (up to 7 credits)
IPP492	Senior Thesis Preparation (2 credits)
IPP496	Senior Thesis (6 credits)
POL463	Applied Research in Political Theory: (topics vary) (up to 6 credits)

Open Electives (12 credits)

Credit earned in the attainment of foreign language ability may be applied to Open Electives.

Recommended Course Sequence

First Year

Fall Semester

BIB203	Theology of the Bible I	3
CLA201	Research & Writing	1
CLA213	Logic	3
HIS203	History of the United States I	3
HIS223	History of Western Civilization I	3
PHC491	Wisdom & Eloquence Portfolio	1
<i>Establish plan to attain language proficiency</i>		14

Spring Semester

BIB213	Theology of the Bible II	3
CLA223	Rhetoric	3
HIS213	History of the United States II	3
HIS233	History of Western Civilization II	3
LIT213	Western Literature I	3
<i>Establish plan to attain language proficiency</i>		15

Second Year

Fall Semester

BIB223	Principles of Biblical Reasoning	3
GOV203	Constitutional Law	3
GOV213	Freedom's Foundations I	3
LIT223	Western Literature II	3
Open Elective or Foreign Language I		3
		15

Spring Semester

GOV223	Freedom's Foundations II	3
MAT203	Euclidean Geometry	3
PHI203	Philosophy	3
SCI223	Biology	3
SCI221	Biology Laboratory	1
Open Elective or Foreign Language II		3
		16

Third Year

Fall Semester

ECO303	Economics for the Citizen	3
GOV303	American Political Institutions	3
GOV313	Political Science Research Methods	3
SCI233	Physics	3
SCI231	Physics Laboratory	1
Open Elective or Foreign Language III		3
		16

Spring Semester

GOV323	Comparative Politics	3
GOV333	International Relations	3
Major Course Elective		3
Major Course Elective		3
Open Elective or Foreign Language IV		3
		15

Fourth Year

Fall Semester

IPP463	Practicum in International Politics & Policy	3
MUS303	Music History & Appreciation	3
Major Course Elective		3
Major Course Elective		3
Major Apprenticeship Elective		6
		18

Spring Semester

IPP463	Practicum in International Politics & Policy	3
IPP470	Internship in International Politics & Policy	5
Major Apprenticeship Elective		6
		14

GOVERNMENT MAJOR - POLITICAL THEORY TRACK (123 CREDITS)

Core Curriculum (63 credits plus foreign language)

BIB203	Theology of the Bible I
BIB213	Theology of the Bible II
BIB223	Principles of Biblical Reasoning
CLA201	Research & Writing
CLA213	Logic
CLA223	Rhetoric
ECO303	Economics for the Citizen
GOV203	Constitutional Law
GOV213	Freedom's Foundations I
GOV223	Freedom's Foundations II
HIS203	History of the United States I
HIS213	History of the United States II
HIS223	History of Western Civilization I
HIS233	History of Western Civilization II
LIT213	Western Literature I
LIT223	Western Literature II
MAT203	Euclidean Geometry
MUS303	Music History & Appreciation
PHI203	Philosophy
SCI223	Biology
SCI221	Biology Laboratory
SCI233	Physics
SCI231	Physics Laboratory
Modern/Classical Foreign Language (see Foreign Language Requirements)	

Major Courses (48 credits)

Government Courses (12 credits)

GOV303	American Political Institutions
GOV313	Political Science Research Methods
GOV323	Comparative Politics
GOV333	International Relations

Political Theory Courses (12 credits)

POL313	Ancient & Medieval Political Theory
POL333	Modern & Contemporary Political Theory
POL353	American Political Thought
POL373	Conservative Political Theory

Apprenticeship Courses (13 credits)

PHC491	Wisdom & Eloquence Portfolio
POL423	Applied Research in Political Theory: Christian Political Thought
POL433	Applied Research in Political Theory: Democracy Prospects & Challenges
POL463	Applied Research in Political Theory: (topics vary)

And, one of the following two courses:

APP463	Practicum in American Politics & Policy
IPP463	Practicum in International Politics & Policy

Major Electives (11 credits)

Apprenticeship Electives (Choose 11 credits)	
GOV462/GOV442/ CLA301	Moot Court/Mock Trial/Forensics Activities (up to 6 credits)
GOV490	Directed Research (up to 6 credits)
POL463	Applied Research in Political Theory: (topics vary) (up to 6 credits)
POL470	Internship in Political Theory (up to 11 credits)
POL492	Senior Thesis Preparation (2 credits)
POL496	Senior Thesis (6 credits)

Open Electives (12 credits)

Credit earned in the attainment of foreign language ability may be applied to Open Electives.

Recommended Course Sequence

First Year

Fall Semester

BIB203	Theology of the Bible I	3
CLA201	Research & Writing	1
CLA213	Logic	3
HIS203	History of the United States I	3
HIS223	History of Western Civilization I	3
PHC491	Wisdom & Eloquence Portfolio	1
<i>Establish plan to attain language proficiency</i>		14

Spring Semester

BIB213	Theology of the Bible II	3
CLA223	Rhetoric	3
HIS213	History of the United States II	3
HIS233	History of Western Civilization II	3
LIT213	Western Literature I	3
<i>Establish plan to attain language proficiency</i>		15

Second Year

Fall Semester

BIB223	Principles of Biblical Reasoning	3
GOV203	Constitutional Law	3
GOV213	Freedom's Foundations I	3
LIT223	Western Literature II	3
Open Elective or Foreign Language I		3
		15

Spring Semester

GOV223	Freedom's Foundations II	3
MAT203	Euclidean Geometry	3
PHI203	Philosophy	3
SCI223	Biology	3
SCI221	Biology Laboratory	1
Open Elective or Foreign Language II		3
		16

Third Year

Fall Semester

GOV303	American Political Institutions	3
GOV313	Political Science Research Methods	3
POL313	Ancient & Medieval Political Theory	3
SCI233	Physics	3
SCI231	Physics Laboratory	1
Open Elective or Foreign Language III		3
		16

Spring Semester

GOV323	Comparative Politics	3
GOV333	International Relations	3
POL333	Modern & Contemporary Political Theory	3
POL***	Applied Research in Political Theory	3
Open Elective or Foreign Language IV		3
		15

Fourth Year

Fall Semester

ECO303	Economics for the Citizen	3
MUS303	Music History & Appreciation	3
POL353	American Political Thought	3
POL***	Applied Research in Political Theory	3
Major Apprenticeship Elective		3
		17

Spring Semester

***463	Practicum in APP/IPP	3
POL373	Conservative Political Theory	3
POL***	Applied Research in Political Theory	3
Major Apprenticeship Elective		6
		15

GOVERNMENT MAJOR - STRATEGIC INTELLIGENCE TRACK (123 CREDITS)

Core Curriculum (63 credits plus foreign language)

BIB203	Theology of the Bible I
BIB213	Theology of the Bible II
BIB223	Principles of Biblical Reasoning
CLA201	Research & Writing
CLA213	Logic
CLA223	Rhetoric
ECO303	Economics for the Citizen
GOV203	Constitutional Law
GOV213	Freedom's Foundations I
GOV223	Freedom's Foundations II
HIS203	History of the United States I
HIS213	History of the United States II
HIS223	History of Western Civilization I
HIS233	History of Western Civilization II
LIT213	Western Literature I
LIT223	Western Literature II
MAT203	Euclidean Geometry
MUS303	Music History & Appreciation
PHI203	Philosophy
SCI223	Biology
SCI221	Biology Laboratory
SCI233	Physics
SCI231	Physics Laboratory
Modern Foreign Language (see Foreign Language Requirements)	

Major Courses (48 credits)

Government Courses (12 credits)

GOV303	American Political Institutions
INT313	Intelligence Research & Analysis
GOV323	Comparative Politics
GOV333	International Relations

Strategic Intelligence Courses (12 credits)

INT303	History of American Intelligence
INT323	Intelligence, Law Enforcement, & Civil Liberties
INT363	Counterintelligence
INT373	Counterterrorism

Apprenticeship Courses (13 credits)

INT470	Internship in Strategic Intelligence (12 credits)
PHC491	Wisdom & Eloquence Portfolio

Major Electives (11 credits)

Apprenticeship Electives (Choose 11 credits)

CLA343	Argumentation & Debate
GOV462/GOV442/CLA301	Moot Court/Mock Trial/Forensics Activities (up to 6 credits)
GOV490	Directed Research (up to 11 credits)
INT460	Special Projects in Strategic Intelligence (up to 11 credits)
INT403	Advanced Technology & Ethics in Intelligence & National Security
INT***	Intelligence Community Seminars (up to 3 credits)

Open Electives (12 credits)

Credit earned in the attainment of foreign language ability may be applied to Open Electives.

Recommended Course Sequence

First Year

Fall Semester

BIB203	Theology of the Bible I	3
CLA201	Research & Writing	1
CLA213	Logic	3
HIS203	History of the United States I	3
HIS223	History of Western Civilization I	3
PHC491	Wisdom & Eloquence Portfolio	1
<i>Establish plan to attain language proficiency</i>		14

Spring Semester

BIB213	Theology of the Bible II	3
CLA223	Rhetoric	3
HIS213	History of the United States II	3
HIS233	History of Western Civilization II	3
LIT213	Western Literature I	3
<i>Establish plan to attain language proficiency</i>		15

Second Year

Fall Semester

BIB223	Principles of Biblical Reasoning	3
GOV203	Constitutional Law	3
GOV213	Freedom's Foundations I	3
LIT223	Western Literature II	3
Open Elective or Foreign Language I		3
		15

Spring Semester

GOV223	Freedom's Foundations II	3
MAT203	Euclidean Geometry	3
PHI203	Philosophy	3
SCI223	Biology	3
SCI221	Biology Laboratory	1
Open Elective or Foreign Language II		3
		16

Third Year

Fall Semester

GOV303	American Political Institutions	3
GOV333	International Relations	3
INT303	History of American Intelligence	3
SCI233	Physics	3
SCI231	Physics Laboratory	1
Open Elective or Foreign Language III		3
		16

Spring Semester

GOV323	Comparative Politics	3
INT313	Intelligence Research & Analysis	3
INT323	Intelligence, Law Enforcement, & Civil Liberties	3
INT470	Internship in Strategic Intelligence	4
Open Elective or Foreign Language IV		3
		16

Fourth Year

Fall Semester

ECO303	Economics for the Citizen	3
INT363	Counterintelligence	3
INT373	Counterterrorism	3
INT470	Internship in Strategic Intelligence	5
MUS303	Music History & Appreciation	3
		17

Spring Semester

INT470	Internship in Strategic Intelligence	3
Major Apprenticeship Elective		11
		14

JOURNALISM MAJOR - POLITICAL JOURNALISM OR LIBERAL ARTS TRACK (123 CREDITS)

Core Curriculum (63 credits plus foreign language)

BIB203	Theology of the Bible I
BIB213	Theology of the Bible II
BIB223	Principles of Biblical Reasoning
CLA201	Research & Writing
CLA213	Logic
CLA223	Rhetoric
ECO303	Economics for the Citizen
GOV203	Constitutional Law
GOV213	Freedom's Foundations I
GOV223	Freedom's Foundations II
HIS203	History of the United States I
HIS213	History of the United States II
HIS223	History of Western Civilization I
HIS233	History of Western Civilization II
LIT213	Western Literature I
LIT223	Western Literature II
MAT203	Euclidean Geometry
MUS303	Music History & Appreciation
PHI203	Philosophy
SCI223	Biology
SCI221	Biology Laboratory
SCI233	Physics
SCI231	Physics Laboratory
Modern/Classical Foreign Language (see Foreign Language Requirements)	

Major Courses (46 credits)

Journalism Courses (12 credits)

JRN203	Journalism I
JRN213	Journalism II
JRN302	Journalism History
JRN352	Media Law

And one of the following two courses
(see course descriptions):

JRN212	Print Media Graphics, or
JRN222	Radio Journalism

Students must choose one track (12 credits):

Political Journalism Track

GOV303	American Political Institutions
GOV313	Political Science Research Methods
GOV323	Comparative Politics
GOV333	International Relations

Liberal Arts Track

Writing Elective: CPW (3 credits, 300+)	
Literature Elective: LIT, LGN, LAU (3 credits, 300+)	
History Elective: HAE, HCL, HIS, HSS (3 credits, 300+)	
Biblical Studies, Classical Liberal Arts, History, Literature, Philosophy, or Political Theory Elective (3 credits, 300+)	

Apprenticeship Courses (13 credits)

JRN253	Student Publication Internship I
JRN263	Student Publication Internship II
JRN470	Off-Campus Journalism Internship (6 credits)
PHC491	Wisdom & Eloquence Portfolio

Major Electives (9 credits)

Choose any combination of the following (choose 9 credits):	
JRN253/263	Student Publication Internship I/II (up to 6 credits)
JRN212/222	Print Media Graphics/Radio Journalism (up to 2 credits)
JRN323	Multi-media Skills
JRN332	Web-based Journalism & Design
JRN342	Narrative Non-fiction
JRN403	Political Journalism
JRN413	Public Relations
JRN470	Off-Campus Journalism Internship
JRN480	Freelance Journalism Internship (3 or 6 credits)

Open Electives (14 credits)

Credit earned in the attainment of foreign language ability may be applied to Open Electives.

Recommended Course Sequence

First Year

Fall Semester

CLA201	Research & Writing	1
CLA213	Logic	3
HIS203	History of the United States I	3
HIS223	History of Western Civilization I	3
JRN203	Journalism I	3
PHC491	Wisdom & Eloquence Portfolio	1
<i>Establish plan to attain language proficiency</i>		14

Spring Semester

CLA223	Rhetoric	3
HIS213	History of the United States II	3
HIS233	History of Western Civilization II	3
JRN213	Journalism II	3
LIT213	Western Literature I	3
<i>Establish plan to attain language proficiency</i>		15

Second Year

Fall Semester

GOV203	Constitutional Law	3
GOV213	Freedom's Foundations I	3
JRN253	Student Publication Internship I	3
JRN212/222	Print Media Graphics or Radio Jnl.	2
LIT223	Western Literature II	3
Open Elective or Foreign Language I		3
		17

Spring Semester

GOV223	Freedom's Foundations II	3
JRN263	Student Publication Internship II	3
PHI203	Philosophy	3
SCI223	Biology	3
SCI221	Biology Laboratory	1
Open Elective or Foreign Language II		3
		16

Third Year

Fall Semester

BIB203	Theology of the Bible I	3
JRN302	Journalism History	2
Major Elective		3
Open Elective or Foreign Language III		3
Track Course		2
		14

Spring Semester

BIB213	Theology of the Bible II	3
JRN352	Media Law	2
MAT203	Euclidean Geometry	3
MUS303	Music History & Appreciation	3
Track Course		3
Open Elective or Foreign Language IV		3
		17

Fourth Year

Fall Semester

BIB223	Principles of Biblical Reasoning	3
JRN470	Off-Campus Journalism Internship	3
SCI233	Physics	3
SCI231	Physics Laboratory	1
Track Course		3
Major Elective		3
		16

Spring Semester

ECO303	Economics for the Citizen	3
JRN470	Off-Campus Journalism Internship	3
Track Course		3
Major Elective		3
Open Elective		2
		14

Course Descriptions

COURSE PREFIXES

Beginning with the 2007-2008 Catalog, Patrick Henry College organizes its courses using letters and numbers. The letters designate course content and curricular structure. The first number indicates the course's academic level (100 = freshmen, 400 = senior). The second number generally indicates the sequence, if applicable, that a course is taken. The third number indicates the number of credits that a student receives upon successful completion of the course. Generally, courses ending with zero (0) are variable credit courses. The three character prefixes are organized according to the content areas below:

Prefix	Curricular Content and Structure
APP	American Politics and Policy
BIB	Biblical Studies
CLA	Classical Liberal Arts
CPW	Creative & Professional Writing
ECO	Economics
GOV	Government
GRK	Greek
HAE	American/European History
HCL	Classical History
HIS	History
HSS	Historical Studies, non-Western
INT	Strategic Intelligence
IPP	International Politics and Policy
JRN	Journalism
LAT	Latin
LAU	Literature: Author
LGN	Literature: Genre
LIT	Literature
MAT	Math
MUS	Music
PHC	Patrick Henry College
PHI	Philosophy
POL	Political Theory
RUS	Russian
SCI	Science
SPA	Spanish

Questions regarding the former course numbering system can be directed to the Office of the Registrar by calling (540) 338-1776.

The College provides an anticipated, multiple-year schedule of courses online at www.phc.edu. The College will publish the final course offering each semester prior to pre-registration.

AMERICAN POLITICS AND POLICY (APP)

APP303 • State & Local Government

This course is an introduction to the structures and functions of state and local government in the United States. The objective of the course is to give the student a working knowledge of the institutions and operations of state and local government, a better understanding of the theory of federalism and its practical implications, and an appreciation for the comparative differences and similarities between the various state and local governments. Prerequisite(s): HIS203, HIS213.

APP313 • The Congress

This course is a study of the legislative branch of the federal government, examining its history and development. Primary focus will be placed on the leadership structure in Congress and the committee system, and how they function to facilitate the legislative process. The course will also examine the Congressional electoral process and the interaction of the legislative branch with the executive branch and with the interest groups that lobby Congress. Prerequisite(s): HIS203, HIS213.

APP323 • The Presidency

This course will introduce the student to the structure and function of the American executive branch, the myths and realities of executive power, and the rhetorical environment of presidential politics. Students will study the executive branch from theoretical, historical, and practical perspectives. Special attention will be given to the character of executive power in

America, the limits placed upon that power, and the rhetorical devices modern presidents have used to overcome those limits. Attention will be given not only to the presidency but also to the bureaucracy, which is also a key component of the executive branch. Prerequisite(s): HIS203, HIS213.

APP353 • Campaigns & Elections

This course introduces students to campaigning and the electoral process as it currently functions in the United States. Topics include campaign management, candidate and issue promotion, the role of campaigns in the electoral process, election polls, campaign finance laws and their implications, and the relevance of elections to governing. Students will be required to be involved in campaign work as part of the requirements of the course.

APP363 • Public Administration

This course is an introduction to the study of public management and policy-making; providing insight and direction as how best to influence the operations of public agencies. A thorough understanding of the workings of the bureaucracy is critical in order to effect positive change within the government. The course will introduce the theories and scholarly literature of the field, and will encourage critical thinking, application, and evaluation of the processes of government operation. With a strong emphasis on ethics, the course will encourage the development of practical skills such as personal management, leadership, communication, delegation, motivation, and decision making. Prerequisite(s): GOV303.

APP403 • Principles of Policy Analysis

An introduction to the field of policy analysis as it is currently practiced in the United States. The objective of the course is to help the student become an effective producer and consumer of policy analysis. Special emphasis will be placed on the role of social science research in the development of government policies and on the effective communication of policy proposals.

APP413 • Ethics & Public Policy

This course will introduce students to the often-conflicting ethical dimensions of contemporary public policy issues. Topics of study will be drawn from the most current public policy debates, including issues such as gun control, school choice, abortion, health care, etc.

APP423 • Education Policy & Politics

Students in this course will study the impact of relevant education policy-making bodies such as local school boards, states, and federal agencies of education on current issues of education policy, including school violence, multiculturalism, gender equity, and school choice, among others.

APP463 • Practicum in American Politics & Policy

This course serves as one means for students to fulfill their apprenticeship methodology requirements. The instructor will select a specific issue, policy, or political topic within the rubric of American politics. Students will be instructed on the fundamentals of the topic, and then will carry out an independent project applying the knowledge learned. Examples may include (1) examining a specific area of public policy, such as criminal justice, with students crafting an actual policy document on an issue relevant to that area of public policy; (2) instruction in public opinion polling with students carrying out a polling project on a particular issue. Prerequisite(s): GOV303, GOV313, GOV323, GOV333.

APP470 • Internship in American Politics & Policy

These credits consist of off-campus projects, internships, and/or employment in various fields of government and public policy. These experiences seek to integrate the skills learned in the traditional classroom setting into "real world" tasks and settings. This course is graded on a pass/fail scale. This is a variable credit course.

APP492 • American Politics & Policy Senior Thesis Preparation

Typically completed in the fall of the senior year, this course provides guidance in developing a manageable topic and thesis statement in the area of American politics and policy, constructing a bibliography, and developing an outline of the senior thesis project. Prerequisite(s): senior standing.

APP496 • American Politics & Policy Senior Thesis

This course is typically completed in the spring of the senior year. In consultation with the instructor, student will continue the research in the area of American politics and policy begun in the Senior Thesis Preparation Course. Students will focus primarily on writing the thesis. Prerequisite(s): senior standing.

BIBLICAL STUDIES (BIB)

BIB203 • Theology of the Bible I

This course is a study of the major doctrines of the Christian faith. The doctrines covered are the doctrine of God, the doctrine of man, and the doctrine of Christ and the Holy Spirit. Students will learn the intricacies of the various important doctrines, compare the perspectives of different denominations, and make application of the doctrines to life.

BIB213 • Theology of the Bible II

This course is a continuation of Theology of the Bible I. The doctrines covered in this portion of the class are the doctrine of Christ, doctrine of redemption, the doctrine of the Holy Spirit, the doctrine of the church, and the doctrine of the future. Students will learn the intricacies of the various important doctrines, compare the perspectives of different denominations, and make application of the doctrines to life. Prerequisite(s): BIB203.

BIB223 • Principles of Biblical Reasoning

The purpose of this course is to equip the student to give a reasoned, biblical defense for the issues and concerns that our society, culture, and world face today. It is a unique blend of apologetics and Christian lifestyle characteristics necessary in defending biblical principles. A portion of the course is dedicated to workplace evangelism and how to influence the people Christians come in contact with on a day-by-day basis. Prerequisite(s): BIB203 or BIB213.

BIB303 • The Ancient & Medieval Church

This course is a study of the history of the church starting with the New Testament church and ending with the medieval church. Key people, theological issues, and religious movements will be examined in order to understand how the church developed. This course fulfills the Topics in Biblical Studies requirement (where applicable). Prerequisite(s): junior standing.

BIB313 • The Reformation & Post-Reformation Church

This course is a study of the history of the church starting with the Reformation and ending with the nineteenth-century church. Key people, theological issues, and religious movements will be examined in order to understand how the church developed. This course fulfills the Topics in Biblical Studies requirement (where applicable). Prerequisite(s): junior standing.

BIB323 • Prophecy, the Millennium, & Eschatology

This course is a study of the three millennial views of the church: amillennialism, premillennialism, and postmillennialism. The views will be studied in light of Scripture and will include discussions of prophecy, understanding the fulfillment of prophecy, and relating prophecy to current events. This course fulfills the Topics in Biblical Studies requirement (where applicable). Prerequisite(s): junior standing.

BIB343 • Romans & Galatians

This course is an inductive study of the text of the apostle Paul's New Testament letters to the Romans and the Galatians. Conducted in a seminar format, students will carefully work through the Greek and English texts of these two letters, investigating occasion, purpose, audience, and other relevant background information. In the process of exegesis, key theological issues which arise from the text are given careful consideration, with the aim of applying these core biblical teachings to the lives of believers today. Prerequisite(s): A background in Greek language preferred, junior standing.

BIB353 • Messianic Prophecies in the Redemptive History of Israel

The focus of the course is an investigation of key Old Testament passages that announce the coming of a messianic Deliverer to Israel and the nations. The progressive development of the identity and purpose of this Deliverer will be considered in light of the New Testament's use and application of

these OT passages. The structure of the course is as follows: the history of Israel, the Old and New Testament messianic texts, and the history and interpretation of messianic texts. Prerequisite(s): BIB203, BIB213.

BIB383 • Hebrews

This course is an expositional study of the New Testament letter to the Hebrew Christians, placing emphasis on its Christology and the use of the Old Testament in the New Testament. Special attention is devoted to recurring themes and motifs which serve to demonstrate the superiority of the New Covenant as realized in the person of Jesus Christ.

BIB403 • Apologetics, Evangelism, & Human Rights

This course provides students with the opportunity to learn to defend historic biblical faith in an increasingly secular age devoid of a solid basis for human rights. A curricular offering of the Department of Classical Liberal Arts, this PHC course is taught by Patrick Henry College's Distinguished Research Professor, John Warwick Montgomery in Strasbourg, France, typically at the site of the International Academy of Apologetics, Evangelism, and Human Rights (IAA). Space in the course is limited, and is subject to venue-specific enrollment conditions.

BIB480 • Independent Study in Biblical Studies

Independent Study is designed for students wishing to study in a specialized area of Biblical Studies. This is a variable credit course. Prerequisite(s): junior standing. Instructor's permission is required.

CLASSICAL LIBERAL ARTS (CLA)

CLA103 • College-Level Writing Skills

Students will master the fundamental principles of non-fiction prose writing so they may attain college-level competency in writing. By writing and rewriting several academic essays, students will gain proficiency in such areas as sentence structure, paragraph development, punctuation rules, and use of active voice. Note that this course does not apply toward Patrick Henry College's degree-completion requirements. However, it is a college-level composition course (offered at the freshman level) that enables some PHC students to meet the prerequisites for CLA201.

CLA201 • Research & Writing

Students will learn basic writing skills as well as the process of writing a research paper, complete with proper source citations. The major project is the writing of a short research paper that demonstrates a student's mastery of all of the elements of the process. This course is a prerequisite for all courses beyond the first semester of the freshman year. Prerequisite(s): Full admission as a degree-seeking student, full admission into the Campus@Home program, or completion of CLA103 with the minimum grade of 'C'. At the discretion of the College, conditionally admitted and provisionally admitted degree-seeking students may be required to complete CLA103 as a prerequisite for CLA201.

CLA213 • Logic

This course considers the importance of the life of the mind in Christian discipleship; the nature and means of detecting arguments, both inductive and deductive; the nature and means of detecting informal, rhetorical, and formal fallacies; and categorical and propositional formal systems.

CLA223 • Rhetoric

The third in the trivium of language arts (core courses in critical thinking), rhetoric aims at teaching students to speak and to write the truth persuasively. To this end, students will compose and deliver speeches as well as analyze and evaluate important orations, both classical and modern, according to the classical rhetorical canons of invention, arrangement, and style.

CLA261 • Introduction to Acting

This course includes a survey of acting techniques and approaches, both formal and improvisational. Students will learn techniques suitable not only to dramatic performance but also appropriate for improving their public speaking and debate skills, job interview skills, teaching skills, or any other area in which students need to improve public presentation abilities. Individual and ensemble performances are a regular part of each class session. Vocal production techniques and physical movement exercises are also part of this class.

CLA301 • Forensics Activities

This course will introduce students to the basics of argumentation, debate and individual speech events, including researching both sides of policy and values controversies, preparing and arguing one's case, cross-examination skills, and teamwork. Students develop realistic attitudes toward competition through competing responsibly and effectively, while cultivating intellectual honesty. Students will have the opportunity to participate in nationally sanctioned debate and forensics competitions throughout the year. Weekly meetings will entail practice rounds, research, learning activities, and students are expected to submit 1-2 case briefs each week.

CLA303 • Biblical Worldview & Pedagogy I

The purpose of these classes is to provide students with some of the foundational skills necessary for being an effective teacher. Topics include biblical foundations for a philosophy of teaching, integrating the Christian worldview into teaching, teaching various age groups, methods of teaching in a technological society, effective measures and evaluations, and the teacher as a Christian role model. Prerequisite(s): junior standing.

CLA313 • Biblical Worldview & Pedagogy II

The purpose of these classes is to provide students with some of the foundational skills necessary for being an effective teacher. Topics include biblical foundations for a philosophy of teaching, integrating the Christian worldview into teaching, teaching various age groups, methods of teaching in a technological society, effective measures and evaluations, and the teacher as a Christian role model. Prerequisite(s): CLA303, junior standing.

CLA343 • Argumentation & Debate

This course develops more fully than the Rhetoric course one's ability to think deeply about ideas, to identify the crux of the matter, and mount an eloquent, insightful response appropriate to the question at hand. Students will study the relationship between logic and rhetoric and learn fundamentals of rhetorical reasoning, argumentation, and policy debate.

CLA353 • Rhetorical Theory I

This course is a survey of rhetorical thought from the pre-Socratics to the Renaissance. A partial list of selections covered: Plato, Aristotle, Cicero, Quintilian, Augustine, Boethius, Aquinas, sampling of medieval rhetoricians, Ramus, Erasmus, and Bacon.

CLA373 • Advanced Public Speaking

This course focuses on the practical arts of eloquence. Through an ancient approach known as "imitatio," students engage in a stair-stepped approach to studying, imitating, and eventually mastering elements of stylistic excellence. The course culminates in an original oration that exemplifies the personal style or "voice" the student has cultivated throughout the semester.

CLA383 • Oral Interpretation of Literature

This course deepens one's appreciation for the canons of great literature. Learning to interpret and perform great literature helps the student cultivate aesthetic sensibilities and verbal acuity. This course covers an important facet of the development of rhetorical skills by introducing students to the study of poetics.

CLA470 • Practicum / Apprenticeship

Practicum and apprenticeship comprise 20 hours of the Classical Liberal Arts major. All work is supervised by Classical Liberal Arts faculty. Students may conduct interdisciplinary research projects and/or develop unit curricula in several disciplines for various grade levels. They have the opportunity to participate in a supervised home education setting or a classical Christian academy. This is a variable credit course. Prerequisite(s): junior standing.

CREATIVE & PROFESSIONAL WRITING (CPW)

CPW333 • Nonfiction Writing

This course is designed to help students develop their nonfiction writing abilities. Emphases include writing for a specific audience and purpose, and doing multiple revisions. Students will write multiple projects and workshop each other's projects in class. They will also formulate a writing plan explaining how they plan to use their writing skills after college and will do independent research on practical aspects of professional writing such as marketing. Prerequisite(s): junior standing.

CPW343 • Fiction Writing

This course is designed to teach students how to write imaginatively in each of the three genres. Students will read together Perrine on literature and write short stories, poetry, and short dramas. They will workshop each other's projects in class. Prerequisite(s): junior standing.

ECONOMICS (ECO)

ECO303 • Economics for the Citizen

This course develops an understanding of how markets work and builds to a survey of political economy. A key element is the presentation of the "economic way of thinking" and its goal is to help make better sense of the world in which we live.

ECO313 • Public Economics

This course builds on the analysis of markets to develop an institutional framework for the role of government in the economy. Topics will include the nature and limits of government actions, and its effect on market activity. The goal is to develop a comprehensive understanding of the processes by which resources are acquired and employed by the public sector and a greater insight as to the ultimate impact of these decisions. Prerequisite(s): ECO303.

ECO383 • Comparative Economic Systems

Understanding the implications of various economic systems and policies for the well-being of a nation's citizens is vitally important for anyone who hopes to participate in the formation of such policies. Comparative Economic Systems builds from a foundational knowledge of markets and market processes with an exploration of international and domestic economic systems, historical and current, to understand their implications. Areas of study include mercantilism, capitalism, statism, "hard" and "soft" socialism, closed and open trade, and protectionism. Prerequisite(s): ECO303.

ECO403 • Public Finance & Taxation

This class builds on a basic knowledge of economics and explores both the concepts and applications of taxation and public spending. General topics covered include government revenues and expenditures. Of particular interest are items such as taxation, subsidies, social security, health care, low-income assistance, income distribution, and the budgetary process for government programs and bureaus. The goal is to develop applicable understanding and knowledge of the short and long-term productive, moral, incentive, and efficiency effects of government spending. Prerequisite(s): ECO303.

ECO413 • International Economics

International trade and monetary theory. International trade topics focus on the effects of international trade and protection on various sectors of the economy and on a country's overall welfare. International monetary topics include balance of payments, exchange rates, capital movements, and international monetary organizations. Prerequisite(s): ECO303.

GOVERNMENT (GOV)

GOV203 • Constitutional Law

This course covers the most important aspects of the United States Constitution, comparing current judicial interpretations with our Founders' original plan for self-government. Students will study modern Supreme Court cases as well as the debates that shaped the original text of the Constitution.

GOV213 • Freedom's Foundations I

This course traces the development of the concept of freedom from its roots in the ancient world up through the French Revolution. We will examine Hebrew, Greek, and Roman roots of liberty, Christian developments of the theme, and modern attempts to justify freedom and equality. Prerequisite(s): HIS203, HIS213.

GOV223 • Freedom's Foundations II

A continuation of GOV213, this course will focus primarily on the American political tradition, beginning with English declarations of rights and freedoms and continuing through the American colonial period and the founding era. Among other texts, we will study the Declaration of Independence, the U.S. Constitution, Federalist Papers, the Anti-Federalists, and Tocqueville's Democracy in America. Prerequisite(s): GOV213.

GOV303 • American Political Institutions

As part of the four required Government courses, this course introduces students to the basics of the following key American institutions: Congress, Presidency, Courts, Political Parties, and Interest Groups. The purpose of this course, as it fits within the classical liberal arts scope and sequence, is to provide students with the grammar of American politics so they will have a common foundation for engaging in the logic of upper-division American government courses. Key themes to be addressed include the historical development of these institutions, their structures, and their role in the policy-making process. Prerequisite(s): GOV203, GOV213, GOV223.

GOV313 • Political Science Research Methods

This course introduces students to the building blocks and methods of empirical research, and quantitative and qualitative analysis. Topics include the scientific method, research design, research questions, hypotheses, variables, measurement, validity, reliability, experimental design, non-experimental design, observation, content analysis, survey research, sampling, descriptive statistics, cross-tabulation, analysis of variance, and measures of association. In addition, students will be introduced to the statistical software package SPSS. Prerequisite(s): Math abilities equal to high school Algebra II.

GOV323 • Comparative Politics

One of the four required Government courses, this course introduces students to the major concepts of the field of comparative politics, including the nature of the comparative method, the various government types evident in countries today, various economic systems, ideology, political culture, the state, power, globalization, and democratization. After discussing these general concepts, application is made to specific countries. Structured in this manner, the course grounds students in the grammar of comparative politics and then proceeds to logic. The grammar learned in this required course will be applied further in upper-division regional studies courses. Prerequisite(s): HIS203, HIS213, HIS223, HIS233, GOV203, GOV213, GOV223.

GOV333 • International Relations

This course, also one of the four required Government courses, introduces students to the major theories of international relations, the lenses of analysis through which we analyze international affairs, the concept of power, international law, international organizations, international political economy, and selected issues of importance in international affairs today such as human rights, globalization, and the environment. In addition to introducing students to these topics, this course provides the grammar for Foreign Policy: Theory and Practice, as well as other upper-division international politics courses. As a result, these upper-division courses will be taught with the assumption that students have already learned the necessary grammar level concepts in the International Relations course. Prerequisite(s): HIS203, HIS213, HIS223, HIS233, GOV203, GOV213, GOV223.

GOV442 • Mock Trial

The purpose of this course is to introduce students to some of the basic principles of trial advocacy and to prepare them for participation on the Patrick Henry College Mock Trial/Moot Court team.

GOV462 • Moot Court

This course will introduce students to the basics of legal argumentation, including researching case law, preparing briefs, and arguing cases. In addition to being trained in these skills, the course will instruct students in the precedents that are relevant to the case being argued in Moot Court tournaments for the specific academic year. Students are expected to participate in a certain number of Moot Court tournaments, as determined by the instructor during the academic year in which the course is taken. While students register for credit in the fall term, grades will not be issued until the activity's completion during spring semester. Prerequisite(s): GOV203 and/or sophomore status. Instructor permission may be required.

GOV483 • Topics in Government: (topics vary)

This course allows students to explore in a classroom setting a topic not covered in existing coursework or addressed in practicum. The topics, course content, and course approach will be determined by the instructor and will address subjects relevant to the study and practice of government. Prerequisite(s): junior standing.

GOV490 • Directed Research

This course allows students to explore a topic that is not covered in existing coursework or addressed in practicum. As a student-initiated undertaking, individual students will make arrangements with a qualified instructor to study the selected topic. Students will be required to meet regularly with the instructor and complete certain readings and to perform some type of research project at the direction of the instructor. Directed Research is a course with one-on-one instruction rather than an in-class course with multiple students. Projects completed for Directed Research, an apprenticeship course, should have a practical application for policy makers. This is a variable credit course. Prerequisite(s): GOV303, GOV313, GOV323, GOV333.

GREEK (GRK)

GRK113 • Attic Greek I

As an introduction to the forms and syntax of Attic Greek, this course concentrates on learning the noun and adjective declensions as well as the challenging Greek verb.

GRK123 • Attic Greek II

GRK123 is a continuation of the beginning Greek course, completing the introduction to all grammatical elements of Attic Greek, and gaining some practice in translating. Prerequisite(s): GRK113 or proficiency equivalent.

GRK213 • Attic Greek III

This course begins with a review of the elements of grammar and syntax learned in the first two semesters of Attic Greek. Students will then read selections from a 5th or 4th century Attic author such as Xenophon, Thucydides or Plato and selections from Homer's *Iliad* or *Odyssey*. The course will also require students to hand in regular composition assignments. Prerequisite(s): GRK123 or proficiency equivalent.

GRK223 • Greek IV: New Testament Greek

This course is an introduction to koine Greek. Students will read portions of one gospel and portions of a Pauline epistle. The course will focus on the nuances of interpretation possible through an understanding of the Greek original. Furthermore, students will be expected to appreciate the differences between Classical and New Testament Greek syntax. In addition, regular composition assignments will be handed in. Prerequisite(s): GRK213 or proficiency equivalent.

GRK303 • Greek Civilization

This course covers Greek history and culture from its Minoan origins to the death of Alexander the Great. Students will gain an appreciation of Greece's overarching contribution to western civilization and the historical/cultural framework in which those fundamental contributions arose. Students will read a number of important primary Greek texts such as a substantial portion of Herodotus' *Histories*, Thucydides' *Peloponnesian War*, speeches by various Attic orators, comedies by Aristophanes and/or Menander and other works. Prerequisite(s): HIS223, HIS233.

GRK343 • Homer's Iliad

Students will read several books of the *Iliad*. The emphasis will be placed on rapid translation, confidence in scanning the dactylic hexameter, and the work's relationship to subsequent western literature. Weekly Attic Greek composition assignments will be handed in. A major term paper will be required. Prerequisite(s): GRK213 or proficiency equivalent.

GRK353 • Thucydides

Students will read selections from Thucydides' *Historiae* I. The notorious speeches, however, will be avoided. Emphasis will be placed on Thucydides' relationship to subsequent Greek and Roman historiography. Weekly Attic Greek compositions will be required as well as a major term paper. Prerequisite(s): GRK213 or proficiency equivalent.

GRK363 • Greek Art & Archaeology

This course chronologically follows the development of Greek art from its Bronze Age origins down to Alexander and the Hellenistic Age. The course will construct a narrative of Greek art in the areas of pottery, statuary, the traditional temple orders and other things in order to demonstrate to students the definitive importance of Greek art to the western tradition. But the class will handle important topics as the Greek nude, the art of the high classical Greece including the Athenian Parthenon and Agora and the

sanctuary of Olympia. Final sessions of the class will treat topics such as the Seven Wonders of the Ancient World and influence of classical Greek art on the Roman Empire.

GRK423 • Classical Mythology

In this class, students will survey the entire spectrum of classical mythology. The course is divided into three main sections: 1) origins and interpretation of myth; 2) the Olympian gods; 3) heroes. In order to see the mythical world in action, students will be expected to read a number of primary sources, such as Hesiod's Theogony, Works and Days, and a number of Greek tragedies. Special attention will naturally be focused on a Christian response and interpretation of these myths.

AMERICAN/EUROPEAN HISTORY (HAE)

HAE313 • Ages of Revolution

This course is a study of revolution from the eighteenth century through the twentieth century. The French Revolution, American Revolution, and Russian Revolution will be emphasized. Prerequisite(s): HIS203, HIS213, HIS223, HIS233.

HAE333 • History of Sports in America

This course examines United States history from the colonial era to the present by using sports as a window through which to view both America and Americans. Recreation is used to understand such issues as ethnicity, urbanization, entertainment, American capitalism, and religious values. Prerequisite(s): HIS203, HIS213.

HAE343 • History of World War I

This course examines the 1914-1918 worldwide war that some called "the Great War" and others called "the war to end all wars." Prerequisite(s): HIS203, HIS213, HIS223, HIS233.

HAE353 • Renaissance & Reformation

This course will examine political, economic, intellectual, religious, and social aspects of the Renaissance from the birth of Humanism in Italy to its transmission across Europe, and of the Reformation of the sixteenth century. Prerequisite(s): HIS223, HIS233.

HAE363 • Cold War Novel

The history of the Cold War is told by critically reading and reviewing key Cold War-era novels. Prerequisite(s): HIS203, HIS213, HIS223, HIS233.

HAE373 • Medieval Europe

This course will examine political, economic, intellectual, religious, and social aspects of medieval civilization from the decline of the Roman Empire to the fifteenth century. Prerequisite(s): HIS223, HIS233.

HAE393 • Origins

Cross-listed SCI423.

HAE403 • History of Christianity in America

This course provides an overview of Christians and Christianity in America from 1500 to the present. Prerequisite(s): HIS203, HIS213, HIS223, HIS233.

HAE413 • History of Colonial America

This course examines the social, political, economic, and religious aspects of colonial American society. The course begins with the West's late fifteenth century encounter with the Western Hemisphere and ends at 1776. Prerequisite(s): HIS203, HIS213.

HAE423 • U.S. Intellectual History

This course surveys the significant ideas that have shaped the United States. Students begin with reading Puritans and end with reading Postmodernists; in between, they encounter philosophies, revolutionaries, revivalists, transcendentalists, reformers, Darwinians, pragmatists, and patriots. Special attention is given to reading the works of America's most influential thinkers and reflecting upon those works in written assignments. Prerequisite(s): HIS203, HIS213.

HAE433 • U.S. Diplomatic History

This course surveys the history of American foreign relations from the colonial era to the present. The first third of the course deals with the pre-1865 period; the remaining two-thirds examines post-Civil War diplomacy. Prerequisite(s): HIS203, HIS213.

HAE453 • History of the U.S. Civil Rights Movement

This course looks at black Americans' struggle for liberty and citizenship rights. After briefly surveying the 1870-1945 period, the course concentrates on the 1945-1980 period. Prerequisite(s): HIS203, HIS213.

HAE480 • Independent Study in American/European History

Independent Study is designed for History majors to study in a specialized area of the discipline. This is a variable credit course. Prerequisite(s): HIS203, HIS213, HIS223, HIS233, junior standing. Instructor's permission is required.

HAE483 • Topics in American/European History: (topics vary)

This course offers opportunities for study in various subjects within the field of history. Topics will be decided upon by the history faculty as need and interest arise. Topics courses in history (HAE483, HCL483 and HSS483 combined) may be repeated for different topics to a maximum of six (6) semester hours. Prerequisites: HIS203, HIS213, HIS223, HIS233. Three credits.

CLASSICAL HISTORY (HCL)

HCL303 • Readings in Roman History

Cross-listed LAT303.

HCL323 • Greek Civilization

Cross-listed GRK303.

HCL353 • Thucydides

Cross-listed GRK353.

HCL363 • Greek Art & Archaeology

Cross-listed GRK363

HCL413 • Roman Civilization

Cross-listed LAT413.

HCL480 • Independent Study in Classical History

Independent Study is designed for History majors to study in a specialized area of the discipline. This is a variable credit course. Prerequisite(s): HIS203, HIS213, HIS223, HIS233, junior standing. Instructor's permission is required.

HCL483 • Topics in Classical History: (topics vary)

This course offers opportunities for study in various subjects within the field of history. Topics will be decided upon by the history faculty as need and interest arise. Topics courses in history (HAE483, HCL483 and HSS483 combined) may be repeated for different topics to a maximum of six (6) semester hours. Prerequisites: HIS203, HIS213, HIS223, HIS233. Three credits.

HISTORY (HIS)

HIS203 • History of the United States I

This course deals with the recurring political, economic, intellectual, diplomatic, and social themes in the history of the United States, from colonial times through the Civil War, with an emphasis on the origins of American liberty.

HIS213 • History of the United States II

This course deals with the recurring political, economic, intellectual, diplomatic, and social themes in the history of the United States from 1865 until the present.

HIS223 • History of Western Civilization I

This course deals with the recurring political, economic, intellectual, diplomatic, and social themes in the history of the Western world from the time of the ancient Greeks until the middle of the seventeenth century.

HIS233 • History of Western Civilization II

This course deals with the recurring political, economic, intellectual, diplomatic, and social themes in the history of the Western world from the middle of the seventeenth century until the present.

HIS373 • Historical Research

This course concentrates on the process of historical research with particular attention to research methodology and preparation of a research paper using primary source material. Prerequisite(s): HIS203, HIS213, HIS223, HIS233, junior standing.

HIS383 • Historiography

This course is a survey of the historiographical literature from ancient times

through the twentieth century. Prerequisite(s): HIS203, HIS213, HIS223, HIS233, junior standing.

HIS470 • Internship in History

Internships permit students to become practicing historians. Internship hours may be earned as public historians, archivists, librarians, curators, research assistants, or employees at historical sites. Up to 6 credits may be applied towards History major electives. This course is graded on a pass/fail scale. This is a variable credit course. Prerequisite(s): HIS203, HIS213, HIS223, HIS233, junior standing.

HIS494 • Directed Research & Writing: Senior Thesis

The Senior Thesis is a year-long project completed during the History major's senior year. Research and writing is conducted under the supervision of a History faculty member. During this first semester of the project, the student chooses a subject for the project, creates an appropriate bibliography, completes background (or contextual) reading in secondary sources, identifies relevant primary source materials that will serve as the project's foundation, and begins researching in the primary sources. During the second semester of the project, the student will complete primary source research and write the Senior Thesis. Prerequisite(s): HIS373, HIS383, senior standing.

HISTORICAL STUDIES, NON-WESTERN (HSS)

HSS303 • History of Islam

This course will examine the background, origins, and development of Islam from the birth of Mohammed in 570 A.D. to the present day. It will look closely at Mohammed's life, the content of the Koran and the hadiths, early Islamic expansion, the concept of jihad and dhimmi, classical Islamic culture, and the spread of Islam to non-Arab parts of the world. It will cover the development of sharia and the four main Islamic legal systems. Reform efforts within Islam will be discussed, as well as the emergence of radical movements like Wahabbism, Shiite radicalism, and Islamofascist movements like El Qaeda. Prerequisite(s): HIS203, HIS213, HIS223, HIS233.

HSS313 • Modern Germany

This course examines the period from German unification in 1870 to the present. Emphasis is on Germany's political and diplomatic development. Prerequisite(s): HIS223, HIS233.

HSS383 • History of Modern Terrorism

The phenomenon of post-1970 terrorism is considered. Special attention is given to terrorism's historical context. Prerequisite(s): HIS203, HIS213, HIS223, HIS233.

HSS413 • Modern Chinese History

An introductory course on the history of modern China. The course will show how the traditional, imperial structure of Chinese government and society in the 19th century collapsed under the combined pressures of internal decay and the demands of an expanding West, and how a brief flowering of intellectual liberalism succumbed in the early 20th century to the claims and demands of Marxism-Leninism. China's suffering under Japanese occupation and the subsequent civil war will be examined, along with Communism's evolution from totalitarian socialism in the 1950's to authoritarian capitalism, and later to great power nationalism in the 21st century. Prerequisite(s): HIS203, HIS213, HIS223, HIS233.

HSS423 • Modern Middle East

This course will examine the diplomatic, social, cultural, and religious history of the Middle East region from approximately 1800 to the present day. The student will learn how several different phenomena have impacted the region in a special way: Islam, the decline and fall of the Ottoman Empire, the impact of diplomatic struggles among the great powers as a result of World War I, the rise of modern Zionism, the rise and decline of secular nationalism, and pan-Arabism. Prerequisite(s): HIS203, HIS213, HIS223, HIS233.

HSS433 • History of Modern Russia

An introductory course on the history of modern Russia. The course begins with the reign of Catherine the Great (1762-1796) and the formation of the Russian Empire. It then covers Russia's tentative flirtation with liberalism and reform under various tsars and the emergence of hardcore radicalism from Bakunin to Lenin. In the twentieth century, Russia will be seen emerging as a global superpower after the 1917 revolution and the rise of Stalin, then

shrinking once more after the collapse of the Soviet Union in 1991, and finally emerging once more under Putin as a nation with global great power aspirations. Prerequisite(s): HIS203, HIS213, HIS223, HIS233.

HSS480 • Independent Study in Historical Studies

Independent Study is designed for History majors to study in a specialized area of the discipline. This is a variable credit course. Prerequisite(s): HIS203, HIS213, HIS223, HIS233, junior standing. Instructor's permission is required.

HSS483 • Topics in Historical Studies: (topics vary)

This course offers opportunities for study in various subjects within the field of history. Topics will be decided upon by the history faculty as need and interest arise. Topics courses in history (HAE483, HCL483 and HSS483 combined) may be repeated for different topics to a maximum of six (6) semester hours. Prerequisites: HIS203, HIS213, HIS223, HIS233. Three credits.

STRATEGIC INTELLIGENCE (INT)

INT303 • History of American Intelligence

This course provides an understanding of the role intelligence plays in U.S. foreign policy and examines the various intelligence disciplines with attention to the strengths and weaknesses of each. The course also explores the history of American intelligence, causes of intelligence failures, and the need for adequate oversight. Prerequisite(s): Admission to the Strategic Intelligence program.

INT313 • Intelligence, Research, & Analysis

An introduction to the standard research and analytical tools, techniques, and theories of the intelligence community. Topics include interdiction and warnings, predictive analysis, association matrices, estimated intelligence, and data visualization. Prerequisite(s): INT303.

INT323 • Intelligence, Law Enforcement, & Civil Liberties

This course will present an overview of the principles of our US constitutional democracy and the intersection of those principles with domestic and international national security issues. Particular emphasis will be placed on domestic intelligence activities and how those relate to the civil liberties of private citizens. Prerequisite(s): INT303.

INT363 • Counterintelligence

Students will learn the history and fundamentals of American counterintelligence activities. Attention will be given to significant successes and failures of counterintelligence, to policy, practice, and organization, and to future counterintelligence challenges and needs with special emphasis on counterterrorism activities. Prerequisite(s): INT303.

INT373 • Counterterrorism

Terrorism and counterterrorism will be studied including various forms of political violence--assassination, ethnic conflict, and guerrilla war, but with emphasis on terrorism. Terror in the name of God from a Christian, Islamic, and Judaic point of view will be explored. The Christian Just War principles will be examined as they apply to fighting terrorism. The purpose of the course is to help students develop a better understanding of the nature of terrorism, the variety of terrorist motivations, and the means by which governments have attempted to deal with the problem. Prerequisite(s): INT303.

INT403 • Advanced Technology & Ethics in Intelligence & National Security

This course surveys the most significant developments in technology that are already radically changing the nature of economics, national security, and politics in the 21st Century and are predicted to do so for at least the next several generations. Students begin with learning the grammar of advanced technologies (e.g., information technologies, biotechnology, nano-technology, and energy technologies) and the assessments of futurists and ethicists on the implications of these developments for mankind. Special attention is given to applying the works of western civilization's most influential thinkers to emerging ethical aspects of these technologies and reflecting in written assignments upon the forecasted implications of advanced technologies on our national security, our American way of life, and on mankind. Prerequisite(s): INT303, INT323.

INT460 • Special Projects in Strategic Intelligence

These credits consist of individualized projects in the fields of security studies and strategic intelligence. These experiences seek to integrate the skills learned in the traditional classroom setting into vocational tasks. Students collect, analyze, and report on data under the supervision of a faculty member or outside mentor/practitioner. Typical experiences include Border Security Alert, where a team of PHC students generate a weekly index of summarized open source articles about security incidents along the US border, and Red Cell, where a team of PHC students generate simulated terrorist plans for attacking a strategic US transportation hub and possible response strategies for defending against such attacks. This is a variable credit course. Prerequisite(s): INT303.

INT470 • Internship in Strategic Intelligence

These credits consist of off-campus projects, internships, and/or employment in the various fields of government and public policy. These experiences seek to integrate the skills learned in the traditional classroom setting into “real world” tasks and settings. This course is graded on a pass/fail scale. This is a variable credit course. Prerequisite(s): INT303.

INTERNATIONAL POLITICS AND POLICY (IPP)

IPP303 • Foreign Policy: Theory & Practice

A theoretical as well as practical course based on the study of political philosophy, modern theory, and historical and contemporary case studies, to provide students with an understanding of international relations (international security as well as international political economy) and the impact of international politics on the sovereignty of nation-states. The principles, ideas, and practicalities that have influenced foreign policy makers are examined, with special attention paid to US foreign policy. Prerequisite(s): GOV333.

IPP403 • Theory & Ethics of International Relations

This course is an advanced and in-depth theoretical and practical study of the role ethics and morality play in international relations and foreign policy. Students delve more deeply into and learn the application of international law and ethics to various topics. Prerequisite(s): GOV333.

IPP423 • European Politics

This course examines the governments of key European countries, including Great Britain, France, Germany, and Russia, focusing on history, geography, economics, and culture, as each has influenced the building of the political system of each country. In addition, significant consideration is given to the politics of the European Union, including its governing structures, its economic structures, and its cultural implications. Prerequisite(s): GOV323.

IPP433 • Politics of Developing Nations

A study of the politics as well as the economics of developing nations in general and with reference to specific cases. In addition to determining what it means for a nation to be underdeveloped, students will also learn what various experts say causes nations to be underdeveloped. Several case studies from Asia, Africa, and Latin America provide examples. There will be special focus on the roles that economics and religion, especially Islam and Christianity, play. Prerequisite(s): GOV323.

IPP443 • Public International Law

This course builds a foundational understanding of the sources of public international law and the methods of enforcement with special emphasis on human rights law. All of the major human rights instruments will be surveyed. Emphasis will be placed on the applicability of international human rights law in the domestic courts of the United States.

IPP453 • International Politics & Policy Area Studies: (topics vary)

This course is designed to introduce students to the major political, economic, social, and cultural issues that characterize selected regions of the world and the historical factors that gave rise to current economic and political issues. Prerequisite(s): junior standing.

IPP463 • Practicum in International Politics & Policy

This course serves as one means for students to fulfill their apprenticeship methodology requirements. The instructor will select a specific topic within

the disciplines of International Relations or Comparative Politics. Students will be instructed on the fundamentals of the topic, and then will carry out an independent project applying the knowledge learned. Examples may include (1) examining an issue of importance in international affairs, such as human rights, and constructing a policy document outlining how the US government should deal with the issue; (2) examining a regional body such as the European Union, Organization of American States, ASEAN, etc. and crafting a series of advocacy papers in favor of or in opposition to various policies being considered by the regional body. Prerequisite(s): GOV303, GOV313, GOV323, GOV333.

IPP470 • Internship in International Politics & Policy

These credits consist of off-campus projects, internships, and/or employment in various fields of government and public policy. These experiences seek to integrate the skills learned in the traditional classroom setting into “real world” tasks and settings. This course is graded on a pass/fail scale. This is a variable credit course.

IPP483 • Topics in International Studies: (topics vary)

This course is designed to introduce students to the major subjects of study within the fields of International Relations and Comparative Politics. The specific focus will be determined by the instructor, along with readings and assignments. Prerequisite(s): junior standing.

IPP492 • International Politics & Policy Senior Thesis Preparation

Typically completed in the fall of the senior year, this course provides guidance in developing a manageable topic and thesis statement in the area of international politics and policy, constructing a bibliography, and developing an outline of the senior thesis project. Prerequisite(s): senior standing.

IPP496 • International Politics & Policy Senior Thesis

This course is typically completed in the spring of the senior year. In consultation with the instructor, the student will continue the research in the area of international politics and policy begun in the Senior Thesis Preparation Course. Students will focus primarily on writing the thesis. Prerequisite(s): senior standing.

JOURNALISM (JRN)

JRN203 • Journalism I

This course is designed to introduce students to the fundamental skills of print journalism—how to find, report, and write hard news and feature stories—and to help them begin to apply a biblical worldview to the practice of journalism. The students will practice basic journalism skills and consider why people read news in the first place, how acknowledging the truth of Christianity affects the practice of journalism, and how the role in society of a Christian journalist changes with the context in which he is writing.

JRN212 • Print Media Graphics

All journalism majors must take either this course or Radio Journalism concurrently with JRN253. The primary purpose of this course is to introduce Adobe design and photo editing software and the basic principles of news media layout and design. Students in this class who are enrolled concurrently in JRN253, Student Publications Internship, will be assigned a position on the Herald or the Source. This course is open to all students, but journalism majors will be given preference if enrollment exceeds classroom capacity. Prerequisite(s): JRN203, JRN213.

JRN213 • Journalism II

This course will introduce the student to some of the subcategories of news writing—such as profiles, spot news, and columns—while continuing to help students develop a biblical view of the role of a journalist in society and professional competency in the basic journalistic skills. To this end, students will find, report, and write publishable news stories for the Patrick Henry Herald and local markets. Students will also study how news media interact with and help shape contemporary culture and politics. Prerequisite(s): JRN203.

JRN222 • Radio Journalism

All journalism majors must take either this course or Print Media Graphics concurrently with JRN253. This course is designed to introduce students to the basic principles and skills of radio/audio journalism production.

It will also allow students to practice producing radio/audio news stories using PHC's sound equipment and software. Students in this class who are enrolled concurrently in JRN253, Student Publications Internship, will be assigned a position on the Soundboard. This course is open to all students, but journalism majors will be given preference if enrollment exceeds classroom capacity. Prerequisite(s): JRN203, JRN213.

JRN253 • Student Publication Internship I

This is a required course for journalism majors. The purpose is to provide students with experience in producing a weekly or bi-weekly student newspaper (Patrick Henry Herald), magazine (The Source) or radio show (Soundboard) under the supervision of a qualified instructor. Students will have the opportunity to request specific positions (editor, associate editor, copy editor, etc.) for the different publications. Students on the Herald or the Source will be enrolled concurrently in JRN212: Print Media Graphics; students on the Soundboard will be enrolled concurrently in JRN222: Radio Journalism. Prerequisite(s): JRN213.

JRN263 • Student Publication Internship II

This is a required course for journalism majors. The purpose is to provide students with experience in producing a weekly or bi-weekly student newspaper (Patrick Henry Herald), magazine (The Source) or radio show (Soundboard) under the supervision of a qualified instructor. Students will have the opportunity to request specific positions (editor, associate editor, copy editor, etc.) for the different publications. Prerequisite(s): JRN213.

JRN302 • Journalism History

To help students gain a sense of where journalism is now, this course will introduce them to the major periods in journalism history, particularly the Christian roots of American journalism. Students will also see the opportunities that exist in journalism today by seeing how past generations of journalists created new and influential media institutions. This class will also focus on how journalists' worldviews affected their journalism, and consider the relationships between worldviews, reporters, and culture.

JRN323 • Multi-media Skills

This is a required course in the journalism major, recommended for students in their junior or senior years. This course introduces students to some basic skills in photography, recording and editing sound and video, and managing multi-media content on websites. Students will be expected to provide their own digital cameras, video and audio recorders for use in the class. This course is open to all students, but preference will be given to journalism majors if enrollment exceeds classroom capacity.

JRN332 • Web-based Journalism & Design

This course, a journalism major elective, is designed to introduce students to the basic principles and skills of online journalism and web-page design and production. It will cover topics such as HTML programming, writing for the web, and website design, and introduce students to website design software. This course is open to all students, but journalism majors will be given preference if enrollment exceeds classroom capacity.

JRN342 • Narrative Nonfiction

This course, a journalism major elective, will help students understand and apply literary techniques in writing long, narrative journalism. Students will read widely from the work of some of the most significant and influential journalists (primarily American) to employ the narrative form in the last two hundred years, from Daniel DeFoe through Jack London, George Orwell, and Tom Wolfe, to today's Gary Smith. Students will also produce two well-researched and constructed narrative articles. This course is designed for journalism majors but is open to all students.

JRN352 • Media Law

This course will introduce students to the basic legal issues of everyday journalistic practice, such as libel, defamation, and fair comment, focusing on print media. It will also discuss the history of the development of the concept of "freedom of the press" and the First Amendment, as well as contemporary legal cases relating to press freedom.

JRN403 • Political Journalism

This course provides an overview of the relationship between democracy and journalism from both a theoretical and historical perspective. In the process,

students will read extensively from some of the most talented and influential American political journalists. Topics include coverage of campaigns, coverage of policy, coverage of religion and politics, polemicism, and others. This course has a variety of assignment options and is suitable for non-journalism majors. Prerequisite(s): junior standing.

JRN413 • Public Relations

This course, a journalism major elective, is designed to introduce students to the basic principles and practices of public relations. It will cover skills such as writing press releases and dealing with reporters as well as ethical and legal considerations. This course is open to all students, but preference will be given to journalism majors if enrollment exceeds classroom capacity.

JRN470 • Off-Campus Journalism Internship

All journalism majors are required to complete at least six credit hours of JRN470, but may complete more in fulfilling their program requirements. The purpose of the course is to give students experience applying in a real-world context the skills and concepts learned in Journalism I and II and in their Student Publications Internships. Students are responsible for obtaining their own positions, and should seek positions consistent with their career goals. This course is graded on a pass/fail scale. This is a variable credit course. Prerequisite(s): JRN203, JRN213.

Note: Students should normally complete JRN253 and JRN263, Student Publications Internships, before seeking an off-campus position; however, those who have been offered an appropriate off-campus internship opportunity may seek approval from the journalism professor to complete it before or concurrent with enrollment in JRN253/263.

JRN480 • Freelance Journalism Internship

The purpose of this course, a journalism major elective, is to give students experience in finding, reporting and writing articles and/or op-ed pieces, and then selling their work in appropriate freelance markets. Students will meet regularly with the professor for guidance and progress updates. This is a variable credit course. Prerequisite(s): JRN203/JRN213, JRN253/JRN263. (3 or 6 credits)

LATIN (LAT)

LAT113 • Latin I

LAT113 is an introduction to the language, culture, and literature of Rome. Students will begin by learning the forms and syntax of Classical Latin, as well as by developing accuracy in Latin to English translation.

LAT123 • Latin II

This course completes the mastery of grammatical elements begun in LAT113. At the end of the course, students will be able to read primary Latin texts with the aid of a dictionary and grammar. Prerequisite(s): LAT113 or proficiency equivalent.

LAT213 • Latin III

In this course, students will further strengthen their reading skills by focusing on prose and poetry. Selections are routinely made from Ovid's *Metamorphoses*, Livy's *Ab Urbe Condita* and Cicero's *Verrine Orations*. Scansion of dactylic hexameter will be emphasized for Ovid. Weekly composition assignments will be required. Prerequisite(s): LAT123 or proficiency equivalent.

LAT223 • Latin IV

Students will read selections from Virgil's *Aeneid* VI and Tacitus' *Annales* I. Further emphasis will be placed on learning the scansion of dactylic hexameter by the completion of weekly scansion assignments. Additionally, students will be required to submit weekly composition assignments. A final composition assignment will be required. Prerequisite(s): LAT213 or proficiency equivalent.

LAT303 • Readings in Roman History

By reading the significant authors of Roman historiography, including Sallust, Caesar, Livy, and Tacitus, students will gain competence in translating complex prose passages. Emphasis will be placed on the history of the conflict between the republican form of government and the principate established by Augustus. Prerequisite(s): LAT223 or proficiency equivalent.

LAT313 • Latin V

This course will move the Latin student into the advanced study of the Latin language. The class will cover a single prose author of the Golden or Silver

Age of Latin literature such as Caesar, Livy, Seneca, Suetonius, et alii.. The pace of the translation will be significantly higher than at the intermediate level. Students will be expected to employ a commentary along with the reading. The student will also take Latin composition to the next level through the standard text, *Bradley's Arnold*, in which finer points of syntax will be learned along with the skill of rendering sophisticated English prose into idiomatically correct Latin equivalent. Finally, students will be expected to write a ten to twelve page research paper on a topic related to the author. Prerequisite(s): LAT223 or proficiency equivalent.

LAT323 • Latin VI

This course will continue the student's study of the Latin language at an advanced level. The class will cover one poet of the Golden or Silver Age of Latin literature such as Horace, Virgil, Ovid or Seneca, et alii. The pace of the translation will be significantly higher than at the intermediate level. The student will continue through the standard text, *Bradley's Arnold*, in which finer points of syntax will be learned along with the skill of rendering sophisticated English prose into idiomatically correct Latin equivalent. Finally, students will be expected to write a ten to twelve page research paper on a topic related to the author. Prerequisite(s): LAT313 or proficiency equivalent.

LAT413 • Roman Civilization

Students will study Roman history from the city's legendary origins to the fall of the Roman imperial west in the 5th century. While emphasis will be placed on mastering the general chronology and structure of Roman history, students will also focus on specific theme and topics of Roman history. Special emphasis will be placed on the role and position of Judaism and early Christianity in the Roman Empire. A major term paper will be required.

LITERATURE: AUTHOR (LAU)

Courses with the LAU prefix fulfill the Major Author requirement within the Literature Major.

LAU333 • Shakespeare

This major author course covers selected comedies, histories, and tragedies of the greatest of English writers. Students also will read some of his non-dramatic poetry and act out scenes from his plays. Prerequisite(s): LIT213, LIT223.

LAU343 • Milton

This second major author course looks at the complete poems and major prose of the most learned of English writers. There is an emphasis on both creative and critical writing. Prerequisite(s): LIT213, LIT223.

LAU353 • Chaucer

This course includes an introduction to Middle English. All of *The Canterbury Tales* and several of Chaucer's minor works are read. Prerequisite(s): LIT213, LIT223.

LAU363 • Selected Works of Charles Dickens

Several novels make up the heart of this major author course, but students also read a full-length biography. Prerequisite(s): LIT213, LIT223.

LITERATURE: GENRE (LGN)

Courses with LGN prefix fulfill the Genre requirement within the Literature Major.

LGN333 • Poetry

A genre course, this course concentrates on the importance of poetry as the central literary genre. The elements of poetry (imagery, figurative language, allusion, and metrics) are examined. There is an emphasis on analysis, dramatic reading, and writing of poetry. Prerequisite(s): LIT213, LIT223.

LGN343 • The Novel

This course looks at the rise of the novel. The elements of fiction (structure, characterization, point of view, symbol and irony) are studied. The course includes careful study of several representative novels. There is an emphasis on both creative and critical writing. Prerequisite(s): LIT213, LIT223.

LGN353 • Drama

The history and elements of drama, realistic and nonrealistic drama, tragedy and comedy. Prerequisite(s): LIT213, LIT223.

LGN373 • Film

This course surveys the elements of filmmaking and the techniques of visual

story-telling. It will do so through the study of classic motion pictures. Students will study the history of cinema, important directors, and significant cinematic styles. Students will also learn the practice of film criticism, from conducting scholarly treatments of cinematic art to writing popular movie reviews.

LITERATURE (LIT)

LIT213 • Western Literature I

This course will deal with representative masterpieces of the Classical Era, the Middle Ages, and the Renaissance. Literary accomplishments will be placed in the context of the culture and intellectual history of each age.

LIT223 • Western Literature II

This course will deal with representative masterpieces of Neoclassicism, Romanticism, Nineteenth-Century Realism and Naturalism and the Modern Age. Prerequisite(s): LIT213.

LIT303 • Literary Theory & Criticism

This course focuses on the history of literary theory and criticism, from Plato to Susan Sontag. Students study the various theoretical and critical approaches widely used today and develop a constructive Christian critique and alternative. This course fulfills the Topics in Literature requirement (where applicable). Prerequisite(s): LIT213, LIT223, junior standing.

LIT333 • Children's Literature

Using a survey approach organized by genre, this course explores the literary and cultural forces behind the development of uniquely children's literature. Genres to be studied include chapbooks, primers and readers, fairy tales, animal fables, myths and legends, fantasy and science fiction, religious and conduct instruction, verse, plays, and adventure and domestic stories. Conventions of these genres will be discussed. In addition, the course will address developmental concerns, such as readability factors and grade-level norms, in the assigning and teaching of children's literature. For students interested in writing literature for children and young adults, storytelling techniques will be discussed and some opportunity will be given for optional creative writing projects.

LIT343 • The Literature of the Bible

The greatest literary classics of all time are in the Bible. Our understanding and appreciation of the Bible can be enhanced by a specifically literary approach. We will give special attention to the literary parts and aspects of the Bible, looking at familiar passages from a fresh perspective.

LIT353 • Cold War Novel

Cross-listed HSS363.

LIT363 • American Literature

Masterworks of American literature from the earliest beginnings to the late twentieth century. There is an emphasis on both creative and critical writing. Prerequisite(s): LIT213, LIT223.

LIT373 • English Literature I

Masterworks of the Middle Ages, the sixteenth century, the seventeenth century, the Restoration, and the eighteenth century will be studied. There is an emphasis on both creative and critical writing. Prerequisite(s): LIT213, LIT223, junior standing.

LIT383 • English Literature II

Masterworks of the Romantic Period, the Victorian Age, and the twentieth century will be studied. There is an emphasis on both creative and critical writing. Prerequisite(s): LIT213, LIT223, junior standing.

LIT393 • Linguistics

This course begins with the history of the English language, then covers philology, semiotics, and the foundational principles of linguistics as they relate to a serious study of literature. Prerequisite(s): LIT213, LIT223.

LIT403 • Medieval Literature

This course provides an overview of English literature of the Middle Ages, along with some of its continental roots. Authors studied include Boethius, Dante, Chaucer, Gower, Langland, the *Pearl* poet, and Malory, along with various Arthurian source texts, among others. The course highlights both the religious/devotional strain of medieval literature, as well as the romance tradition. Genre issues such as allegory, exemplum,

chivalric romance, and dream vision will be discussed. Special emphasis is placed on the role of accepted sources in literary production in the Middle Ages, that is, the importance of *auctoritas* for the writer. Prerequisite(s): LIT213, LIT223.

LIT413 • Russian Literature

Russia's greatest writers, from Pushkin to Solzhenitsyn, are introduced. There is at least one major novel of Tolstoy or Dostoevsky. Prerequisite(s): LIT213, LIT223.

LIT423 • Classical Mythology

Cross-listed GRK423.

LIT433 • Major Christian Authors

The Christian literary heritage is rich and profound, exploring spiritual issues with symbols, poetry, and stories. This course will study literary and spiritual classics, ranging from the Middle Ages, the Reformation, and on through modern times. Authors studied will include Dante, Spenser, Herbert, Bunyan, Hopkins, G. K. Chesterton, C. S. Lewis, T. S. Eliot, Flannery O'Connor, and others. Prerequisite(s): LIT213, LIT223.

LIT443 • Worldviews in Literature

Six major novels presenting six major worldviews as they have unfolded in the West, from Christian theism to the New Age are examined. Prerequisite(s): LIT213, LIT223.

LIT453 • United States History Through Fiction

Ten historical novels which span major eras of United States history are read as literary works, not simply historical documents. Prerequisite(s): LIT213, LIT223.

LIT463 • C.S. Lewis Seminar

This course is designed to increase the student's understanding of the life and writings of C.S. Lewis. The course focuses on several genres of Lewis's works: autobiography, apologetics, fiction, and criticism. Students will discern the influences on Lewis's life and writing, as well as the influence of Lewis himself on modern culture. They will appreciate his works as examples of strong Christian literature and thought, and will be able to discuss with facility the themes and style used by Lewis, as demonstrated by written assignments and class discussion. Prerequisite(s): LIT213, LIT223.

LIT470 • Internship in Literature

Internships in Literature apply towards the completion of the Literature major and may take various forms. Up to 8 credits may be earned in writing-related internships (including journalism) or up to 6 credits in a pedagogy internship teaching literature. This course is graded on a pass/fail scale. This is a variable credit course. Prerequisites: LIT213, LIT223, LIT373, junior standing. Instructor's permission is required.

LIT480 • Independent Study in Literature

Independent Study is designed for Literature Majors to study in a specified area of literature. This is a variable credit course. Prerequisite(s): LIT213, LIT223, LIT373, junior standing. Instructor's permission is required.

LIT490 • Directed Research & Writing

Directed Research and Writing may be done as one 8-credit project or a series of smaller writing projects. This is a variable credit course. Prerequisite(s): LIT373, LIT383, junior standing.

MATH (MAT)

MAT203 • Euclidean Geometry

This course covers basic concepts of geometry and principles of logic. The concepts studied include line and angle relationships, parallel lines, triangles, quadrilaterals, circles, polygons, geometric algebra and trigonometry. Concepts of geometric reasoning, with an emphasis on constructions using computer software, are examined. It is important to develop the skill of combining well drawn graphics with appropriate text to build a concise, logical argument.

MAT323 • Statistics

Statistics is a method of evaluating data to determine: 1) If relationships exist between the various parameters of the data; 2) The extent of those relationships; 3) The confidence level to be associated with predictions

(calculations) made based on those relationships. Such questions arise in many fields of study. That being true, statistics is a tool used by many professionals. Students will be taught the fundamental concepts of statistics, such as: Frequency Distributions (gaussian, bi-modal, skewed); Standard Deviation; Variance; Central Tendency Measures (mean, mode, median); Correlation Measures, Linear and Non-linear Regressions; Sampling Distributions; Multi-variate analysis; Confidence Measures. Graphical representations will be emphasized and some computer programming will be required. Students will be exposed to statistical problems from a variety of fields, including: physical and biological sciences, education, government, strategic intelligence, business, finance, and industry. A fundamental understanding of algebra is assumed as a prerequisite for this course.

MAT343 • Introductory Calculus

Calculus is the mathematics of integrals (area) and derivatives (slope) related to functions. These ideas, originally developed by Newton and Leibniz, have proven to be extremely valuable in describing relationships between quantities of interest in many diverse fields of study. Everything from physical sciences, biological sciences, business, finances, and statistics have benefited from these ideas. This course will examine the fundamental concepts of calculus and give students an understanding of the concept of LIMIT as well as proficiency in calculating derivatives and integrals of functions. Numerical approximation techniques will also be presented. Students will be expected to have had exposure to algebra and geometry as prerequisites for this class. Students will also be expected to have experience in using MS-Excel to perform calculations and construct graphs. Prerequisites: SCI233.

MUSIC (MUS)

MUS201 • Orchestra / Chamber Music

An ensemble that will rehearse and perform works of various styles in concert and/or at college functions. Entrance is by audition only.

MUS211 • College Chorale

The College Chorale is a mixed voice vocal ensemble devoted to the performance of choral literature from a variety of historical periods and styles. Entrance is by audition only. One credit may be earned each semester.

MUS 221 • Aural Skills I

This course will help students practically recognize and realize the concepts presented in the corresponding theory course. Course must be taken concurrently with MUS222.

MUS222 • Music Theory I

This course will present the following concepts in sequence: the fundamentals of pitch and rhythm, scales and intervals, diatonic triads and other chords, four-part writing, melodic structure, harmonic function, tonal harmony, cadences, and staff notation. Course must be taken concurrently with MUS221.

MUS 231 • Aural Skills II

This course will help students practically recognize and realize the concepts presented in the corresponding theory course. Course must be taken concurrently with MUS232. Prerequisite(s): MUS221.

MUS 232 • Music Theory II

This course will present the following concepts in sequence: dissonance and resolution, voice leading, chord inversions, seventh chords, secondary dominants, chromatic progressions, and modulations. Course must be taken concurrently with MUS231. Prerequisite(s): MUS222.

MUS271 • Voice Class

This course provides an introductory experience for those who would like to learn how to sing. It will provide students with a basic knowledge of healthy singing technique and also provide a performance forum for application and growth.

MUS301 • Applied Music: (various)

Applied instruction in piano, voice, composition, brass, strings, woodwinds, or percussion. Sequential study leading to a student's senior recital.

MUS303 • Music History & Appreciation

This course exposes students to Western music's stylistic development and

facilitates a better understanding of music's basic elements, knowledge of how the ever-changing uses of these elements have created shifting musical styles, and a greater ability to describe music in its historical context.

MUS313 • Music Pedagogy

The focus of this course is to introduce students to the techniques of teaching music in the applied areas. The course will provide an introductory exposure to the pedagogical techniques associated with the teaching of piano, voice, general music, and choir. Students will practically apply these skills by creating lessons to be taught in the classroom and studio settings. Prerequisite(s): CLA303.

MUS333 • Conducting I

Students will be introduced to, and become proficient with, the mechanics of conducting, understand some of the psychological elements of the craft and broaden their understanding of these applications. Observation of rehearsals of differing kinds of ensembles is required.

MUS382 • Arts & Worship in the Church

An introduction to the role of art and aesthetics within Protestant worship traditions. A survey of past traditions will lead to discussion of their place in modern evangelical worship expressions.

MUS470 • Music Internship/Practicum

Music Track students will be expected to fulfill this degree requirement by assisting the ensembles in the PHC-Youth Music Academy. Students will be expected to support both the musical and administrative needs of the organization for a full semester. Other/additional internship/practicum opportunities may be considered by the Director of Music on a case by case basis. This is a variable credit course.

MUS480 • Special Topics in Music: (topics vary)

This upper division course serves as an in-depth exploration of a particular area of music. This is a variable credit course.

PATRICK HENRY COLLEGE (PHC)

PHC491 • Wisdom & Eloquence Portfolio

The Wisdom and Eloquence Portfolio has been designed to reflect the Christ-centered coherence of the curriculum, regardless of major (cf. Col. 1:17). Through the Portfolio, students will be prompted to reflect purposefully, thoughtfully, and thoroughly on the overall aims of their education (particularly as presented in the "Profile of a Patrick Henry College Graduate") and look beyond discrete assignments and activities to see how these separate strands weave together to enhance their development into wise and articulate disciples of Jesus Christ.

PHILOSOPHY (PHI)

PHI203 • Philosophy

This course examines the ideas of such thinkers as Plato, Aristotle, Thomas Aquinas, René Descartes, David Hume, Immanuel Kant, Søren Kierkegaard, and Friedrich Nietzsche on questions concerning metaphysics, epistemology, ethics, and philosophy of religion with particular attention to the compatibility between their ideas and a Christian worldview. Prerequisite(s): CLA213.

PHI303 • Metaphysics

Metaphysics encompasses the following areas of enquiry: truth, being (existence), freedom, substance, the mind-body problem, determinism, identity over time, personal identity, the Resurrection, the Trinity, the Incarnation, modality, essence, possible worlds, space, time, the problem of universals, and divine aseity. This course explores such topics using both classic and contemporary writings with constant attention to how various metaphysical theories comport with or undermine a Christian worldview. Prerequisite(s): CLA213, PHI203.

PHI373 • Epistemology

Epistemology encompasses the following areas of enquiry: the nature of knowledge, justified belief, and truth; the sources of knowledge (memory, testimony, the five senses, and introspection); the problems of skepticism, other minds, and causation; theories including rationalism, empiricism, positivism, pragmatism, post modernism, perspectivism, foundationalism, reliabilism and coherentism; the philosophy of perception; the relationship between faith and reason; religious knowledge and

experience; the nature of rationality; and intellectual virtues like curiosity, intellectual honesty, and wisdom. This course explores such topics using both classic and contemporary writings with constant attention to how various epistemologies comport with or undermine a Christian worldview. Prerequisite(s): CLA213, PHI203.

PHI383 • Philosophy of Religion

Philosophy of religion considers issues like the following: the relationship between faith and reason; arguments for the existence of God apart from the revelation of Scripture, e.g., the design, cosmological, ontological, and axiological arguments; the logical reconciliation of evil with the existence of God; explanations for why God permits evil (theodicies); God's knowledge of the future, his sovereignty, and its relationship to human freedom; and logical explanations of the divine attributes, e.g., omniscience, omnipotence, and omnibenevolence. Prerequisite(s): CLA213, PHI203.

PHI403 • Ethics

Ethics considers the following topics: theories concerning the reality of moral laws including cultural relativism, moral realism, noncognitivism, and divine command theory; the relation of the good life to the life of virtue; the means by which one becomes virtuous; the nature of a morally good person; the means by which one makes moral decisions including the theories of deontology, utilitarianism, ethical egoism, virtue theory, and Christian ethics; and a whole host of questions pertaining to the application of various ethical theories to moral questions like abortion, capital punishment, euthanasia, war, and sexual ethics. Prerequisite(s): CLA213, PHI203.

PHI433 • Philosophy of Law & Human Rights

Law is central not only to secular society but also to revelational Christianity. This course examines ultimate questions in the legal area from both topic and historical standpoints. It also treats the nature and justification of international human rights and the classic theological relationship of Law to Gospel. Students will be encouraged to develop critical facility in evaluating legal philosophies and to arrive at their own mature answers to the disputed questions raised. Prerequisite(s): junior standing.

POLITICAL THEORY (POL)

POL313 • Ancient & Medieval Political Theory

This course will examine some of the principal works in Western political thought from its inception through the medieval period. Writers such as Homer, Sophocles, Thucydides, Plato, Aristotle, Cicero, Augustine, and Aquinas will be studied. Special attention will be paid to the continuities and discontinuities between pre-Christian and Christian thinkers. Prerequisite(s): PHI203, GOV213, GOV223.

POL333 • Modern & Contemporary Political Theory

This course will examine the shift from the classical and medieval approach to politics to the modern view of the state. Thinkers such as Bacon, Hobbes, Locke, Hegel, Nietzsche, Heidegger, Voegelin, and Arendt will be considered. Prerequisite(s): PHI203, GOV213, GOV223.

POL353 • American Political Thought

This class will trace the development of American Political Thought from its antecedents in Britain and Europe to modern times. It will track the development of freedom, liberty, natural rights, republicanism, and connected ideas, with emphasis on the Puritans, Locke, Sydney, Montesquieu, Jefferson, Madison, Calhoun, the Abolitionists, Lincoln, and Wilson. Prerequisite(s): PHI203, GOV213, GOV223.

POL373 • Conservative Political Theory

This course will consist of an investigation of the seminal works of modern conservatism. Thinkers such as Burke, Kirk, Weaver, Nisbet, Röpke, and Jouvainel will be considered. Special attention will be paid to the idea of conservatism in the context of contemporary America. Prerequisite(s): PHI203, GOV213, GOV223.

POL423 • Applied Research in Political Theory: Christian Political Thought

This course will compare and contrast the political writings of various Christian traditions, including Reformed, Catholic, and Anabaptist, with an emphasis on modern developments. Thinkers such as Luther, Calvin, Kuyper, Maritain, Simon, and Yoder will be considered. Prerequisite(s): PHI203, GOV213, GOV223, POL313, POL333.

POL433 • Applied Research in Political Theory: Democracy's Prospects & Challenges

This course will consider the theory of modern democracy as it is manifested in a variety of settings. Ideas of rights, equality, voluntary associations, and markets will be considered. Special attention will be paid to attempts to stimulate democratic movements in traditionally nondemocratic contexts. Prerequisite(s): PHI203, GOV213, GOV223, POL313, POL333.

POL463 • Applied Research in Political Theory: (topics vary)

Small groups of students will meet regularly with the instructor to read, discuss, and write on seminal texts or issues in political theory. Students will take an active part in leading discussions and presenting papers. These courses will explore the theoretical aspects of a particular text or issue and seek to extend these theoretical insights in concrete directions. Prerequisite(s): PHI203, GOV213, GOV223.

POL470 • Internship in Political Theory

These credits consist of off-campus projects, internships, and/or employment in the various fields of government and public policy. These experiences seek to integrate the skills learned in the traditional classroom setting into "real world" tasks and settings. This course is graded on a pass/fail scale. This is a variable credit course.

POL492 • Political Theory Senior Thesis Preparation

Typically completed in the fall of the senior year, this course provides guidance in developing a manageable topic and thesis statement, constructing a bibliography, and developing an outline of the senior thesis project. Prerequisite(s): senior standing.

POL496 • Senior Thesis in Political Theory

This course is typically completed in the spring of the senior year. In consultation with the instructor, students will continue the research begun in the Senior Thesis Preparation Course. Students will focus primarily on writing the thesis. Prerequisite(s): senior standing.

RUSSIAN (RUS)

RUS113 • Russian I

RUS113 is an introduction to the language, culture, and literature of Russia. Using the New Penguin Russian Course, students will learn the Russian alphabet, grammatical forms and syntax, and basic vocabulary as they develop beginning reading skills in Russian poetry and prose. Students will also learn and practice basic oral conversation and writing in Russian.

RUS123 • Russian II

RUS123 is a continuation of Russian I. In this course, students will develop more advanced conversational skills and vocabulary. They will learn to read simple texts of Russian literature while building their reading and aural comprehension as well as written and oral translation skills. Prerequisite(s): RUS113 or proficiency equivalent.

RUS213 • Russian III

RUS213 is the first part of second-year Russian. It will build on the grammatical and vocabulary foundations of Russian I and II and will introduce students to classical Russian literary texts of the 19th century. It will also build up new vocabulary so that students will be able to begin reading and understanding contemporary Russian newspapers and radio and TV broadcasts. Prerequisite(s): RUS123 or proficiency equivalent.

RUS223 • Russian IV

RUS223 is the second part of second-year Russian. It will continue in the review of grammar to ensure students are fully equipped to read and write. There will also be exposure to Russian-language broadcast and TV. Prerequisite(s): RUS213 or proficiency equivalent.

SCIENCE (SCI)

SCI221 • Biology Laboratory

Biology lab is designed as a complement to Biology (SCI223) and focuses on the application of the scientific method. Themes and topics include scientific observation, description of biological form, biostatistics, and computer applications in the study of organismal morphology such as image analysis. Lab Fee applies; see Summary of Charges. Course must be taken concurrently with, or subsequent to, SCI223, Biology.

SCI223 • Biology

This course will provide a broad survey in the study of living organisms in addition to the history and philosophy of viewing the living world. Lectures will explore the fundamental scientific features of the living world including chemistry, cells, cell structures, classification of organisms, natural selection and the origin of life. Readings will focus on philosophical and historical themes in biology from Darwin to present.

SCI231 • Physics Laboratory

Physics Labroatory is an opportunity to connect the abstract concepts of the theory presented in lecture to the "real world" of experimentation and equipment. This connection between theory and experiment is an absolutely crucial aspect of modern science. It acts as an internal "accountability check" within the discipline of physics. Theory can be as broad as the mind of man can conceive.

Experimentation forces theorists to remain in the realm of what can be "objectively verified" in the lab. Theorists take the data developed through careful experimentation and seek to connect it to many other, often seemingly unrelated, observations. This course will introduce students to the problems inherent in collecting and evaluating experimental data. It will highlight the handling of experimental errors and statistical evaluation of data. Lab Fee applies; see Summary of Charges. Course must be taken concurrently with, or subsequent to, SCI233, Physics.

SCI233 • Physics

Physics is the most fundamental of all the physical sciences. It seeks to understand the forces that determine how our world "works." This course will introduce students to the classical physics topics of Newtonian mechanics and electricity/magnetism as well as the modern physics topics of relativity and quantum physics. An extremely useful tool in physics is mathematics, and this course will strengthen and build upon students' existing familiarity with algebra and trigonometry. Prerequisite(s): proficiency in algebra and trigonometry.

SCI383 • Earth Science

Earth Science is a survey course providing an introduction to geology, ranging from small-scale observations such as rocks and minerals to a larger context of global plate tectonics. The larger tectonic framework provides an explanatory framework for regional processes such as glaciers, deserts, mountain-building and landforms-some of which will be viewed in the field. On the small scale the laboratory exercises will introduce major rock types and rock-forming minerals, mapping, and geologic structures. The course will include two local field trips. No prerequisites.

SCI423 • Origins

The origin of life will be explored from a scientific, historical, and philosophical perspective. The course will cover diverse facets of the question of origins including the nature of science, the history of geology and Darwinian thought, creationism, intelligent design, and the nature of the fossil record. The purpose will be to combine history, philosophy, and science in order to both give the student a more holistic understanding of the history of life and provide the tools to do informed independent research on an origins topic of the student's choosing. Prerequisite(s): SCI223.

SPANISH (SPA)

SPA113 • Spanish I

This course will help students develop their ability to communicate in Spanish beginning at the Novice Level and reaching Novice-High as described by the American Council on the Teaching of Foreign Languages (ACTFL) in the four basic modes of speaking, listening, reading, and writing. By the end of the course students will be able to communicate with native speakers, however it will not be error-free. After the first week of class the entire course will be taught almost entirely in Spanish.

SPA123 • Spanish II

This course will be a continuation of Spanish I and will develop skills beyond Novice to reach intermediate-Low (ACTFL) by the end of the course. Students will develop an increased awareness and appreciation of Hispanic cultures by actively studying culture throughout the curriculum. Students will be expected to demonstrate oral dialogue conversations with peers as well as participate in oral presentations. This course will be taught almost entirely in Spanish. Prerequisite(s): SPA113 or proficiency equivalent.

SPA213 • Spanish III

By the end of this course students will demonstrate reading and writing abilities at the Intermediate-Mid level (ACTFL). Students will be able to organize and construct ideas in a logical and convincing fashion. Students will also research different aspects of Spanish culture and present to their peers in Spanish. This course will be taught almost entirely in Spanish. Prerequisite(s): SPA123 or proficiency equivalent.

SPA223 • Spanish IV

This course will improve proficiency in all modes of reading, writing, speaking, and listening to the Intermediate-Mid to Intermediate-High level (ACTFL). This will be a writing intense course where students will demonstrate writing proficiency at the advanced level in essays that involve describing, reporting, and narrating. This course will be taught entirely in Spanish. Prerequisite(s): SPA213 or proficiency equivalent.

Administrative & Faculty Directory

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- J. Michael Smith, J.D.** Purcellville, Virginia
- Wilfred S. Templeton** Sarasota, Florida
- J. Victor Thompson**Round Hill, Virginia
- Michael B. Wright** Long Grove, Illinois
- Chancellor (ex officio), Michael P. Farris, J.D.** Purcellville, Virginia
- President (ex officio), Graham Walker, Ph.D.** Waterford, Virginia

SENIOR EXECUTIVES

- Michael Farris, J.D.**
Chancellor, Founding President of PHC, 2000-2006
J.D., Gonzaga University Law School; Founder and Chairman, Home School Legal Defense Association
- Earl Hall, M.S.**
Vice President of Campus Services
M.S. in Management, University of Colorado
- Carl W. Schreiber, CMA, M.Ed.**
Executive Vice President
M.Ed., Educational Administration Liberty University
- Colin A. Stewart, M.A., M.B.A.**
Vice President for Advancement
M.B.A., London School of Business; M.A., Oxford University
- Gene Edward Veith, Ph.D.**
Provost
Ph.D. in English, University of Kansas; Cultural Editor of *World Magazine*, 1996-2006; Dean of the School of Arts and Sciences, Concordia University, 1990-1998
- Graham Walker, Ph.D.**
President
Ph.D. in Political Philosophy, Notre Dame, 1988; Vice President for Academic Affairs and Dean, Oklahoma Wesleyan University, 2002-2006
- N. Daryl Wolking, CPA**
Chief Financial Officer
CPA, B.S. in Accounting, Northern Kentucky University

ADMINISTRATORS & STAFF

- Terry Appleton**, Academic Records Specialist
- Bethany Barcz**, Advancement Coordinator
- Deborah Black**, Admissions Clerk
- Jeffrey Burtner**, Chief Information Officer
- Brooke Butler**, Admissions Counselor

- Bruce Campbell**, Men's Basketball Coach
- Jonathan Carden**, Major Gifts Officer
- Joseph Cheatwood**, Grounds Supervisor
- George Clay**, Executive Director, PHC Foundation
- Ardee Coolidge**, Admissions Counselor
- Sandra Corbitt**, Dean of Student Affairs
- Art Cox**, Graphic Designer
- Timothy Dunlap**, IT Support Specialist
- Geoff Edling**, General Services Officer
- Barbara Finlay**, Director of Human Resources
- Jenna Goldman**, Student Billing Administrator
- Jeffrey Good**, Network Services Manager
- Christine Guenard**, Associate Director of Financial Aid
- Frank Guliuzza**, Dean of Academic Affairs
- Steven Hake**, Chairman of the Department of Classical Liberal Arts
- David Halbrook**, Director of Communications
- Benjamin Hammer**, Admissions Data Coordinator
- Christina Hansley**, Development Officer
- Kara Holthaus**, Facilities Services Coordinator
- Aaron-Christopher Kamakawiwoole**, Admissions Counselor
- William Kellaris**, Assistant Vice President for Enrollment Management
- Elise Kersey**, Executive Assistant to the Vice President of Campus Services
- Amy Kucks**, Admissions Counselor
- Kent McKay**, Programmer Analyst
- Vicki Micheals**, Bookstore Manager
- Mark Mitchell**, Chairman of the Department of Government
- Michele Musto**, Executive Assistant to the Chancellor
- Jensen Near**, Resident Director of Men
- Valerie Near**, Resident Director of Women and Women's Basketball Coach
- Hannah Olmstead**, Development Services Coordinator
- Joi Park**, Assistant Registrar
- Sara Pensgard**, Director of the Library
- Sarah Pride**, Editorial Writer/Web Content Specialist
- John Regan**, Women's Soccer Coach
- Gayle Reinhardt**, Administrative Assistant to the Dean of Academic Affairs
- Adam Rohner**, Men's Soccer Coach
- Marsha Schreiber, MSN, RN-BC**, RN Health Consultant and Educator
- Rodney Showalter**, Director of Institutional Research & Records, Registrar
- Jennifer Sillars**, Library Assistant
- Zachary Simmons**, Executive Assistant to the President and Provost
- Daniel Soares**, Software Services Manager
- Robert Snow**, Debate Coach
- Patrick Steiner**, Network Administrator
- Mark Stepp**, Facilities Services HVAC Technician
- Tia Stockton**, Assistant Director of Admissions

James Tallmon, Director of Distance Learning Academic Services

John Terryberry, Facilities Manager

Louise Thompson, Administrative Assistant, Admissions

Tiffany Thompson, Executive Assistant to the Executive Vice President

Jeff Thornhill, Associate Dean for Men/Apprenticeship Program
Director

Vickie Thornhill, Associate Director of the Library

David Turner, Custodial Supervisor

Jackquelyn Veith, Director of Assessment

Francesco Vinci, Facilities Services Maintenance Supervisor

Sharon Wine, Accountant

Jane Woodruff, Bookstore Assistant

Thomas Ziemnick, Development Officer

FULL-TIME FACULTY

David Aikman, Ph.D.

Professor of History and Writer in Residence

Ph.D. in History, University of Washington; M.A. in Far East & Slavic Languages & Literature, University of Washington; B.A. in Modern Languages, Oxford University

Stephen K. Baskerville, Ph.D.

Professor of Government

Ph.D. in Government, The London School of Economics & Political Science; B.A. in International Studies & Political Science, American University

Roberta Bayer, Ph.D.

Assistant Professor of Government

Ph.D. in Government & International Studies, University of Notre Dame; M.Sc. in Political Philosophy, The London School of Economics & Political Science; M.A. in Medieval Studies, University of Toronto; B.A. in History, University of Guelph

Darrel W. Cox, Ph.D.

Professor of Biblical Studies

Ph.D. in Systematic Theology, Trinity International University; M.A. in Christian Doctrine & History, Regent University; M.A. in Public Policy, Regent University; B.A. in Religion/Philosophy, Roberts Wesleyan College

Neal A. Doran, Ph.D.

Assistant Professor of Biology

Ph.D. in Geology (paleontology), Florida State University; M.S. in Geology, University of Cincinnati; M.A. in History, University of Florida; B.S. in Geology, University of Florida

Douglas V. Favelo, Ph.D.

Assistant Professor of History

C.Phil. in History, University of California, Los Angeles; M.A. in Classics, University of California, Los Angeles; M.A. in History, University of California, Los Angeles; M.A. in History, Fresno State University; B.A. in History, Fresno State University

Michael P. Farris, J.D.

Chancellor and Professor of Government

J.D., Gonzaga University; B.A. in Political Science, Western Washington University; Founder and Chairman, Home School Legal Defense Association; Founding President of Patrick Henry College, 2000-2006

Frank Guliuzza, Ph.D.

Dean of Academic Affairs and Professor of Government

Ph.D. in Government & International Studies, University of Notre Dame; M.A. in Political Science, University of Wyoming; M.Div. in Theology, The Southern Baptist Theological Seminary; B.S. in Social Science, University of Wyoming

Steven Hake, Ph.D.

Chairman of the Department of Classical Liberal Arts and Professor of Literature

Ph.D. in English, State University of New York at Binghamton; M.Div., Westminster Theological Seminary; M.A. in English Language and Literature, Yale University; A.B. in East Asian Studies, Colby College

Michael L. Haynes, Ph.D.

Associate Professor of Government

Ph.D. in Political Science, The University of Tennessee, Knoxville; M.A. in Political Science, Marshall University; B.S. in Business Administration Mgmt., West Virginia State University

Michael Kucks, Ph.D.

Associate Professor of Mathematics and Physics

Ph.D. in Physics, Lehigh University; M.A. in Physics, Lehigh University; B.S. in Physics, Bucknell University

Bonnie Libby, Ph.D.

Associate Chairman of the Department of Classical Liberal Arts and Associate Professor of Literature

Ph.D. in English, The University of North Carolina - Greensboro; M.A. in English, State University of New York - Brockport; B.A. in English - Secondary Teaching, Oral Roberts University

Laura McCollum, Ed.D.

Associate Professor of Education

Ed.D. in Education, Seattle Pacific University; M.S. in Elementary Education Curriculum & Instruction, Southern Oregon University; B.A. in History and Political Science, Pepperdine University

Steven G. McCollum, D.M.A.

Director of Music and Professor of Music

D.M.A. in Choral Conducting, University of Washington; M.M. in Choral Conducting, University of Washington; B.M. in Music Education, Biola University

Stephen McRoberts, Ph.D.

Associate Professor of Classics

Ph.D. in Classics, University of Wisconsin - Madison; Th.M. in Theological Studies, Emory University; B.A. in History, Wheaton College

Gordon R. Middleton, D.S.L.

Director of Strategic Intelligence Program and Assistant Professor of Strategic Intelligence

Doctor of Strategic Leadership, Regent University; M.P.A., Auburn University at Montgomery; M.S. in Physiology and biophysics, Colorado State University; B.S. in Physics, United States Air Force Academy

Mark Mitchell, Ph.D.

Chairman of the Department of Government and Professor of Government

Ph.D. in Government, Georgetown University; M.A. in Philosophy, Gonzaga University; M.A. in Government, Georgetown University; B.A. in History, Crown College

John Warwick Montgomery, Ph.D., LL.D., Th.D.

Distinguished Research Professor of Philosophy and Christian Thought

Ph.D., The University of Chicago; LL.D., University of Cardiff, Wales; Th.D., University of Strasbourg; M.Div., Wittenberg University; M.Phil., University of Essex; M.A., University of California, Berkeley; LL.M., University of Cardiff, Wales; LL.B., LaSalle Extension University; S.T.M., Wittenberg University; B.L.S., University of California, Berkeley; A.B., Cornell University

Marvin Olasky, Ph.D.

Distinguished Professor of Journalism and Public Policy

Ph.D. in American Culture, University of Michigan; B.A. in American Studies, Yale University

Susan N. Olasky, M.A.

Assistant Professor of Public Policy and Writer in Residence

M.A. in Urban Affairs, University of Delaware; B.A. in American Studies, University of Michigan

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Associate Professor of Philosophy

Ph.D. in Philosophy, University of Colorado; M.A. in Philosophy of Religion/Ethics, Biola University - Talbot School of Theology; B.A. in Religious/Philosophical Studies, Sterling College

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M.A. in Economics, George Mason University; B.A. in Economics, Hillsdale College

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Ph.D. in Journalism, The University of Texas at Austin; Th.M., Dallas Theological Seminary; Bachelor of Religious Education, Briarcrest Bible College

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Ph.D. in Government & International Studies, University of Notre Dame; Diplôme, Graduate Institute of International Studies, Geneva; B.A. in History, Houghton College; Vice President for Academic Affairs and Dean, Oklahoma Wesleyan University, 2002-2006

ADJUNCT FACULTY

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Ph.D. in International Politics and Strategic Studies, University of Reading, U.K.; M.A. in National Security Studies, California State University at San Bernardino; B.A. in History, California State University at Santa Cruz

Jonathan Binnie, J.D.

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J.D., Northern Illinois University; B.A. in History, North Park College

Joe C. Carter, B.S.

Adjunct Professor of Journalism
B.S. in Liberal Studies, Excelsior College

Marek Chodakiewicz, Ph.D.

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Erin Brown Conroy, M.A.

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Jonathan Covington, M.S.

Adjunct Professor of Geometry
M.S., Georgie Institute of Technology; B.S., University of South Carolina; B.S. DeVry Institute of Technology

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B.S. in Communications, University of Tennessee

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D.M.A. in Bassoon, University of Cincinnati; M.M. in Bassoon, University of Cincinnati; B.M. in Instrumental Performance, University of Miami

Sherry Doyle, M.M.Ed.

Adjunct Professor of Music
M.M.Ed. in Music Education, Florida State University; B.M. in Music, James Madison University

Kurt Erhard, M.A.

Adjunct Professor of Philosophy
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M.S. in Curriculum and Instruction, Concordia University; B.A. in French and Spanish, University of Oklahoma

Patrick Henry College Summary of Charges (2012-2013)

(Fall 2013, Spring 2013, Summer 2013)

Degree-seeking students <i>(students admitted for study toward the B.A.)</i> <i>Prices reflect charges before reduction by PHC's generous financial aid.</i>	Eligible for financial aid?	(Fall, spring or summer) Semester	(Fall plus spring) Year
Tuition , applies to both campus and "Campus@Home" online students.			
<i>Tuition supports all services and facilities apart from dining and residence.</i>			
Full-time package (12-18 credits/semester)	✓	12,176	24,352
Per credit (more than 18 credits/semester)		1,015	
Per credit (fewer than 12 credits/semester)	* see note	1,015	
Campus living			
Dining plan A: 21 meals/week <i>(all freshmen) (summer price varies)</i>	✓	2,657	5,314
Dining plan B: 14 meals/week <i>(summer price varies)</i>	✓	2,382	4,763
<i>Note: all students living in residence halls must choose a meal plan.</i>			
Residence: 2 person room <i>(availability not guaranteed) (summer price varies)</i>	✓	2,227	4,454
Residence: 3 person room <i>(availability not guaranteed) (summer price varies)</i>	✓	1,929	3,858
Residence: 4 person room <i>(availability not guaranteed) (summer price varies)</i>	✓	1,489	2,978
Other fees			
Enrollment deposit per student <i>(new and re-admitted)</i>		100	
Residence security deposit <i>(once prior to moving in)</i>		275	
Audit fee per credit		50	
Late registration fee		250	
Late apprenticeship fee		100	
Late check-in fee, residence hall		100	
Lab fee, Biology and Physics <i>(per course, nonrefundable)</i>	✓	50	
Medical insurance <i>(charged where applicable)</i>			TBD
Proficiency tests (per test)		110	
Automobile registration fee		75	150
Bicycle fee		10	20

* Note: Enrollment for less than twelve credits is eligible for financial aid, on a pro-rata basis from full-time enrollment. During fall and spring semesters, eligibility requires enrollment in at least six credits; during the summer term, it requires at least three credits.

<i>Non-degree-seeking students</i> <i>(students not yet admitted for study toward the B.A.)</i>	
Tuition , <i>applies to both campus-based and online courses</i>	
Per credit, 100-level courses (no maximum)*	326
Per credit, 200-400 level courses (maximum 19 credits cumulative)*	535
* Offered at lower introductory rates, these credits benefit high school students and others who have not yet applied for B.A. admission. Such students receive second priority for course enrollment after B.A. students. Please apply for admission toward the B.A. degree, whether on campus or via "Campus@Home" online, in order to gain enrollment priority and become eligible for financial aid.	
200-400 level courses beyond the 19 credits cumulative maximum: <i>please apply for admission toward the B.A. degree, whether on campus or via "Campus@Home" online (eligible for financial aid).</i>	
Other fees	
Tuition deposit per course (<i>nonrefundable</i>)	75
Audit fee per credit	50
Late registration fee	50
Lab fee, Biology and Physics (<i>per course, nonrefundable</i>)	50
Proficiency tests (per test)	110
Automobile registration fee per semester	75
Bicycle fee per year	20