

COLLEGE CATALOG

2022–2023



PATRICK HENRY COLLEGE
for Christ and for Liberty



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 II of its Accredited Status as a Category II institution by the TRACS Accreditation Commission on October 26, 2021. 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).

Patrick Henry College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate-level degrees. Questions about the accreditation of Patrick Henry College may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

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From the Chancellor Emeritus



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



People often ask me what makes Patrick Henry College so remarkable. For me, the answer is easy: it's the people our students and alumni become.

I spent much of my career as an executive in the corporate banking world and over the years I discovered something about success and potential. Time and again, I saw our company bring in young, talented professionals—many coming from Ivy League schools with prestigious pedigrees. Yet, so few possessed the three critical elements that are needed for long-term success: character, communication skills, and critical thinking. These essential qualities not only make all the difference in lives and careers, they are also the qualities that our nation desperately needs in its leaders. To put it simply, PHC exists to challenge the status quo in higher education and to equip a generation of leaders for Christ and for liberty.

Throughout the Bible, God called His people (those like David, Esther, and Nehemiah) to great moments. We believe God is calling a new generation of young people to great moments as well. With the academically excellent, Christ-centered education they receive at PHC, I am fully convinced that our students will be ready when *their* moments come.

Whether it's our Strategic Intelligence graduates rising through the ranks of the FBI and CIA, or our Government majors winning coveted White House internships and Supreme Court clerkships, or our Economics & Business Analytics alumni making an early name for themselves at Fortune 500 companies, PHC students quickly distinguish themselves wherever they go. With character and conviction rooted in a deep relationship with Jesus Christ, they understand how to think clearly and communicate convincingly.

Proverbs tells us, "See a man skillful in his work? He shall stand before kings." I believe there will be Supreme Court justices, presidents, and CEO's that come from these halls, as well as faithful fathers and mothers, pastors, and teachers. In any and every sphere, our alumni will be the kind of people equipped to stand before kings, ready for their great moments.

We invite you to learn about this remarkable community.

Best,

Jack Haye

2022-2023 Academic Calendar

July

20, Wednesday Student Account Payments Due

August

15, Monday New Student Move-in & Check-in
 15-19, Monday – Friday . . . New Student Orientation
 17-18, Wednesday – Thurs. . Returning Student Move-in & Check-in
 22, Monday First Day of Fall Classes, Drop/Add Begins
 30, Tuesday Last Day to Drop/Add Classes

September

5, Monday Labor Day - No Classes
 7, Wednesday Incomplete ('I') Deadline - Summer
 20, Tuesday Faith & Reason Lecture - No Classes

October

6-7, Thursday – Friday October Break - No Classes
 10, Monday Last Day to Apply for May Graduation
 10, Monday Last Day to Withdraw from a Class without a WP/WF
 10, Monday Preregistration Begins for Spring Semester - Degree Seeking Students

November

4-8, Friday – Tuesday Fall Break (continued) - No Classes
 21, Monday Last Day to Withdraw from a Class
 23-25, Wednesday – Friday . Thanksgiving Break - No Classes

December

1, Tuesday Last Day of Fall Classes
 2-5, Friday – Monday Reading Days
 6-9, Tuesday – Friday Final Exams
 9, Friday Commencement
 10, Saturday Dorms Close at 3PM
 20, Tuesday Student Account Payments Due

January

5, Thursday Incomplete ('I') Deadline - Fall
 9, Monday New Student Move-in and Check-in
 9-10, Monday – Tuesday . . . New Student Orientation
 9-10, Monday – Tuesday . . . Returning Student Move-in
 11, Wednesday First Day of Classes, Drop/Add Begins
 16, Monday Martin Luther King, Jr. Day - No Classes
 20, Friday Last Day to Drop/Add Classes

February

10, Friday Faith and Reason Lecture - No Classes
 27-28, Monday – Tuesday . . Spring Break - No Classes

March

1-3, Monday – Friday Spring Break (continued) - No Classes
 6, Monday Last Day to Apply for December Graduation
 6, Monday Last Day to Withdraw from a Class without WP/WF
 13, Monday Preregistration Begins for Fall/Summer Semester - Degree Seeking Students

April

6-10, Thursday – Monday . . Easter Break – No Classes
 11, Tuesday Last Day to Withdraw from a Class
 24, Monday Last Day of Spring Classes
 25-26, Tuesday – Wed. . . . Reading Days
 27-28, Thursday – Friday . . . Final Exams

May

1-2, Monday – Tuesday Final Exams
 3, Wednesday Dorms Close at 4PM for all but Commencement Activity Participants
 5, Friday Baccalaureate & Senior Assessments
 6, Saturday Commencement
 11, Thursday Student Account Payments Due for Summer Term
 15, Monday First Day of Summer Classes, Drop/Add Begins*
 19, Friday Last Day to Drop/Add Classes
 29, Monday Memorial Day - No Classes
 30, Tuesday Incomplete ('I') Deadline - Spring

June

26, Monday Last Day to Withdraw from a Class without WP/WF

July

4, Tuesday Independence Day - No Classes
 21, Friday Last Day to Withdraw from a Class

August

2, Wednesday Last Day of Summer Classes
 4, Friday Summer Term Final Exams

September

6, Wednesday Incomplete ('I') Deadline - Summer



*Please refer to the Registration Bulletin for dates of summer intensives.

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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 1990s, when Dr. Michael 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 is a unique academic community where students are challenged to grow spiritually, intellectually, and socially. Our rigorous education is built upon a robust classical liberal arts curriculum, and the centrality of the Bible reflects our commitment to the core tenants of the Protestant expression of orthodox Christianity. Additionally, the PHC curriculum features an apprenticeship component that provides students with professional experience in their chosen fields.

The 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, fidelity to the spirit of the American founding, high 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. In 2015, the Board of Trustees voted unanimously to appoint Jack W. Haye as the College’s third President. PHC was accredited by the Southern Association of Colleges & Schools Commission on Colleges in 2022.

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 119-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. [Gen. 1:1-2:4; I Chron. 29:11; Psalm 23; Psalm 104; Col. 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:

- 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; 1 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; 1 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
- Statement of Vision



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

Statement of Mission

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.

Statement of Vision

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.

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. The Profile of Patrick Henry College Graduate was developed in 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 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, over 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. Classical Conversations is a national network of homeschool co-ops and seminars. Today a complete K-12 classical curriculum is available online, in real-time classes, through online schools such as that of Veritas Press and Wilson Hill 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 Patrick Henry College

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); four courses in a foreign language; 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 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 apprenticeship requirement 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 63-credit core 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. Learning the basics of the field (grammar), in depth discussions (logic), and writing projects (rhetoric) characterize every class.

In fact the three-part structure of the curriculum also reflects the classical liberal arts. The core, where students learn basic knowledge from a number of fields, corresponds to grammar. The majors, in which students arrive at greater understanding, as they study a field in depth, corresponds to logic. The apprenticeship requirement, in which students creatively apply their knowledge and understanding in a real-world context, corresponds to rhetoric. Thus, a Patrick Henry College education is unusually comprehensive, rich, and effective.

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 dining commons.

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 Patrick Henry College

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).

Blimling and Whitt say that institutions of higher education are becoming more complex, and with that complexity has 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. Both the Dean of Academic Affairs and the Dean of Student Affairs meet together weekly 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's office schedules 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 for Bible study, prayer, or a book study. These often involve the participation of faculty and staff, who thus have the opportunity to interact with students outside of a classroom setting. At times, the whole campus community has studied the same book—for example, Littlejohn and Evans on the liberal arts in the Christian tradition—which 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. Coffee House Lectures, often sponsored by student organizations, 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 cooperates with Academic Affairs in operating 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.

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 De Toqueville 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, Model UN, Mock Trial, and Moot Court 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 aims to avoid debt in connection with its curricular or co-curricular programs, preferring to expand such programs only as funds are raised. Second, the College is governed by its Board of Trustees according to its Fundamental Statements and will not accept any funding, private or governmental, which includes terms which supersede the Board's authority or conflict with these Fundamental Statements.

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 both debt and 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.

Sexual Identity

Since God created mankind in His own image as male and female, men and women are sexually different but with equal personal dignity. Consequently, any attempts to physically change, alter, or disagree with one's predominant biological sex, including but not limited to elective sex-reassignment, transvestite, transgender, or non-binary "genderqueer" acts or conduct are sinful. [Genesis 1:26-28, Romans 1:26-27, 1 Corinthians 6: 9-11]

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].

Institutional Objectives

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.

Statement of Ethical Values and Standards

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

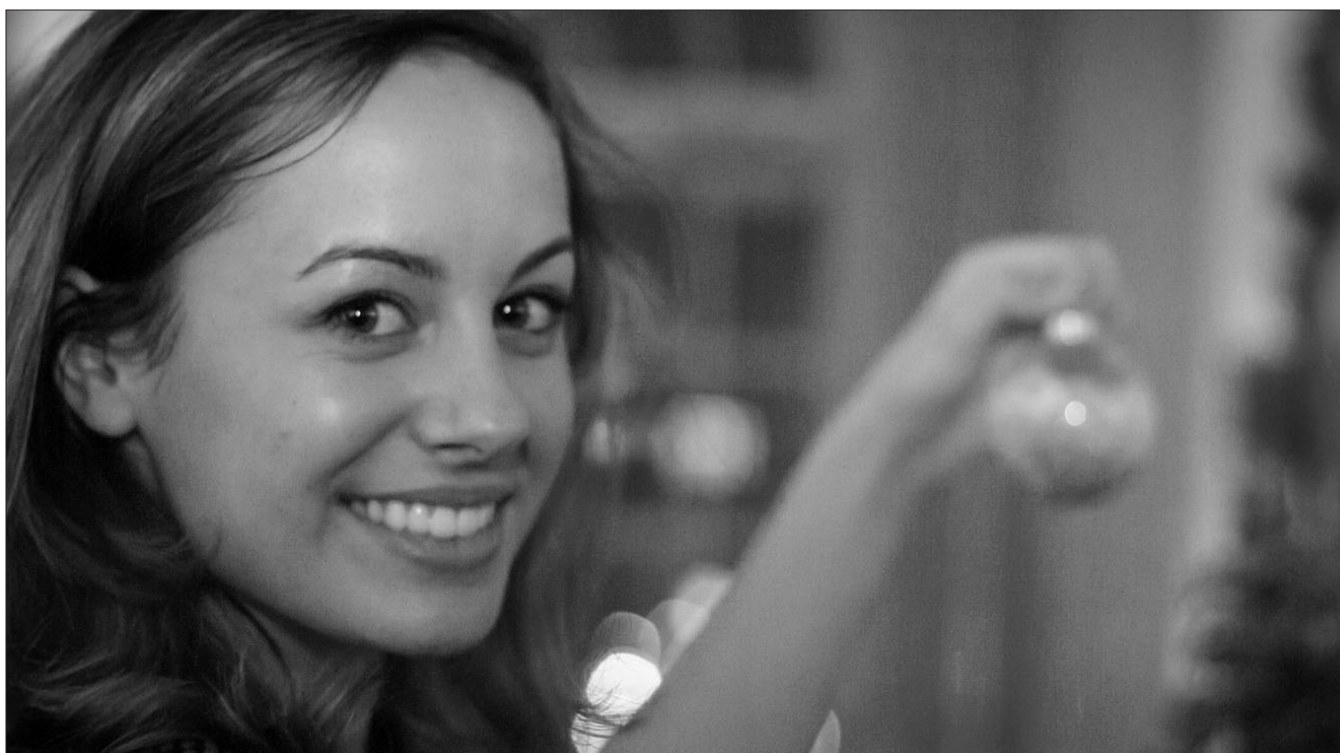
- Demonstrate Christian living and obedience in personal growth, in the interactions of College life, and in dedication to Christian calling and service.
- Seek an understanding and articulation of how the Word of God directs the search for truth; pursue excellence in the performance of their work; and 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
10 Patrick Henry Circle
Purcellville, VA 20132

INTRODUCTION

Students seeking to enroll at Patrick Henry College for on campus or online courses are required to submit specific application materials in one of the following enrollment categories, based upon their enrollment goals:

- Degree-seeking
- Non-degree-seeking
- Audit-only

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 of students in any category. The Director of Student Recruitment 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. 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, and submission of satisfactory SAT, ACT, or CLT test score results.

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, including an affirmation of the Statement of Faith.
- \$50 application fee (May be waived at the discretion of the Director of Student Recruitment)

- Transcripts from all schools attended (see Transcript Information in this section)
- Standardized test scores (SAT, ACT, and/or CLT) (PHC's SAT code is 2804; PHC's ACT code is 4383) (transfer students see below)
- Admissions essays (2)
- Personal Interview, unless the applicant's submitted materials do not warrant an offer of admission.

The Office of Admissions may request any number of the following supplemental materials to assist the Review Committee in its decision:

- Resume
- Reading List
- References (2)

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 online.

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.

Final Transcript Information

Students who attend(ed) private or public high schools should request an official final transcript be sent to the Office of Admissions prior to enrollment, as should homeschool students who have utilized a coordinating third-party for the high school curriculum. 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.

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, sealed in an envelope, and mailed to the Office of Admissions. If a homeschool transcript is hand-delivered to the Office of Admissions by a school administrator, it must be sealed in an envelope by the school administrator with the school administrator's signature over the seal.

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

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

Evaluation of college transcripts for transfer credit proceeds after acceptance and receipt of official college transcripts and according to policies listed in the Academic Information section of this catalog. 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 enrollment.

Transfer Students

PHC welcomes students seeking to transfer from other colleges and universities. Requirements for the submission of standardized test scores may be waived for students who have (1) been graduated from high school for at least one year and (2) earned a minimum 2.5 cumulative grade point average (GPA) in 30 semester credits from an institution accredited by a CHEA recognized accreditor. Students who have completed fewer than 30 credits or have earned lower

than a 2.5 cumulative GPA are required to submit the Scholastic Achievement Test (SAT) or the American College Test (ACT). Although students may be exempt from test score submission for admission, those wishing to receive maximum consideration for financial aid should submit test scores.

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. Notification of the admissions decision by the Admissions Review Committee will be sent by personal letter.

Applicants may be provisionally, conditionally, or fully admitted (see below).

Applicants may be denied admission at any time after submitting their application if the Admission Review Committee does not see a strong correlation between the student's application materials and the institutional mission and Statement of Faith.

Applicants may be placed on the waitlist depending on the applicant pool and/or space limitations. Waitlisted applicants are reviewed after March 15.

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 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 Study Support Center.

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.

NON-DEGREE-SEEKING

A non-degree-seeking student is one who has been approved to take 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. Non-degree students who have not completed their junior year of high school are limited to six (6) credits per semester.

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.
- If an applicant has not taken the SAT, ACT, or CLT, they must have scored at or above the 75th percentile on another nationally recognized college preparatory test.

Application Requirements

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

- Completed non-degree-seeking application and affirmation of the Statement of Faith..
- Faith Essay
- \$50 application fee.
- Official transcripts from all schools attended. 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 school administrator or homeschool parent.
- Official SAT, ACT, or CLT test scores. If an applicant has not taken the SAT, ACT, or CLT scores from another nationally recognized college readiness standardized test (such as the PSAT) or its equivalent are required. Additionally, an academic reference may be requested. 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. Test scores may also be waived in accordance with the policy on transfer students in this section.

AUDIT-ONLY

An Audit-Only student is a person who has been approved to audit courses but is not seeking any grade or credit for courses attended. This may include adults interested in the content of a PHC course who have no need or desire for an academic record of completion or level of mastery/achievement in the course. Audit-Only students may choose from any on-campus or online course offered, subject to approval.

General Eligibility

- The student must complete the application process in a satisfactory manner.
- Minimum age for consideration is 16.
- The Office of Admissions must find the student to be in agreement with PHC's Statement of Faith.

Application Requirements

Students wishing to enroll as Audit-Only students must submit the following:

- A completed Audit-Only Application, including an affirmation of the Statement of Faith.
- \$50 Application Fee.
- Brief letter of interest describing reasons for seeking Audit-Only admission.

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.

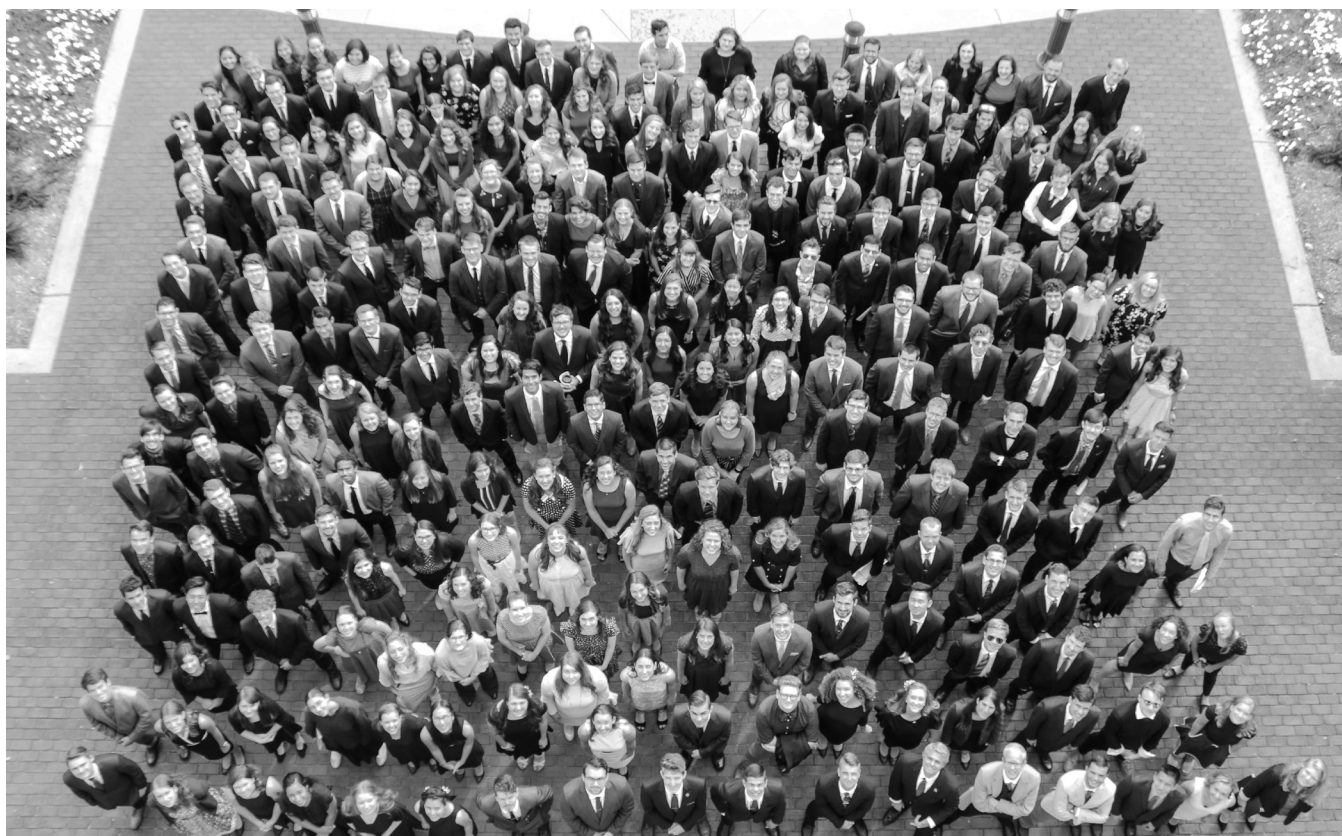
Former, degree-seeking students who have not applied for Inactive Student Status and who are seeking to re-enroll must submit the Application for Re-Admission. Once the Office of Admissions receives the Application, the Registrar, the Director of Student Billing, the Dean of Student Affairs, and the Director of Student Recruitment 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 Student Recruitment may request additional application materials before a re-admission decision is made.

A student seeking re-admission after academic suspension or dismissal may be required to demonstrate improved academic ability. 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 & Financial Aid

(540) 441-8142 • FinancialAid@phc.edu

Fax: (540) 441-8119

Office of Financial Aid

10 Patrick Henry Circle

Purcellville, VA 20132

DEADLINES

Spring 2022

December 1, 2021

Final Submission for Merit Scholarships

Final Submission for Need-Based Scholarship (CSS Profile)

Fall 2022

November 1, 2021

Scholarship Priority Consideration Deadline

December 1, 2021 Early Commitment Award Deadline

January 2, 2022

Final Submission for Forensics Scholarships

Final Submission for Strategic Intelligence Scholarship -
Hudson P. Shedd

Final Submission for Music Scholarship - J.S. Bach

March 1, 2022

Final Submission for Pursuit of Excellence Scholarship

Final Submission for Need-based Scholarship (CSS Profile)

May 1, 2022

Final Submission for Academic Scholarship

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, distance learning, or high school (dual enrollment) students. Costs for these enrollment groups are listed in the Summary of Charges table (please see the addendum at the end of the Catalog).

Upon admission to the College, students will automatically be evaluated for academic scholarships. Applying for need based financial aid is voluntary. (See application requirements in this section.) Documentation provided to the Office of Financial Aid is used only to determine the need and merit financial assistance package. All materials submitted to the Office of 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 up to one year; the package will expire after one year. A student who enrolls after the award package expires will be re-evaluated for a new award package. 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 website. It is the responsibility of the

student to keep up with changes in policies that are published (www.phc.edu/FinancialAid).

Eligibility

Merit scholarships are applied to the full-time tuition of 12 to 18 credit hours for Fall and Spring semesters, and pro-rated if fewer than 12 credit hours are taken. No aid is applied to tuition charged for course overload (over 18 credit hours). Merit-based aid will continue automatically as long as the required grade point average (GPA) and any participation requirements are maintained and the student remains in good standing with the College.

Duration of Financial Aid

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

Scholarships can be awarded for up to 12 semesters. Financial aid will be pro-rated for students taking between 6-11 credits in the Fall and Spring semesters and 3-11 apprenticeship credits in the Summer term. 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 scholarships are eligible to be awarded for summer courses. Seniors in their last semester may receive pro-rated financial aid if they take fewer than six credits, and these credits are necessary to fulfill degree requirements.

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) has 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."

TYPES OF FINANCIAL AID & ELIGIBILITY

Patrick Henry College awards scholarships on the basis of academic achievement, merit, need, and other categories of achievement. 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. The four types of financial aid are The PHC Academic Scholarship, Merit Scholarships, Endowed Scholarships, and Need-Based Scholarship.

The PHC Academic Scholarship

The PHC Academic Scholarship is determined by performance indicators including the strength of the applicant’s high school curriculum, test scores, writing skills, and personal interviews. The threshold for consideration for this award is an SAT score of 1200, ACT score of 26, or CLT score of 87. (SAT scores represent a combination of an applicant’s Critical Reading and Math scores.) The PHC Academic Scholarships may only be applied toward the cost of tuition. The duration of all institutional scholarships is up to 12 semesters.

Annual Amount: Eligible up to \$14,000 disbursed over 2 semesters

Renewal Criteria: Maintain a minimum 3.0 GPA per semester.

For purposes of awarding the PHC Academic Scholarship, test scores are reviewed with the following guidelines:

- The student’s ACT, CLT Composite score(s), 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).
- 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.
- If a student has received a high school diploma and has received college credits after the diploma date, only SAT, ACT, or CLT scores achieved before or at the time of high school graduation will be used when evaluating merit awards.
- Test score requirements are published on the College website.
- If a scholarship requires participation, such as forensics, 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.

Merit Scholarships

PHC values a wide variety of significant accomplishments and seeks to reward students who have demonstrated excellence in forensics competition, courage, service, leadership, or music. Some merit scholarships require an additional application and may be awarded over two semesters; details for each scholarship are below.

FORENSICS SCHOLARSHIP

Awarded to students who have participated in high school debate, moot court, or mock trial and commit to participate in PHC Forensics.

Annual Award: \$500 to \$10,000

Requirements: Please submit your forensics resume and a sample video (5-8 minutes of a practice or competition round). Your resume should include the years of forensics participation and levels of achievement. Please share your video via YouTube link.

Renewal Criteria: Dependent on level of involvement in PHC forensics. Maintain a minimum 3.0 GPA per semester. Students must fully participate in either Moot Court, Mock Trial, or Civic Debate during Fall and Spring semesters of enrollment. (Participation in Model UN does not qualify for the Forensics Scholarship.)

STRATEGIC INTELLIGENCE SCHOLARSHIP - HUDSON P. SHEDD
For Strategic Intelligence majors only. Up to two academic awards per year, and additional awards based on demonstrated financial need as documented by the CSS Profile.

Award: \$500 to \$5,000

Requirements: Apply online.

Renewal Criteria: Dependent on the level of achievements in Strategic Intelligence special projects and internships. Maintain a minimum 3.0 GPA per semester.

MUSIC SCHOLARSHIP - J.S. BACH

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

Annual Amount: \$500 to \$3,000

Application: Apply online.

Renewal Criteria: Recommendation from the Director of Music, participation and leadership in PHC music programs. Maintain a minimum 3.0 GPA per semester.

PURSUIT OF EXCELLENCE SCHOLARSHIP

Awarded to students who have demonstrated either leadership, community service, and/or have received a classical, trivium based secondary education.

Annual Amount: \$500 to \$5,000

Application: Apply online.

- A list of activities during high school, including descriptions of all leadership and/or community service positions and hours invested.
- A reading list of the top 10 classical books that you have read during high school.
- In at least two paragraphs, expound on how one of the books listed has influenced your life.
- If you have had a classical education throughout high school, please write a brief description about your school and experience.

Renewal Criteria: Maintain a minimum 3.0 GPA per semester.

W.B. THORNHILL MEMORIAL SCHOLARSHIP

Awarded to a full-time PHC student who has accepted a full-time internship at the Heritage Foundation for academic credit.

Annual Amount: \$2,000

Renewal Criteria: This scholarship is not automatically renewable.

CHRISTOPHER J. KLICKA COURAGE AWARD

The Christopher J. Klicka Courage Award recognizes and celebrates the life and work of Mr. Christopher J. Klicka in

the areas of home education, servant leadership, and faithful courage while enduring the hardships of a sixteen-year battle with multiple sclerosis. This annual scholarship, which automatically renews for up to four years if ongoing criteria is satisfied, will be awarded to one student who exemplifies the character attributes that were so much a part of Mr. Klicka's life: servant leadership, humility, dedication to cause, and service to others.

Annual Amount: \$500

Application: Interested students should email the Office of Financial Aid

Renewal Criteria: Maintain a minimum 3.0 GPA per semester.

AWANA SCHOLARSHIP

Awarded to student with verification of Citation Award from AWANA.

Award: \$500

Requirements: After completion, the student must send verification of a Citation Award from AWANA to the Office of Financial Aid.

Renewal Criteria: One year, non-renewable

NATIONAL BIBLE BEE CHAMPION

Patrick Henry College will award a National Bible Bee Champion in the Senior category a guaranteed scholarship package of \$100,000 over four years on campus (\$25,000 per year).

PHC reserves the right to configure the scholarship package from currently available Academic, Merit, and Endowed scholarships. This scholarship package will be divided equally between eight semesters of on-campus study at PHC and must be initiated before attaining the age of 20. If a student is a finalist more than once in the senior category, the total scholarship package may not exceed the four year total tuition for the college.

Requirements: The scholarship package is contingent on the recipient's college application and acceptance to PHC.

Renewal Criteria: Maintain a minimum 3.0 GPA.

To view the full list of merit scholarship opportunities, visit <https://www.phc.edu/merit-based-application-required-scholarships>.

Eligibility requirements for PHC Academic Scholarships and Merit Scholarships:

- Scholarships are only offered to degree-seeking students.
- The minimum PHC GPA indicated on the College website must be maintained for scholarship renewal.
- Scholarships are awarded one year at a time; however, eligibility is verified at the beginning of every semester.
- Scholarships are normally continued as long as a student remains eligible.
- Scholarships remain in place for the duration of an Inactive Status that has been approved by the Office of the Registrar.

Endowed Scholarships

Endowed scholarships are awarded by the College based on specific criteria set by the donor. There is no application for these scholarships. A student's total financial aid package is determined based on a combination of factors.

Need-Based Scholarships

Students—and their families (for dependent students)—have the primary responsibility for paying for their college education. To be considered for need-based aid, the student and parent(s) must fill out the CSS/College Board PROFILE® (PROFILE) each school year. Need-based financial aid amounts are determined by the PROFILE Financial Need Analysis Report. 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

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

- Cost of Attendance (COA) - tuition plus average room and board charge
- PHC merit scholarships
- Expected Family Contribution (EFC) as determined by the PROFILE, 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

- The PROFILE must be submitted before March 1 for the fall semester, and by December 1 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.
- Continued eligibility for need-based financial aid requires a minimum GPA of 2.0.
- All need-based scholarships will be evaluated annually, requiring the PROFILE to be submitted *each year*.
- A student may receive need-based scholarships for a maximum of 12 semesters (including summer semesters) while working toward the first 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:

- At least 24 years old as of January 1, 2021.
- Has a legal dependent other than a spouse.
- Veteran of the U.S. Armed Forces.
- An orphan or ward of the court, or was a ward of the court until the age of 18.
- 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, 2019 (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 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.

LOSS OF FINANCIAL AID

A student's grade point average (GPA) will be evaluated after completing two semesters of full-time studies. If the student's GPA drops below the required level, as stated on the College website, the student will be placed on financial aid probation. If the required GPA for the award is not achieved the next semester, the College may reduce 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 Financial Aid Officer 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 Financial Aid Officer who will then review the appeal and make a final determination regarding aid eligibility. The 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.

PRIVATE 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 be disbursed between fall, spring, and summer semesters as needed. Loan disbursements will be scheduled for the date student accounts are to be paid in full for each semester. The maximum amount of loan certification for an academic year is equal to the cost of tuition, room & board, less any scholarships provided by the College. Students must be enrolled for the upcoming term to receive disbursement for that semester. Tuition-only disbursements are available for the summer semester. Students applying for loans should seek

a full academic year loan rather than applying for fall spring semesters separately, and should initiate the loan application process early enough to enable the College to receive the funds by the payment due date.

STUDENT EMPLOYMENT

On-campus employment is generally available but is not guaranteed. Rates of pay start at \$11.00/hour. Employment opportunities are also available in the community.

Duration: Applied for annually

Amount: Varies by position

Renewal Criteria: Exemplary job performance

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 Financial Aid Officer. 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.



Student Billing

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 prior to the beginning of each semester. Billing statements are available on the Student Portal approximately one month before the due date. Students 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 (2022-2023 Academic Year)

Full-time (12-18 credits) tuition for on campus degree seeking students is \$28,400 per year. Students taking more than 18 credits per semester will be billed \$1,184 for each credit over 18. Tuition for part-time degree seeking students (up to 11 credits) will be billed \$1,184 per credit hour.

Non-Degree Seeking Students (2022-2023 Academic Year)

On campus non-degree seeking students are charged at \$1,184 per credit.

Distance Learning (2022-2023 Academic Year)

Tuition for all courses offered through distance learning is \$430 per credit, regardless of student enrollment status (i.e. degree or non-degree seeking). Current on-campus, degree-seeking students are permitted to register for distance learning courses at the distance learning rate only in summer terms.

Residence & Dining Plans

Students living in the residence halls may choose from multiple housing options. There are currently two dining plans for students; 15 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 Student Billing. There is a fee to change a residence or dining plan once a student's initial request has been approved.

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

An enrollment deposit is due from all non-degree seeking students at the time of confirmation, 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.

Residence Security Deposit

The residence security deposit is required for students who wish to live in the residence halls and must be 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, withdrawn, or graduated. 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

The charge to audit a course is calculated on a per credit basis like other credits, but at a greatly reduced cost. (See Summary of Charges for details.) In all cases, registration for auditors is on a space-available basis. This fee is in addition to any other tuition charges for part-time students. For full-time students, there is no additional tuition charge if, by including the credits of the audited course, the student remains within the 12-18 credit range. Applicable course fees still apply.

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 or who do not complete their registration according to the published schedule. See the Summary of Charges for pricing.

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 Student Life with any questions regarding the check-in process.

Course & Lab Fees

PHC charges course and lab fees for certain courses, as specified on the Summary of Charges. Course and lab fees are nonrefundable. The lab fee applies to students who take all science labs (including Biology and Physics), is charged per course, and is non-refundable. See Summary of Charges.

Medical Insurance

All full-time degree seeking students enrolled in the traditional

on-campus program are required to have health insurance. Insurance coverage must allow the student to obtain care in Purcellville, Virginia, and the surrounding region. Patrick Henry College verifies health insurance annually. Students who are not covered under their parents' plan or some other health plan will be required to purchase health insurance. Health cost sharing plans, such as Samaritan Ministries, are accepted by Patrick Henry College as an acceptable alternative to having a health insurance plan.

Proficiency Tests & ICE

Students sitting for a PHC proficiency exam or Institutional Challenge Exam (ICE) will be assessed a charge to take the exam regardless of the outcome. See Summary of Charges.

Automobiles and Bicycles

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

BILLING INFORMATION

Payment for each semester is due in full before the semester begins. The fall semester due date is July 20th; the spring semester due date is December 20th. 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.

Students can authorize up to 5 individuals as Authorized Payers on their accounts. Once added in the student portal, an email will be sent to the payer to complete validation. Authorized Payers are copied on mass emails from Billing and can view the student's ledger balance, pay the housing deposit, and make payments on the student's behalf.

To better serve students in meeting educational expenses, Patrick Henry College is pleased to offer Nelnet as a convenient budgeting tool. Nelnet is a monthly payment plan system. Payments are spread over three to five months, depending on the plan type. There is a \$30 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 the Student Billing office 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 monthly 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 fall or spring 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.

Summer term refunds are pro-rated and calculated on the following schedule:

Withdrawal within the first 10 days	100% refund
Withdrawal within the 11th to 20th day	50% refund
Withdrawal within the 21st to 39th day	25% refund
Withdrawal after the 39th day	No refund

The summer term refund policy for distance learning courses will be posted in the Spring Registration Bulletin and on the student portal.

Refunds will be paid directly to the student and 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/fees.

Room and Board charges will be pro-rated based on the date the student officially checks out of the residence hall.

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

Please see the Appendix in this Catalog.

Student Affairs

Office of Student Affairs

(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 educational philosophy.

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, tutoring, and career services.

Student support services and activities available to distance learning students include peer tutoring and academic advising, but exclude on-campus services and activities such as counseling, health services, and athletics.

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 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 of 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 students must read and consent to abide by these policies.



Library & Academic Facilities

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 includes study carrels, reading tables and a group study room.

The Library's collection consists of over 30,000 print volumes and 450 print periodicals. Through a variety of owned and subscription online databases, the Library provides access to over 250,000 ebooks and 15,000 periodicals.

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 provides 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 1 week.

Most of the resources and services available to on-campus users are also available to distance learners. The library catalog is the gateway to the online collection including eBooks and library databases. While students enrolled in distance learning courses

will likely find most of what they need through online sources, students can consult a librarian about obtaining access to physical materials from the PHC collection by calling or emailing AskALibrarian@phc.edu.

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

Patrick Henry College's Barbara Hodel Center houses 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 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, Faith & Reason Lectures, and other 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's enhanced science laboratory supports the requirements of both the major in Environment Science & Stewardship and, for all students, the Core Curriculum. As physics and biology are part of our Core Curriculum, all students have the experience of interacting with this science equipment prior to graduation. Requirements for the major include advanced study in chemistry, physics, biology, earth science, environment science, and more.

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 INT460 Special Projects in the 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 Safety & Event Services.

Music Rooms

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

Academic Information

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).

Patrick Henry College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate-level degrees. Questions about the status of Patrick Henry College may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

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)
Email addresses (personal and/or college)
Residence hall assignment
Phone number(s)
Grade point average
Major field(s) of study
Class level
Credits, attempted and/or earned
Date of graduation or commencement
Dates of attendance
Degree(s) and awards received
Participation in officially recognized activities or sports
Photographs
Enrollment status (part-time, full-time)
Anticipated graduation date
Admission Status (Degree-seeking/non-degree-seeking)

The Student Privacy Policy can be found on the PHC Intranet or by submitting a request to the Office of the Registrar.

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 an Inactive Student Status 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. 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

Each semester, registration opens in a manner that gives students preference according to their class level.

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. Once a course reaches the enrollment cap, no other students may add the course without special permission.

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 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 contact the Apprenticeship Program Director.

Current on-campus, degree-seeking students are permitted to register for distance learning courses only in summer terms.

Pre-Registration for Non-Degree-Seeking Students

New and continuing non-degree-seeking students pre-register online according to the dates provided by the Office of the Registrar, approximately two weeks after the close of preregistration for degree-seeking students. 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.

Once a course reaches the enrollment cap, no other students may add the course without special permission.

Auditing

Students wishing to learn by sitting in on courses without taking them for credit may audit courses. 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 participate in quizzes, tests, or 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 wishing to remove an audit from their schedule entirely may do so only until the last day to withdraw from a class without a WP/WF, as provided on the academic calendar; after this deadline, all audited classes remain on the student record. Students taking courses for credit receive priority in registering for courses. Students may not audit MUS301 or (470) internships. Please see the Student Billing section for additional information.

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 follow the registration process for variable credit apprenticeships.

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. 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 and Dean of Academic Affairs.

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 apply (see

Summary of Charges in the Appendix).

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 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 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. Withdraw deadlines for compressed courses, including summer language intensives, are published separately; contact the Office of the Registrar with any questions.

Inactive Student Status

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

An Inactive Student Status 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 an Inactive Student Status at any other point during a semester must withdraw from all courses for that semester; the Inactive Student Status begins at the end of the semester. Students may not become an Inactive Student within a semester if they intend to return during that semester.

In preparation for their return, Inactive 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 Inactive Student Status 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 Inactive Student Status 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.

PHC courses and programs are designed to fulfill PHC degree requirements and, while institutions may accept PHC credits and degrees into their programs, decisions regarding transferability are made solely by the receiving institution. Students who are considering transferring to another institution and have questions may contact the Office of the Registrar or their academic advisor.

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.

Disability Support

Patrick Henry College is committed to providing reasonable accommodations for students with disabilities. Students with a documented disability must contact the Office of the Dean of Academic Affairs before the end of the Drop/Add period in their first semester (or as soon as possible after the initial diagnosis) to request accommodations and provide documentation to verify the disability. Before the end of the Drop/Add period at the start of each term, students must also request accommodations in writing from the professor from whom they seek accommodations. Professors who have not been notified by the end of the Drop/Add period are not obligated to provide accommodations.

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 two 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
AU:	Audit
N:	Non-credit course
T:	Transfer

Incompletes

When extenuating circumstances beyond the control of the student, and not because of neglect on the part 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). A final grade must be submitted to the Office of the Registrar no later than 5 weeks following the last day of classes for that semester, per the academic calendar. If the grade is not submitted within 5 weeks, the Incomplete will be changed to an "F."

For the purposes of determining Academic Discipline at the end of the term, Incomplete courses will be regarded as an "F" when calculating the GPA. Once the final grade has been submitted, the GPA will be recalculated and discipline may be removed, as warranted.

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 cumulative grade point average will not include the previous course(s).

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.

Changes to Grades

Students requesting changes to final grades should refer to the Academic Grievance Policy. Faculty seeking to change a final grade must submit a Change of Grade form to the Office of the

Registrar within 45 calendar days after the Registrar makes the final grade available. Change of Grade forms received after this date will not be honored without the approval of the Dean of Academic Affairs.

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

To be in good academic standing, students must meet the minimum term grade point average of 2.0 at the end of each term. Students falling below 2.0 term grade point average are subject to academic discipline.

Academic Discipline

Any student who fails to attain a 2.0 term GPA (fall or spring) is placed on academic probation. In order to support student's return to good standing, students on academic probation may not participate in ongoing extracurricular activities, they are limited to 13 credits, they are required to participate in the College's Study Support Center, and they meet regularly with their academic advisor. Students placed on academic probation will remain on probation until the term GPA is above a 2.0 or they are suspended. Students on academic probation may be academically suspended if they fail to meet the minimum cumulative GPA, per the table below:

Credit Hours Attempted	Cumulative GPA
1-29	1.50
30-62	1.75
63+	2.0

Attempted credits include all credits attempted at PHC in which the student is enrolled following the close of the drop/add period, with the exception of audits (AU).

Students may remain on academic probation up to a maximum of 3 consecutive semesters, after which they will return to good standing or be academically suspended regardless of cumulative GPA.

The 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 Withdrawals

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.

Procedures for an Involuntary Student Leave are provided in the Student Life Manual.

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* and in the *Sexual Misconduct Policy*.

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

- Grievances should be resolved informally if at all possible. The student's first recourse is to speak informally with the instructor if that is possible. After speaking to the instructor, the student must continue to seek informal resolution by talking to the instructor's Department Chairman. If satisfactory resolution is not achieved through these means, the student may pursue resolution through a formal hearing. Students who are not satisfied after attempting to resolve the grievance informally may file a petition with the Chief Academic Officer.
- The student must submit the petition within 45 days after the event or issue being contested. Time frames may be extended to accommodate extraordinary circumstances.
- The student's petition must contain a description of the complaint, a statement of the relief sought (desired outcome), and a short account of the facts, reasons, and rationale to support the desired outcome.
- The Chief Academic Officer will assign the case to a Hearing Committee. The Hearing Committee will consist of no less than five persons -- at least two of whom will be students. Nominations to serve on hearing committees will be made each year by the Faculty Senate, the Student Senate/PHC Student Body President, and from the PHC Staff.
- The Committee shall review all relevant evidence presented and meet to render a decision within a reasonable time period. A written summary of the significant assertions and findings of the hearing shall be kept. Decisions of the Committee must be in writing and should give the basis for the decision. The Committee will make a good faith effort to respond in writing to both parties within 10 business days.

with a copy of the letter sent to the Chief Academic Officer. There are no appeals beyond the Hearing Committee other than a petition based upon new evidence that was not presented at the hearing or due process violations.

6. Either the student or the instructor can appeal the decision of the Hearing Committee to the Chief Academic Officer on claims of substantive or procedural due process violation(s) or based upon new evidence. The Chief Academic Officer can rule only on these grounds and shall render a decision and communicate it in writing to both parties, to the Hearing Committee, and to the Patrick Henry College President. The Chief Academic Officer may take the following actions:
 - a. Affirm the decision of the Hearing Committee;
 - b. Direct the Hearing Committee to reopen the hearing for a particular purpose in order to consider the new evidence or safeguard due process;
 - c. Remand the case to the/a Hearing Committee for a new hearing in order to consider new evidence or safeguard due process.
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 Chief Academic Officer.
8. If students consider themselves ill-served 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. Patrick Henry College also recognizes the State Council of Higher Education for Virginia's regulatory oversight of its programs, including distance education resulting from the College's participation in the State Authorization Reciprocity Agreement. 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 for transfer credit evaluation prior to enrollment. Upon admission as a degree-seeking student and receipt of official college transcripts, 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. 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 credits through transfer and Advanced Placement, of which up to 19 credits may apply to the Core Curriculum and 9 credits may apply as major courses. Transferred courses that do not apply to Core Curriculum or as 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.

Advanced Placement

To assist students in achieving their academic goals, Patrick Henry College awards credit based on the results of the College Board's Advanced Placement (AP) exams. Students may earn a maximum of 30 credits in AP exams.

For scores of 3, 4, or 5, Patrick Henry College awards credits for the AP exams listed below. Students should request that their official results be sent to the Office of Admissions prior to enrollment. PHC's school code for the AP exams is 2804.

AP* Examination	Scores of 3	Scores of 4 or 5
	Number of credits applied toward PHC open-electives, unless otherwise specified	
AP* Art History	3	CLA323 Art History
AP* Biology	3	SCI223 Biology, SCI221 Biology Laboratory, & 3 cr. Open Electives
AP* Calculus AB	3	3 credits of Open Elective <u>or</u> MAT343 Introductory Calculus*

AP* Calculus BC	3	3 credits of Open Elective <u>or</u> MAT343 Introductory Calculus & 3 cr. Open Electives*
AP* Chemistry	6	6
AP* Chinese Language	6	12 cr. Open Electives & fulfillment of PHC's modern foreign language requirement
AP* Comparative Government & Politics	3	3 credits of Open Elective <u>or</u> GOV323 Comparative Politics*
AP* Computer Science A	3	3
AP* English Language & Composition	3	CLA233 Rhetoric & Composition
AP* English Literature & Composition	3	CLA233 Rhetoric & Composition
AP* Environmental Science	3	3
AP* European History	3	HIS233 History of Western Civilization II & 3 cr. Open Electives
AP* French Language	6	12 cr. Open Electives & fulfillment of PHC's modern foreign language requirement
AP* German Language	6	12 cr. Open Electives & fulfillment of PHC's modern foreign language requirement
AP* Human Geography	3	3
AP* Italian Language	6	12 cr. Open Electives & fulfillment of PHC's modern foreign language requirement
AP* Japanese Language	6	12 cr. Open Electives & fulfillment of PHC's modern foreign language requirement
AP* Latin	6	12 cr. Open Electives & fulfillment of PHC's classical foreign language requirement
AP* Macroeconomics	3	3 credits of Open Elective <u>or</u> ECO303 Economics for the Citizen*
AP* Microeconomics	3	3 credits of Open Elective <u>or</u> ECO303 Economics for the Citizen*
AP* Music Theory	2	MUS222 Music Theory I
(AP* Aural Skills Subscore)	1	(MUS221 Aural Skills I)
AP* Physics B	6	SCI233 Physics & SCI231 Physics Laboratory & 2 credits of Open Electives
AP* Physics C: Electricity & Magnetism	3	SCI233 Physics & SCI231 Physics Laboratory
AP* Physics C: Mechanics	3	SCI233 Physics & SCI231 Physics Laboratory
AP* Physics 1: Algebra-Based	3	SCI233 Physics & SCI231 Physics Laboratory
AP* Physics 2: Algebra-Based	3	SCI233 Physics & SCI231 Physics Laboratory
AP* Psychology	3	3
AP* Spanish Language	6	12 cr. Open Electives & fulfillment of PHC's modern foreign language requirement

AP* Spanish Literature	6	12 cr. Open Electives & fulfillment of PHC's modern foreign language requirement
AP* Statistics	3	3 credits of Open Elective <u>or</u> MAT323 Statistics*
AP* Studio Art	3	3
AP* U.S. Government & Politics	3	3 credits of Open electives <u>or</u> GOV303 American Political Institutions*
AP* U.S. History	6	HIS203 & HIS213 - U.S. History I & II
AP* World History	6	6

*Prior to credit being awarded as a replacement for PHC's 300+ level courses, supplemental work may be required.

Credits from the Program on Non-Collegiate Sponsored Instruction (PONS), 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 signature of the faculty advisor and the Registrar. The level of scrutiny applied to transient courses is equivalent to that of transferred courses. Credits awarded as a result of the Transient Student procedures or participation in the College's Global Studies & Service semester may exceed the 50 credit limitation provided in the Transfer of Credit Policy. Transient status 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.

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 satisfaction of the foreign language degree requirement.

Institutional Challenge Exam

Enrolled degree-seeking students who can demonstrate exceptional prior learning in a content area may petition for eligibility to take an Institutional Challenge Exam (ICE), which must be completed within the first semester after matriculation. To qualify, students must submit the Petition to the Registrar with evidence of significant professional, vocational, or other experience (e.g. certification, letter of reference).

Professors administering the ICE will provide students whose Petitions have been accepted a copy of the latest syllabus for the relevant course. An ICE covers at least 60% of the content of the course; the ICE also covers the course objectives in a substantive way and to a degree reasonable in the context of an exam.

If granted, the student is responsible for identifying an

acceptable proctor for this exam. The testing fee is added to the student's account regardless of the outcome of the exam (See *Summary of Charges* in the Appendix).

The ICE may only be attempted once per course; ICE cannot be taken for courses in which the student is enrolled, was previously enrolled, or in courses for which the student did not earn the minimum satisfactory grade (including grades of F, W, WP, and WF). The minimum passing score for the ICE is a "C" (75%). ICE results do not influence the GPA, being treated like transfer courses. Students may earn a maximum of 12 credits through ICE.

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).

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.

Declaring a Second Major

Students seeking to complete more than one major may declare a maximum of two majors (and one minor, see Catalog policy on Minors). Students who choose to 'double major' must complete all requirements for both majors. When declaring a second major, students must indicate which major is their primary major. A maximum of 12 credits that fulfill the primary major may also be applied to the second major provided that a minimum of 36 credits are unique to both majors. Students will retain the advisor in the primary major; however, they should also meet with their chosen advisor in the second major. Students who are attempting to complete a double major must complete the Foreign Language requirement for their primary major (see Catalog policy on foreign language requirement). A double major does not supersede the College's policy on Course Overload (see College Catalog). Second majors are not awarded after the degree is conferred; once declared, a second major must be completed or withdrawn prior to graduation. Students may not declare a double major in Strategic Intelligence in National Security and Government: Strategic Intelligence track.

Foreign Language Requirements

Foreign language ability is required of all PHC graduates. While many programs at PHC permit students to study either a classical or modern foreign language, students in the following programs must choose a foreign language applicable to their program requirements, as listed below:

The following programs must study a classical foreign language:

- Classical Liberal Arts

- Environmental Science & Stewardship - Pre-Med track
- History
- Literature

The following programs must study a modern foreign language:

- Government - Strategic Intelligence track
- Strategic Intelligence in National Security
- Strategic Intelligence in National Security - Cyber & Artificial Intelligence track

Programs not listed above may choose either a classical or modern foreign language.

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 the 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 "Language Proficiency Exam" above).
- 4) Score a 4 or 5 on the Advanced Placement (AP) test in a foreign language (see AP Credit Equivalency table).
- 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.

Course Substitution

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 (available from the Office of Academic Affairs) 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 Dean of Academic Affairs. 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 the term in which they complete the degree requirements. A minimum of 45% of the credits earned toward the degree must be completed at PHC.

Commencement

Patrick Henry College holds commencement ceremonies in May and December. Students who have completed all of the

requirements for graduation are eligible to participate in a commencement ceremony. Students graduating in the summer or fall may elect to participate in the following May ceremony.

Eligibility to participate in a commencement is generally confirmed in February for the May ceremony and October for the December ceremony. Eligibility is confirmed for all students who are enrolled in all classes required for degree completion by the confirmation deadline and who fulfill all other obligations to the College.

After eligibility is confirmed, students who fail a course, receive an incomplete, withdraw from coursework, or are subject to any other unexpected event that impacts their completion of all graduation requirements prior to Commencement, must request permission to participate in Commencement, though not actually graduating, by immediately submitting a letter to the Office of the Registrar. Permission to participate in Commencement will only be granted if the student demonstrates that the circumstances leading to the incomplete requirement were unanticipated, beyond their control, and not because of neglect.

Graduation (i.e., conferral of the 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.

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 121-125 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
CLA213	Logic
CLA233	Rhetoric & Composition
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
PHC231	Recitation
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

Students will be able to:

1. Apply biblical principles to the study of the classical liberal arts.
2. Analyze competing philosophical systems underlying public debates in contemporary culture, science and politics in light of biblical Christianity.
3. Understand important concepts in the Western intellectual tradition, particularly those regarding the development of liberty in the American context.
4. Describe, apply, and defend historic, biblically-faithful Christian doctrines.
5. Apply scientific methods to the study of the natural world.
6. Demonstrate effective oral and written communication skills.

MAJORS

In addition to the core curriculum, 36-50 credit hours of major courses are required for the completion of the Bachelor of Arts degree. PHC offers the B.A. degree in the following academic majors which are organized into the following academic departments:

Department of Applied Liberal Arts

Economics & Business Analytics
Environmental Science & Stewardship
Journalism

Department of Classical Liberal Arts

Classical Liberal Arts
History
Literature

Department of Government

Government
Strategic Intelligence in National Security

Tracks

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

In the following majors, students may choose one of the available, optional tracks:

Environmental Science & Stewardship:

- Law & Policy track
- Pre-Med track
- Science Pedagogy track

Government:

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

Strategic Intelligence in National Security:

- Cyber & Artificial Intelligence track

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 major credits.

OPEN ELECTIVES

Open electives allow students to pursue areas of interest not specifically required by their major. Each major contains 11-24 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. In most cases, credits taken to fulfill program requirements for a PHC minor apply as Open Electives.

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 semester 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 Manual upon request.

MINORS

Minors are secondary academic studies consisting of 15-21 credit hours from a single discipline. A maximum of 6 credits that fulfill a major requirement may be also applied to the minor course of study provided that a minimum of 12 credits are unique to the minor. Students are not required to minor, may choose only one minor, and may not minor in the discipline of their major. Once declared, minors must be completed or withdrawn prior to graduation.

Minors cannot be added once a degree is conferred. The minimum satisfactory grade for a minor course is C-. Students must take at least 60% of the credits applicable to a minor at Patrick Henry College.

Patrick Henry Colleges offers the following minors:

BIBLICAL STUDIES MINOR (18 CREDITS)

The Biblical Studies minor is designed for students who may be called to serve in full-time ministry or a service area, such as para-church organizations (educational, missions, or non-profit). Students who are called to law, government, or commerce may benefit with a minor in Biblical Studies by removing the sacred/secular distinctions in the church and culture, learning how to be salt and light in their vocations, and learning to lead as parents, citizens, and followers of Christ. This minor is designed for students who wish to develop every area God has created, to learn everything possible about Jesus Christ, and to walk closely with God on a daily basis.

Students minoring in Biblical Studies are encouraged to study Greek, if permitted by their chosen major. The upper level Greek courses provide students with a strong background, understanding, and analysis of text critical issues.

Learning Objectives for the Biblical Studies Minor

Students will be able to:

1. Demonstrate a knowledge of the primary text of scripture
2. Engage in inductive Bible study and deployment of relevant tools
3. Discuss the larger picture of the unfolding storyline of redemptive history.

Biblical Studies Minor requirements:

BIB323	Prophecy, the Millennium, & Eschatology
BIB343	Romans & Galatians
BIB353	The Messiah in the Old & New Testament
BIB383	Hebrews
BIB483	Topics in Biblical Studies
PHI383	Philosophy of Religion

CLASSICS MINOR (18 CREDITS)

Students emerge from the Classics minor thoroughly trained in Latin, and Greek and Roman history, art, and literature. The Classics Minor prepares students for graduate school in Classics, or simply to possess a traditional classical education that has dominated Western civilization for thousands of years.

Learning Objectives for the Classics Minor

1. Read classical Latin at an advanced level.
2. Understand Greek and Roman literature, art, architecture, and history from the Bronze Age to the fall of the Western Empire.

Classics Minor requirements:

GRK303	Greek Civilization
LAT313	Latin V
LAT323	Latin VI
LAT413	Roman Civilization

Minor Electives (Choose 6 credits):

GRK113	Greek I
GRK123	Greek II
GRK353	Herodotus & Thucydides
GRK363	Greek Art & Archaeology
GRK423	Classical Mythology
LAT423	Roman Epic

HISTORY MINOR (18 CREDITS)

The History Minor offers students the opportunity to enrich their education with the discipline of history. Students emerge from the History minor thoroughly trained in research methods, historiography, and the histories of a variety of eras and locales. They are prepared for a variety of vocations rooted in the liberal arts, including law, art history, classics, music, philosophy, and political theory.

Learning Objectives for the History Minor

1. Demonstration of effective historical research and writing skills
2. Ability to analyze events in light of their historical background.
3. Application of the Biblical worldview to the study of history.

History minor requirements:

HIS373	Historical Research Methods
HIS383	Historiography
HAE/HCL/HIS/HSS***	History Electives (12 credits, 300+)

*No more than 4 credits of HIS470, 480, or 494 may be applied to the History Minor

JOURNALISM MINOR (16 CREDITS)

The Journalism Minor prepares students of any major to write for news and other non-fiction publications. Students will develop basic writing and reporting skills and be introduced to key concepts that will help them develop a biblically-based

understanding of journalism. The minor also prepares students to work in related fields such as communication and public relations.

Learning Objectives for the Journalism Minor

1. 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.
2. Demonstrate professional competency in the core practical journalistic tasks by finding, reporting, and writing publishable news stories for local, regional, and national markets.
3. Understand the major principles of media law that apply to print journalism.

Journalism Minor requirements:

JRN203	Intro to Journalism
JRN343	Narrative Nonfiction
JRN352	Media Law
JRN253/470	Student Publications Internship or Off Campus Journalism Internship (3 credits)

Minor Electives (Choose 5 credits):

JRN233	Digital Design I
JRN253	Student Media Production
JRN302	Journalism History
JRN323	Multi-media Skills
JRN333	Digital Design II
JRN403	Political Journalism
JRN413	Public Relations
JRN433	Digital Storytelling
JRN470	Off Campus Journalism Internship
JRN480	Freelance Journalism Internship (3 or 6 credits)

LITERATURE MINOR (15 CREDITS)

The Literature Minor offers students the opportunity to enrich their education with the discipline of literature. Students emerge from the Literature Minor trained in literature from a variety of perspectives: historical, philosophical, and artistic. They are prepared for a variety of vocations rooted in the liberal arts, including law, theology, classics, and communication.

Learning Objectives for the Literature Minor

1. Identify great works of European and American Literature, including historical epochs, genres, and major authors.
2. Apply important statements of literary theory and criticism in the Western tradition.
3. Enhance writing skills through critical and imaginative responses to literary texts.
4. Integrate the aesthetic, moral, and philosophical principles of literary works into a biblical worldview.

Literature Minor requirements:

LIT/LAU/LGN***	Literature Elective (3 credits, 300+)
LGN***	Genre (3 credits, 300+)
LAU***	Major Author (3 credits, 300+)

Minor Electives (Choose 6 credits):

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

MUSIC MINOR (17 CREDITS)

Students emerge from the Music Minor with skills enabling them to be more autonomous musical leaders and to serve in a variety of musical contexts. To meet these outcomes, participants complete the required course work in the fundamentals of music.

Learning Objectives for the Music Minor

1. Students will develop the ability to hear, identify, and work conceptually with the elements of music such as rhythm, melody, harmony, structure, timbre, texture.
2. Students will gain an understanding of, and the ability to read and realize, musical notation.
3. Students will grow in performance ability.

Music minor requirements:

MUS221	Aural Skills I
MUS222	Music Theory I
MUS231	Aural Skills II
MUS232	Music Theory II
MUS301	Applied Music: (various) (4 credits)
MUS313	Music Pedagogy
Minor Electives (Choose 4 credits):	
MUS201	Orchestra/Chamber Music (up to 2 credits)
MUS211	College Chorale (up to 2 credits)
MUS271	Voice (up to 2 credits)
MUS453	Music & Politics
MUS470	Music Internship/Practicum (2 credits)
MUS301	Applied Music: Piano Accompanying (up to 2 credits)
Or, one of the following two options (up to 2 credits):	
MUS382	Arts & Worship in the Church
MUS480	Special Topics in Music: Composition

PHILOSOPHY MINOR (18 CREDITS)

Students in the Philosophy Minor take four foundational philosophy courses: Metaphysics, Epistemology, Philosophy of Religion, and Ethics.

Students emerge with a foundational understanding of both historical and contemporary philosophy.

They are prepared for a variety of vocations rooted in the liberal arts such as philosophy, law, writing, and public policy.

Learning Objectives for the Philosophy Minor

1. Articulate a broad understanding of the history of Western philosophy and the way this history shapes contemporary worldviews.
2. Articulate a broad understanding of contemporary philosophical debates.
3. Articulate a thoughtful understanding of the intersection of philosophical positions, both historical and contemporary, with a biblical understanding of reality.

Philosophy minor courses:

PHI303	Metaphysics
PHI373	Epistemology
PHI383	Philosophy of Religion
PHI403	Ethics
Minor Electives (Choose 6 credits):	
APP413	Ethics & Public Policy
APP423	Education Policy & Politics
BIB***	Biblical Studies Elective (300+)
CLA343	Argumentation & Debate
HAE353	Renaissance & Reformation
HAE393	Origins
HAE403	History of Christianity in America
HAE423	U.S. Intellectual History

HIS383	Historiography
IPP403	Theory & Ethics of International Relations
LIT303	Literary Theory & Criticism
LIT393	Linguistics
LIT433	Major Christian Authors
LIT443	Worldviews in Literature
LIT463	C.S. Lewis Seminar
PED303	History & Philosophy of Education
PED313	Educational Theories
PHI490	Directed Research & Writing in Philosophy (up to 3 cr.)
POL(300+)	Political Theory Courses (excluding POL470, POL492, POL496)

PRE-MEDICAL STUDIES

Medical schools do not specify a required major or minor; there is no 'pre-med major' or minor. Students who desire to apply to medical school must complete the coursework required for success on the MCAT, the Medical College Admission Test. Success on the MCAT and admission to medical school requires a minimum of the following courses:

- One year of advanced math
- One year of biology
- One year of physics
- One year of general chemistry
- One year of advanced chemistry

Students may benefit in their preparation for the MCAT by

additional study in the behavioral sciences and should consult with their advisor regarding their best options.

Certain medical schools require additional courses, such as statistics and/or calculus. Students should begin evaluating whether their preferred medical schools require any unique prerequisites no later than their sophomore year. For requirements of specific schools, students should consult the Association of American Medical Colleges at www.aamc.org.

Admission to medical school is very competitive—each year, less than 50% of applicants matriculate into medical schools. Patrick Henry College recommends two options for students wanting to complete a pre-med course of study:

- B.A. in Environmental Science & Stewardship
- B.A. in Classical Liberal Arts

Graduates in both majors will complete the PHC's distinct 63 credit core curriculum with foreign language and can complete the requisite pre-med courses. The ESS program focusses on applied science and math in the stewardship of the creation while the CLA major has more humanities courses. Though completion of the CLA major with pre-med courses may require more credits than the ESS major, careful planning and greater than average credits per semester (without exceeding the 18 credit/term limit) will enable the student to complete the program in four years. (See www.phc.edu/pre-med for further information.) As a result, pre-med students should choose their path based on their interests and intended vocation.



Department of Applied Liberal Arts

INTRODUCTION

The Mission of the Department of Applied Liberal Arts is to prepare students to apply a biblical understanding of the liberal arts to the practice of their major field of study. It has three majors: Economics & Business Analytics, Environmental Science & Stewardship, and Journalism. Building on the foundation of the College's Core Curriculum, the programs offer advanced classes in the liberal arts, instruction in the major discipline, and apprenticeship experience, all within the context of a biblical worldview.

The Economics & Business Analytics Major (EBA) teaches students principles of economics, math, and business so that they are ready to serve wisely and well through positions in industry, government, and research institutions. The Journalism Major teaches journalistic skills and standards along with a biblically based philosophy of journalism; it prepares graduates to see the world clearly and then help others see it clearly through positions in media, communications, and related fields. The Environmental Science & Stewardship Major (ESS) teaches students to apply mathematics, chemistry, biology, and other disciplines to environmental issues; its graduates are prepared to help steward Creation wisely through positions in industry, government, research, or education.

Apprenticeship Experience & Methodology

The ALA Department continues Patrick Henry College's 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. While apprenticeships are largely initiated by the students, PHC faculty are engaged in the learning process and provide oversight and direction to the apprenticeship experience. All programs in the ALA Department require at least some apprenticeship experience. Apprenticeship opportunities for ALA students include:

- Internships
- Directed Research projects
- Independent Studies

Internship placements give students, usually in their junior and/or senior years, work experience at institutions relevant to their field of study. For example, EBA students typically intern at companies or think tanks, Journalism students in newsrooms or communications offices, and ESS students with organizations involved in environmental studies or policy. Directed Research and Independent Study projects allow students to explore topics not covered in regular classes or offer experience in specific types of analysis.

ECONOMICS & BUSINESS ANALYTICS MAJOR

Economics & Business Analytics students learn the principles of economic theory, which seek to explain the accumulation and distribution of limited resources among various "players" in the marketplace. Those players include private consumers and companies, public utilities, government organizations and their international counterparts throughout the world. Students will gain expertise with the broad range of

mathematical tools required for the analytical aspects of the major. These include: calculus, statistics, differential equations, graphical and numerical techniques and actuarial math. These tools will be applied to the analysis of individual players (microeconomics) as well as the conglomerate of all players (macroeconomics).

Students will gain experience evaluating the strength or weakness of private companies by reading financial summaries, examining their internal organizational structures, marketing strategies and position in the business cycle. An upper level course in Ethics is also required.

Learning Objectives for the Economics & Business Analytics Major

Students will be able to:

1. Demonstrate the ability to apply biblical principles to the study and practice of economics and business.
2. Understand how government policy impacts both the economy at large and individual businesses.
3. Understand how to use the tools of mathematics and economics to analyze the past performance, current health, and future prospect of an economy at large, a government agency, or a business.

ENVIRONMENTAL SCIENCE & STEWARDSHIP MAJOR

The Bachelor of Arts in Environmental Science & Stewardship (ESS) equips students to fulfill their divinely appointed role as stewards of the Creation. Within the context of a biblical worldview, ESS develops effective stewards who apply multi-disciplinary solutions to environmental problems. This requires scientists with 1) critical thinking skills that transcend boundaries between the disciplines; 2) effective communication skills to bridge the gap between scientists, industry, policy makers, and the public; and, 3) the ability to independently conduct and analyze research.

Students may choose between optional tracks in Pre-med, Law & Policy, or Science Pedagogy. Graduates are equipped for graduate programs, employment by state, local, or federal agencies, private industry, or teaching science at the elementary and secondary level in certain private school classrooms.

Learning Objectives for Students Majoring in Environmental Science & Stewardship Major

Students will be able to:

1. Apply a biblical worldview to the study and practice of science.
2. Apply mathematical and scientific methods to the study of the natural world.
3. Evaluate environmental issues using multi-disciplinary knowledge.
4. Effectively communicate scientific research.

JOURNALISM MAJOR

The Journalism Major prepares Christian students to be outstanding journalists able to apply a biblical worldview to their vocation. Students will gain the skills, knowledge, and

experience they need to compete effectively for positions with news media organizations in local, regional, and national markets. Many students also use their journalistic skills to begin careers in communication, marketing, public relations, and others find employment in education, business, and a wide variety of fields.

Students 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 (Intro to Journalism) as well as Narrative Nonfiction, Media Law, and Journalism History. They are required to spend two semesters as staff members on a student-led campus news publication to help prepare them for off campus internships. In addition, all students receive instruction in digital media skills (Digital Design I and Multimedia Skills) and have the opportunity to take additional intensive digital media courses.

These courses provide important and useful skills that will enable graduates to find employment and tell true stories in a variety of contexts and platforms.

Learning Objectives for the Journalism Major

Students will:

1. Develop a biblical approach to the role of a Christian journalist in society.
2. Demonstrate professional competency in core journalistic tasks (reporting and writing).
3. Apply a biblical standard of journalistic integrity.

DEPARTMENT OF APPLIED LIBERAL ARTS GRADUATION REQUIREMENTS

In addition to the graduation requirements listed in the Academic Policies section of this catalog, the department requires that students in Pre-Med track of the Environmental Science & Stewardship major study a classical foreign language. Students in all other programs in the department may choose between a classical or modern foreign language.



ECONOMICS & BUSINESS ANALYTICS 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
CLA213	Logic
CLA233	Rhetoric & Composition
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
PHC231	Recitation
PHI203	Philosophy
SCI223	Biology
SCI221	Biology Laboratory
SCI233	Physics
SCI231	Physics Laboratory
Modern/Classical Foreign Language (see Foreign Language Requirements)	

Major Courses (48 credits)

Economics & Business Analytics Courses (24 credits)

BUS413	Leadership & Organizational Behavior
ECO333	Intermediate Microeconomics
ECO343	Intermediate Macroeconomics
MAT323	Statistics I: Parametric Statistics
MAT333	Statistics II: Econometrics
MAT343	Calculus I: Single Variable Calculus Theory
MAT353	Calculus II: Applied Single Variable Calculus
PHI403	Ethics

Apprenticeship Courses (3 credits)

EBA470	EBA Cooperative Internship (3 credits)
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Major Electives

Course Electives (Choose 12 credits)

BUS393	Competitive Strategy
BUS433	Business Methods & Entrepreneurship
BUS443	Financial Analysis: Case Study Methodology
EBA483	Special Topics in Economics & Business Analytics
ECO313	Public Economics
ECO383	Comparative Economic Systems
ECO403	Public Finance & Taxation
ECO413	International Economics
MAT363	Discrete Math
MAT393	Linear Algebra

Apprenticeship Electives (Choose 9 credits)

EBA470	EBA Cooperative Internship
EBA480	Independent Study in EBA
EBA490	Directed Research & Writing in EBA
GOV462/GOV441/GOV301	Moot Court/Mock Trial/Forensics Activities (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
CLA233	Rhetoric & Composition	3
HIS223	History of Western Civilization I	3
LIT213	Western Literature I	3
PHC231	Recitation	1
<i>Establish plan to attain language proficiency</i>		13

Spring Semester

BIB213	Theology of the Bible II	3
CLA213	Logic	3
HIS233	History of Western Civilization II	3
LIT223	Western Literature II	3
SCI231	Physics Laboratory	1
SCI233	Physics	2
<i>Establish plan to attain language proficiency</i>		16

Second Year

Fall Semester

GOV213	Freedom's Foundations I	3
HIS203	History of the United States I	3
MAT343	Calculus I: Single Variable Calculus Theory	3
PHI203	Philosophy	3
Open Elective or Foreign Language I		2
		15

Spring Semester

ECO303	Economics for the Citizen	3
GOV223	Freedom's Foundations II	3
HIS213	History of the United States II	3
MAT353	Calculus II: Applied Single Variable Calculus	3
Open Elective or Foreign Language II		2
		15

Third Year

Fall Semester

ECO333	Intermediate Microeconomics	3
GOV203	Constitutional Law	3
MAT323	Statistics I: Parametric Statistics	3
Major Apprenticeship Elective		3
Major Course Elective		3
Open Elective or Foreign Language III		2
		18

Spring Semester

ECO343	Intermediate Macroeconomics	3
MAT333	Statistics II: Econometrics	3
PHI403	Ethics	3
Major Course Elective		3
Open Elective or Foreign Language IV		2
		15

Fourth Year

Fall Semester

BUS413	Leadership & Organizational Behavior	3
MAT203	Euclidean Geometry	3
SCI223	Biology	3
SCI221	Biology Lab	1
Major Apprenticeship Elective		3
Major Course Elective		2
		16

Spring Semester

BIB223	Principles of Biblical Reasoning	3
EBA470	EBA Cooperative Internship	3
MUS303	Music History & Appreciation	3
Major Apprenticeship Elective		3
Major Course Elective		2
		15

ENVIRONMENTAL SCIENCE & STEWARDSHIP MAJOR (125 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
CLA213	Logic
CLA233	Rhetoric & Composition
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
PHC231	Recitation
PHI203	Philosophy
SCI223	Biology
SCI221	Biology Laboratory
SCI233	Physics
SCI231	Physics Laboratory
Modern/Classical Foreign Language (see Foreign Language Requirements)	

Major Courses (50 credits)

ESS Courses (28 credits)

MAT323	Statistics I: Parametric Statistics
MAT343	Calculus I: Single Variable Calculus Theory
PHI393	Philosophy of Stewardship
SCI301	General Chemistry I Laboratory
SCI303	General Chemistry I
SCI311	General Chemistry II Laboratory
SCI313	General Chemistry II
SCI321	Biology II Laboratory
SCI323	Biology II
SCI381	Earth Science Laboratory
SCI383	Earth Science
SCI433	Environmental Science

Apprenticeship Courses (7 credits)

SCI470	Clinical or Research Internship (4 credits)
SCI490	Directed Research in Science & Stewardship (3 credits)

Major Electives (Choose 15 credits)

ESS333	Introduction to Geographic Information Systems
ESS433	Environmental Applications of Geographic Information Systems
ESS483	Topics in Environmental Science & Stewardship
GOV363	Environmental Law & Policy
MAT353	Calculus II: Applied Single Variable Calculus
PHI403	Ethics
SCI331	Physics II Laboratory
SCI333	Physics II
SCI341	Organic Chemistry I Laboratory
SCI343	Organic Chemistry I
SCI351	Organic Chemistry II Laboratory
SCI353	Organic Chemistry II
SCI403	Ecology
SCI413	Hydrology
SCI423	Origins
SCI490	Directed Research in Science & Stewardship (up to 4 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
CLA233	Rhetoric & Composition	3
HIS223	History of Western Civilization I	3
LIT213	Western Literature I	3
PHC231	Recitation	1
<i>Establish plan to attain language proficiency</i>		13

Spring Semester

BIB213	Theology of the Bible II	3
CLA213	Logic	3
HIS233	History of Western Civilization II	3
LIT223	Western Literature II	3
SCI221	Biology Lab	1
SCI223	Biology	3
<i>Establish plan to attain language proficiency</i>		16

Second Year

Fall Semester

GOV213	Freedom's Foundations I	3
HIS203	History of the United States I	3
MAT203	Euclidean Geometry	3
SCI301	General Chemistry I Laboratory	1
SCI303	General Chemistry I	3
Open Elective or Foreign Language I		3
		16

Spring Semester

GOV223	Freedom's Foundations II	3
HIS213	History of the United States II	3
SCI311	General Chemistry II Laboratory	1
SCI313	General Chemistry II	3
SCI321	Biology II Laboratory	1
SCI323	Biology II	3
Open Elective or Foreign Language II		3
		17

Third Year

Fall Semester

MAT323	Statistics I: Parametric Statistics	3
PHI203	Philosophy	3
SCI381	Earth Science Laboratory	1
SCI383	Earth Science	3
Open Elective or Foreign Language III		3
Major Elective		2
		16

Spring Semester

PHI393	Philosophy of Stewardship	3
SCI231	Physics Laboratory	1
SCI233	Physics	3
SCI433	Environmental Science	3
Open Elective or Foreign Language IV		3
Major Elective		2
		16

Fourth Year

Fall Semester

BIB223	Principles of Biblical Reasoning	3
GOV203	Constitutional Law	3
MAT343	Calculus I: Single Variable Calculus Theory	3
SCI470	Clinical or Research Internship	4
Major Elective		2
		16

Spring Semester

ECO303	Economics for the Citizen	3
MUS303	Music History & Appreciation	3
SCI490	Directed Research in Science & Stewardship	3
Major Elective		6
		15

ENVIRONMENTAL SCIENCE & STEWARDSHIP—LAW & POLICY TRACK (125 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
CLA213	Logic
CLA233	Rhetoric & Composition
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
PHC231	Recitation
PHI203	Philosophy
SCI223	Biology
SCI221	Biology Laboratory
SCI233	Physics
SCI231	Physics Laboratory
Modern/Classical Foreign Language (see Foreign Language Requirements)	

Major Courses (50 credits)

ESS Courses (28 credits)

MAT323	Statistics I: Parametric Statistics
MAT343	Calculus I: Single Variable Calculus Theory
PHI393	Philosophy of Stewardship
SCI301	General Chemistry I Laboratory
SCI303	General Chemistry I
SCI311	General Chemistry II Laboratory
SCI313	General Chemistry II
SCI321	Biology II Laboratory
SCI323	Biology II
SCI381	Earth Science Laboratory
SCI383	Earth Science
SCI433	Environmental Science

Track Courses (12 credits)

APP403	Principles of Policy Analysis
APP470	Internship in American Politics & Policy (3 credits)
GOV363	Environmental Law & Policy
And, one of the following:	
APP303	State & Local Government
GOV313	Political Science Research Methods

Apprenticeship Courses (3 credits)

SCI490	Directed Research in Science & Stewardship (3 credits)
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Major Electives (Choose 7 credits)

ESS333	Introduction to Geographic Information Systems
ESS433	Environmental Applications of Geographic Information Systems
ESS483	Topics in Environmental Science & Stewardship
MAT353	Calculus II: Applied Single Variable Calculus
PHI403	Ethics
SCI331	Physics II Laboratory
SCI333	Physics II
SCI403	Ecology
SCI413	Hydrology
SCI423	Origins
SCI490	Directed Research in Science & Stewardship (up to 4 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
CLA233	Rhetoric & Composition	3
HIS223	History of Western Civilization I	3
LIT213	Western Literature I	3
PHC231	Recitation	1
<i>Establish plan to attain language proficiency</i>		13

Spring Semester

BIB213	Theology of the Bible II	3
CLA213	Logic	3
HIS233	History of Western Civilization II	3
LIT223	Western Literature II	3
SCI221	Biology Laboratory	1
SCI223	Biology	2
<i>Establish plan to attain language proficiency</i>		16

Second Year

Fall Semester

GOV213	Freedom's Foundations I	3
HIS203	History of the United States I	3
MAT203	Euclidean Geometry	3
SCI301	General Chemistry I Laboratory	1
SCI303	General Chemistry I	3
Open Elective or Foreign Language I		3
		16

Spring Semester

GOV223	Freedom's Foundations II	3
HIS213	History of the United States II	3
SCI311	General Chemistry II Laboratory	1
SCI313	General Chemistry II	3
SCI321	Biology II Laboratory	1
SCI323	Biology II	3
Open Elective or Foreign Language II		3
		17

Third Year

Fall Semester

MAT323	Statistics I: Parametric Statistics	3
PHI203	Philosophy	3
SCI381	Earth Science Laboratory	1
SCI383	Earth Science	3
Open Elective or Foreign Language III		3
Track Course		2
		16

Spring Semester

PHI393	Philosophy of Stewardship	3
SCI433	Environmental Science	3
SCI231	Physics Laboratory	1
SCI233	Physics	3
Open Elective or Foreign Language IV		3
Track Course		2
		16

Fourth Year

Fall Semester

BIB223	Principles of Biblical Reasoning	3
GOV203	Constitutional Law	3
MAT343	Calculus I: Single Variable Calculus Theory	3
Track Course		3
Major Elective		4
		16

Spring Semester

ECO303	Economics for the Citizen	3
MUS303	Music History & Appreciation	3
SCI490	Directed Research in Science & Stewardship	3
Track Course		3
Major Elective		2
		15

ENVIRONMENTAL SCIENCE & STEWARDSHIP—PRE-MED TRACK (125 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
CLA213	Logic
CLA233	Rhetoric & Composition
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
PHC231	Recitation
PHI203	Philosophy
SCI223	Biology
SCI221	Biology Laboratory
SCI233	Physics
SCI231	Physics Laboratory
Classical Foreign Language (see Foreign Language Requirements)	

Major Courses (50 credits)

ESS Courses (28 credits)

MAT323	Statistics I: Parametric Statistics
MAT343	Calculus I: Single Variable Calculus Theory
PHI393	Philosophy of Stewardship
SCI301	General Chemistry I Laboratory
SCI303	General Chemistry I
SCI311	General Chemistry II Laboratory
SCI313	General Chemistry II
SCI321	Biology II Laboratory
SCI323	Biology II
SCI381	Earth Science Laboratory
SCI383	Earth Science
SCI433	Environmental Science

Track Courses (12 credits)

SCI341	Organic Chemistry I Laboratory
SCI343	Organic Chemistry I
SCI351	Organic Chemistry II Laboratory
SCI353	Organic Chemistry II
SCI470	Clinical or Research Internship (4 credits)

Apprenticeship Courses (3 credits)

SCI490	Directed Research in Science & Stewardship (3 credits)
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Major Electives (Choose 7 credits)

ESS333	Introduction to Geographic Information Systems
ESS433	Environmental Applications of Geographic Information Systems
ESS483	Topics in Environmental Science & Stewardship
MAT353	Calculus II: Applied Single Variable Calculus
PHI403	Ethics
SCI331	Physics II Laboratory*
SCI333	Physics II*
SCI403	Ecology
SCI413	Hydrology
SCI423	Origins
SCI490	Directed Research in Science & Stewardship (up to 4 credits)

Open Electives (12 credits)

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

** Recommended Major Electives for Pre-Med students*

Recommended Course Sequence

First Year

Fall Semester

BIB203	Theology of the Bible I	3
CLA233	Rhetoric & Composition	3
HIS223	History of Western Civilization I	3
LIT213	Western Literature I	3
PHC231	Recitation	1
<i>Establish plan to attain language proficiency</i>		13

Spring Semester

BIB213	Theology of the Bible II	3
CLA213	Logic	3
HIS233	History of Western Civilization II	3
LIT223	Western Literature II	3
SCI221	Biology Laboratory	1
SCI223	Biology	2
<i>Establish plan to attain language proficiency</i>		16

Second Year

Fall Semester

GOV213	Freedom's Foundations I	3
HIS203	History of the United States I	3
MAT343	Calculus I: Single Variable Calculus Theory	3
SCI231	Physics Laboratory	1
SCI233	Physics	3
SCI301	General Chemistry I Laboratory	1
SCI303	General Chemistry I	2
		17

Spring Semester

GOV223	Freedom's Foundations II	3
HIS213	History of the United States II	3
MAT203	Euclidean Geometry	3
SCI311	General Chemistry II Laboratory	1
SCI313	General Chemistry II	3
Major Elective*		4
		17

Third Year

Fall Semester

BIB223	Principles of Biblical Reasoning	3
GOV203	Constitutional Law	3
MAT323	Statistics I: Parametric Statistics	3
SCI341	Organic Chemistry I Laboratory	1
SCI343	Organic Chemistry I	3
Open Elective or Foreign Language I		2
		16

Spring Semester

ECO303	Economics for the Citizen	3
MUS303	Music History & Appreciation	3
SCI321	Biology Laboratory II	1
SCI323	Biology II	3
SCI351	Organic Chemistry II Laboratory	1
SCI353	Organic Chemistry II	3
Open Elective or Foreign Language II		2
		17

Fourth Year

Fall Semester

PHI203	Philosophy	3
SCI381	Earth Science Laboratory	1
SCI383	Earth Science	3
SCI470	Clinical or Research Internship	4
Open Elective or Foreign Language III		2
		14

Spring Semester

PHI393	Philosophy of Stewardship	3
SCI433	Environmental Science	3
SCI490	Directed Research in Science & Stewardship	3
Open Elective or Foreign Language IV		3
Major Electives		2
		15

ENVIRONMENTAL SCIENCE & STEWARDSHIP—SCIENCE PEDAGOGY TRACK (125 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
CLA213	Logic
CLA233	Rhetoric & Composition
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
PHC231	Recitation
PHI203	Philosophy
SCI223	Biology
SCI221	Biology Laboratory
SCI233	Physics
SCI231	Physics Laboratory
Modern/Classical Foreign Language (see Foreign Language Requirements)	

Major Courses (50 credits)

ESS Courses (28 credits)

MAT323	Statistics I: Parametric Statistics
MAT343	Calculus I: Single Variable Calculus Theory
PHI393	Philosophy of Stewardship
SCI301	General Chemistry I Laboratory
SCI303	General Chemistry I
SCI311	General Chemistry II Laboratory
SCI313	General Chemistry II
SCI321	Biology II Laboratory
SCI323	Biology II
SCI381	Earth Science Laboratory
SCI383	Earth Science
SCI433	Environmental Science

Track Courses (12 credits)

PED303	History & Philosophy of Education
PED313	Educational Theories
PED470	Internship in Pedagogy (3 credits)
And, one of the following:	
PED333	Curriculum & Instruction
PED363	Management, Motivation, & Assessment

Apprenticeship Courses (3 credits)

SCI490	Directed Research in Science & Stewardship (3 credits)
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Major Electives (Choose 7 credits)

ESS333	Introduction to Geographic Information Systems
ESS483	Topics in Environmental Science & Stewardship
ESS433	Environmental Applications of Geographic Information Systems
MAT353	Calculus II: Applied Single Variable Calculus
PHI403	Ethics
SCI331	Physics II Laboratory
SCI333	Physics II
SCI403	Ecology
SCI413	Hydrology
SCI423	Origins
SCI490	Directed Research in Science & Stewardship (up to 4 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
CLA233	Rhetoric & Composition	3
HIS223	History of Western Civilization I	3
LIT213	Western Literature I	3
PHC231	Recitation	1
<i>Establish plan to attain language proficiency</i>		13

Spring Semester

BIB213	Theology of the Bible II	3
CLA213	Logic	3
HIS233	History of Western Civilization II	3
LIT223	Western Literature II	3
SCI221	Biology Lab	1
SCI223	Biology	3
<i>Establish plan to attain language proficiency</i>		16

Second Year

Fall Semester

GOV213	Freedom's Foundations I	3
HIS203	History of the United States I	3
MAT323	Statistics I: Parametric Statistics	3
SCI231	Physics Laboratory	1
SCI233	Physics	3
SCI301	General Chemistry I Laboratory	1
SCI303	General Chemistry I	3
		17

Spring Semester

GOV223	Freedom's Foundations II	3
HIS213	History of the United States II	3
MAT203	Euclidean Geometry	3
SCI311	General Chemistry II Laboratory	1
SCI313	General Chemistry II	3
SCI321	Biology II Laboratory	1
SCI323	Biology II	3
		17

Third Year

Fall Semester

MAT343	Calculus I: Single Variable Calculus Theory	3
PHI203	Philosophy	3
SCI381	Earth Science Laboratory	1
SCI383	Earth Science	3
Open Elective or Foreign Language I		3
Track Course		3
		16

Spring Semester

PHI393	Philosophy of Stewardship	3
SCI433	Environmental Science	3
Open Elective or Foreign Language II		3
Track Courses		6
		15

Fourth Year

Fall Semester

BIB223	Principles of Biblical Reasoning	3
GOV203	Constitutional Law	3
Open Elective or Foreign Language III		3
Track Course		3
Major Elective		4
		16

Spring Semester

ECO303	Economics for the Citizen	3
MUS303	Music History & Appreciation	3
SCI490	Directed Research in Science & Stewardship	3
Open Elective or Foreign Language IV		3
Major Elective		3
		15

JOURNALISM MAJOR (122 CREDITS)

Core Curriculum (63 credits and foreign language)

BIB203	Theology of the Bible I
BIB213	Theology of the Bible II
BIB223	Principles of Biblical Reasoning
CLA213	Logic
CLA233	Rhetoric & Composition
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
PHC231	Recitation
PHI203	Philosophy
SCI223	Biology
SCI221	Biology Laboratory
SCI233	Physics
SCI231	Physics Laboratory
Modern/Classical Foreign Language (see Foreign Language Requirements)	

Major Courses (44 credits)

Journalism Courses (17 credits)

JRN203	Intro to Journalism
JRN233	Digital Design I
JRN302	Journalism History
JRN323	Multimedia Skills
JRN343	Narrative Nonfiction
JRN352	Media Law
JRN491	Faith & Reason Integration Essay

Apprenticeship Courses (12 credits)

JRN253	Student Media Production (taken twice for 6 credits)
JRN470	Off-Campus Journalism Internship (6 credits)

Major Electives (15 credits)

Choose any combination of the following:	
JRN253	Student Media Production (up to 6 credits)
JRN333	Digital Design II
JRN403	Political Journalism
JRN413	Public Relations
JRN433	Digital Storytelling (up to 6 credits)
JRN470	Off-campus Journalism Internship (up to 9 credits)
JRN480	Freelance Journalism Internship
BUS413	Leadership & Organizational Behavior
BUS433	Business Methods & Entrepreneurship
CPW343	Creative Writing
GOV303	American Political Institutions
HAE423	U.S. Intellectual History
HIS383	Historiography
LAU373	C.S. Lewis
LGN343	The Novel
LIT443	Major Twentieth Century Authors
POL333	Modern & Contemporary Political Theory
POL373	Conservative Political Theory
POL433	Applied Research in Political Theory: Democracy's Prospects & Challenges

Open Electives (15 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
CLA233	Rhetoric & Composition	3
HIS223	History of Western Civilization I	3
LIT213	Western Literature I	3
PHC231	Recitation	1
<i>Establish plan to attain language proficiency</i>		13

Spring Semester

BIB213	Theology of the Bible II	3
CLA213	Logic	3
HIS233	History of Western Civilization II	3
JRN203	Intro to Journalism	3
LIT223	Western Literature II	2
<i>Establish plan to attain language proficiency</i>		15

Second Year

Fall Semester

GOV213	Freedom's Foundations I	3
HIS203	History of the United States I	3
JRN233	Digital Design I	3
JRN253	Student Media Production	3
Open Elective or Foreign Language I		2
		15

Spring Semester

GOV223	Freedom's Foundations II	3
HIS213	History of the United States II	3
JRN253	Student Media Production	3
Major Elective		3
Open Elective or Foreign Language II		2
		15

Third Year

Fall Semester

GOV203	Constitutional Law	3
JRN343	Narrative Nonfiction	3
PHI203	Philosophy	3
SCI223	Biology	3
SCI221	Biology Laboratory	1
Open Elective or Foreign Language III		2
		16

Spring Semester

MAT203	Euclidean Geometry	3
JRN302/352	Journalism History/Media Law	2
JRN323	Multimedia Skills	3
SCI233	Physics	3
SCI231	Physics Laboratory	1
Major Elective		3
Open Elective or Foreign Language IV		2
		18

Fourth Year

Fall Semester

BIB223	Principles of Biblical Reasoning	3
MUS303	Music History & Appreciation	3
Major Elective		6
Open Elective		2
		15

Spring Semester

ECO303	Economics for the Citizen	3
JRN302/352	Journalism History/Media Law	2
JRN470	Off-Campus Journalism Internship	6
JRN491	Faith & Reason Integration Essay	1
Major Elective		2
		15

Department of Classical Liberal Arts

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 pursue a rigorous interdisciplinary focus in the liberal arts, preparing them for graduate school, seminary, or the work force. Students are required to take five courses developing an integrated philosophical, historical, literary, and biblical worldview and then may use Major Course Electives to continue to gain broad exposure to the liberal arts disciplines. To fulfill their apprenticeship credits, students pursue research projects, applied internships or practica. Students study a classical language.

Learning Objectives for the Classical Liberal Arts Major

Students will be able to:

1. Demonstrate effective research and writing skills.
2. Analyze significant cultural issues in the historical development of the classical liberal arts.
3. Articulate a thorough integration of faith and learning in classical liberal arts disciplines.

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

Students will be able to:

1. Demonstrate effective historical research and writing skills.
2. Explain key contributions of Western civilization in shaping history.
3. Explain key historical events of the United States from colonial times to today.
4. Analyze events in light of their historical background
5. 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

Students will be able to:

1. Identify great works of European and American Literature, including historical epochs, genres, and major authors.
2. Apply important statements of literary theory and criticism in the Western tradition.
3. Enhance writing skills through critical and imaginative responses to literary texts.
4. Integrate the aesthetic, moral, and philosophical principles of literary works into a biblical worldview.

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 (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
CLA213	Logic
CLA233	Rhetoric & Composition
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
PHC231	Recitation
PHI203	Philosophy
SCI223	Biology
SCI221	Biology Laboratory
SCI233	Physics
SCI231	Physics Laboratory
Classical Foreign Language (see Foreign Language Requirements)	

Major Courses (36 credits)

CLA Courses (15 credits)

BIB353	The Messiah in the Old & New Testament
GRK423	Classical Mythology
HIS383	Historiography
LIT303	Literary Theory & Criticism
PHI403	Ethics

Apprenticeship Courses (3 credits)

CLA493	Directed Research & Writing: Capstone
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Major Electives (18 credits)

Course Electives (12 credits, 300+)

Biblical Studies (BIB)
Classical Liberal Arts (CLA, excludes 301, 470, 480, 490)
Creative & Professional Writing (CPW)
Greek (GRK)
History (HAE/HCL/HIS/HSS, excludes 470, 490)
Latin (LAT)
Literature (LIT/LAU/LGN, excludes 470, 490)
Math (MAT)
Music (MUS, excludes 470, 490)
Pedagogy (PED, excludes 470, 480, & 490)
Philosophy (PHI, excludes 490)
Political Theory (POL, excludes 470, 492, 496)
Science (SCI)

Apprenticeship Electives (6 credits)

CLA460	Practicum in CLA
CLA470	Internship in CLA
CLA490	Directed Research & Writing
GOV462/GOV441/GOV301	Moot Court/Mock Trial/Forensics Activities (up to 4 credits)

Open Electives (24 credits)

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

Students in this major are encouraged to utilize Open Elective credits towards completion of one of the available minors. Academic advisors are available to assist students in selecting a minor and planning for minor completion in a manner that fulfills the student's educational and academic goals (see Catalog policy on Minors).

Recommended Course Sequence

First Year

Fall Semester

BIB203	Theology of the Bible I	3
CLA233	Rhetoric & Composition	3
HIS223	History of Western Civilization I	3
LIT213	Western Literature I	3
PHC231	Recitation	1
<i>Establish plan to attain language proficiency</i>		13

Spring Semester

BIB213	Theology of the Bible II	3
CLA213	Logic	3
HIS233	History of Western Civilization II	3
LIT223	Western Literature II	3
MAT203	Euclidean Geometry	3
<i>Establish plan to attain language proficiency</i>		15

Second Year

Fall Semester

GOV203	Constitutional Law	3
GOV213	Freedom's Foundations I	3
HIS203	History of the United States I	3
PHI203	Philosophy	3
Open Elective or Classical Language I		3
		15

Spring Semester

BIB223	Principles of Biblical Reasoning	3
GOV223	Freedom's Foundations II	3
HIS213	History of the United States II	3
SCI233	Physics	3
SCI231	Physics Laboratory	1
Open Elective or Classical Language II		3
		16

Third Year

Fall Semester

GRK423	Classical Mythology	3
ECO303	Economics for the Citizen	3
SCI223	Biology	3
SCI221	Biology Laboratory	1
HIS383	Historiography	3
Open Electives or Classical Language III		3
		16

Spring Semester

BIB353	The Messiah in the Old & New Testament	3
MUS303	Music History & Appreciation	3
PHI403	Ethics	3
LIT303	Literary Theory & Criticism	3
Open Elective or Classical Language IV		3
		15

Fourth Year

Fall Semester

Major Apprenticeship Elective	5
Major Course Electives	6
Open Electives	<u>6</u>
	17

Spring Semester

Directed Research & Writing: Capstone	3
Major Apprenticeship Elective	1
Major Course Electives	6
Open Electives	<u>6</u>
	16

HISTORY MAJOR (121 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
CLA213	Logic
CLA233	Rhetoric & Composition
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
PHC231	Recitation
PHI203	Philosophy
SCI223	Biology
SCI221	Biology Laboratory
SCI233	Physics
SCI231	Physics Laboratory
Classical Foreign Language (see Foreign Language Requirements)	

Major Courses (47 credits)

History Courses (6 credits)

HIS373	Historical Research
HIS383	Historiography

Apprenticeship Courses (8 credits)

HIS494	Directed Research & Writing: Senior Thesis
(8 credits over 2 semesters)	

Major Electives (33 credits)

*Note: Up to 6 credits may be earned in HIS470 and H**480 courses combined.*

HAE***	American/European History (3 credits, 300+)
HCL***	Classical History (3 credits, 300+)
HSS***	Historical Studies, non-Western (3 credits, 300+)
HAE/HCL/HIS/HSS***	History Courses (15 credits, 300+)
<i>and</i> , Additional Upper Level Electives (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
CLA233	Rhetoric & Composition	3
HIS223	History of Western Civilization I	3
LIT213	Western Literature I	3
PHC231	Recitation	1
<i>Establish plan to attain language proficiency</i>		13

Spring Semester

BIB213	Theology of the Bible II	3
CLA213	Logic	3
HIS233	History of Western Civilization II	3
LIT223	Western Literature II	3
MAT203	Euclidean Geometry	3
<i>Establish plan to attain language proficiency</i>		15

Second Year

Fall Semester

GOV203	Constitutional Law	3
GOV213	Freedom's Foundations I	3
HIS203	History of the United States I	3
PHI203	Philosophy	3
Open Elective or Classical Language I		3
		15

Spring Semester

BIB223	Principles of Biblical Reasoning	3
GOV223	Freedom's Foundations II	3
HIS213	History of the United States II	3
SCI233	Physics	3
SCI231	Physics Laboratory	1
Open Elective or Classical Language II		3
		16

Third Year

Fall Semester

HIS383	Historiography	3
SCI223	Biology	3
SCI221	Biology Laboratory	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
Open Elective or Classical Language IV		3
		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		3
		16

LITERATURE MAJOR (121 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
CLA213	Logic
CLA233	Rhetoric & Composition
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
PHC231	Recitation
PHI203	Philosophy
SCI223	Biology
SCI221	Biology Laboratory
SCI233	Physics
SCI231	Physics Laboratory
Classical Foreign Language (see Foreign Language Requirements)	

Major Courses (47 credits)

Literature Courses (15 credits)

LAU333	Shakespeare
LIT303	Literary Theory & Criticism
LIT363	American Literature
LIT373	English Literature I
LIT383	English Literature II

Major Electives (32 credits)

Course Electives (24 credits)

WRITING ELECTIVE (3 credits, choose one)	
CLA363	Advanced Composition
CLA353	Rhetorical Theory I
CPW333	Non-Fiction Writing
CPW343	Creative Writing
JRN203	Journalism I
JRN343	Narrative Nonfiction
GENRE (LGN***, 3 credits; choose one)	
LGN333	Poetry
LGN343	The Novel
LGN353	Drama
LGN363	The Short Story
LGN373	Film
LGN423	Roman Epic
MAJOR AUTHOR (LAU***, 3 credits; choose one)	
LAU343	Milton
LAU353	Chaucer
LAU363	Dickens
LAU373	C.S. Lewis
LIT/LAU/LGN*** Literature Electives (6 credits, 300+)	
LIBERAL ARTS (Choose 9 credits, 300+)	
BIB***	Biblical Studies
CLA***	Classical Liberal Arts (exclud. CLA301/470/490)
GRK***	Greek
HAE/HCL/HIS/HSS***	History (excluding HIS470/494)
MUS***	Music (excluding MUS470/480, maximum of 3 credits of MUS301)
PED***	Pedagogy (excluding PED470)
PHI***	Philosophy (excluding PHI490)

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)
GOV462/GOV441/GOV301/PHC362	Moot Court/Mock Trial/ Forensics Activities/In Your Shoes (up to 2 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
CLA233	Rhetoric & Composition	3
HIS223	History of Western Civilization I	3
LIT213	Western Literature I	3
PHC231	Recitation	1
<i>Establish plan to attain language proficiency</i>		13

Spring Semester

BIB213	Theology of the Bible II	3
CLA213	Logic	3
HIS233	History of Western Civilization II	3
LIT223	Western Literature II	3
MAT203	Euclidean Geometry	3
<i>Establish plan to attain language proficiency</i>		15

Second Year

Fall Semester

GOV203	Constitutional Law	3
GOV213	Freedom's Foundations I	3
HIS203	History of the United States I	3
PHI203	Philosophy	3
Open Elective or Classical Language I		3
		15

Spring Semester

BIB223	Principles of Biblical Reasoning	3
GOV223	Freedom's Foundations II	3
HIS213	History of the United States II	3
SCI233	Physics	3
SCI231	Physics Laboratory	1
Open Elective or Classical Language II		3
		16

Third Year

Fall Semester

ECO303	Economics for the Citizen	3
LIT373	English Literature I	3
SCI223	Biology	3
SCI221	Biology Laboratory	1
Writing Elective		3
Open Elective or Classical Language III		3
		16

Spring Semester

LAU***	Major Author	3
LIT383	English Literature II	3
LIT303	Literary Theory & Criticism	3
Major Course Elective		3
Open Elective or Classical Language IV		2 or 3
		14 or 15

Fourth Year

Fall Semester

LGN***	Genre	3
LIT363	American Literature	3
MUS303	Music History & Appreciation	3
Major Course Elective		6
		15

Spring Semester

LAU333	Shakespeare	3
Major Apprenticeship Elective		8
Major Course Elective		6
		17

Department of Government

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 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 their chosen discipline.

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

The Government Major is comprised of the following credit allowances:

- 63 credits plus foreign language in the core curriculum;
- 47 major course credits
- 12 open elective credit hours
- 122 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 Philosophy
- 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, philosophy, 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.

Government Courses

The Department offers students majoring in Government certain introductory courses, including American Political Institutions, Comparative Politics, International Relations, and Political Science Research Methods (or Intelligence Research Analysis for students in the Strategic Intelligence track).

These courses introduce 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 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.

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 choose several apprenticeship opportunities, comprising up to half of their major program (23 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

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 the Government Major

Students will be able to:

1. Apply a biblical worldview to the study and practice of government.
2. Apply effective research and writing skills to the study of government.
3. Analyze the theory and practice of international politics.
4. Analyze various institutions, behaviors, and functions of American government.
5. Evaluate diverse ideas and philosophies that characterize political systems.

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.

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.

GOVERNMENT—POLITICAL PHILOSOPHY

The students who choose the Government-Political Philosophy track study philosophy and political thought, from ancient to contemporary, as well as the application of these to current policy issues. As apprenticeship, students in this track prepare significant writing projects, either a thesis or a series of shorter papers. This track is geared towards students who desire to continue political theory, political philosophy, or philosophy studies in graduate school

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.

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 Strategic Intelligence track of the Government major must apply for admission. Students may apply for entrance to the SI Track no earlier than the second semester of the Freshman year and need

- A cumulative GPA of 3.0 or better or successful completion of probationary Strategic Intelligence courses;
- A satisfactory written application and successful oral interview;
- A commitment to observe and keep all security and confidentiality agreements, as many students will work with sensitive data in internships or other activities.

STRATEGIC INTELLIGENCE IN NATIONAL SECURITY MAJOR

The Strategic Intelligence in National Security Major prepares students to be outstanding intelligence professionals with a distinctly Christian perspective, and emphasizes information analysis to support wise decision making in national security. Students will gain the knowledge, skills, and experience they need to compete effectively for positions with intelligence and security organizations. Students also develop a strong sense of professionalism, a respect for the intelligence function and its key role in defending a free society, and the ability to use moral imagination in anticipating and responding to moral, ethical, and mission challenges in defending the nation's security. Our program emphasizes that more fully understanding mission objectives may open up many solutions, and help avoid falling into the too common trap of 'either-or' false dilemmas. In providing this preparation, the Strategic Intelligence faculty are advised and supported by a Board of Advisors consisting of nationally recognized experts in intelligence.

Strategic Intelligence students have special requirements and responsibilities. These students fulfill their apprenticeship requirements partly through intelligence and security internships and partly through practical research and analysis directed by college faculty or qualified outside practitioners.

Students interested in pursuing the Strategic Intelligence in National Security Major must apply for admission. Students may apply for entrance to the major no earlier than the second

semester of the Freshman year; and need

- A cumulative GPA of 3.0 or better or successful completion of probationary Strategic Intelligence classes;
- A satisfactory, written application and successful oral interview;
- A commitment to observe and keep all security and confidentiality agreements, as many students will work with sensitive data in internships or other activities.

Learning Objectives for the Strategic Intelligence in National Security Major

Students will have the following knowledge, skills, and abilities:

1. Understand and be able to apply a biblical worldview to the study and practice of intelligence analysis and national security policy making.
2. Articulate the history, development, and current functions and issues associated with national security and Intelligence Community agencies and organizations.
3. Demonstrate theoretical and practical knowledge of intelligence processes, international relations, civil liberties, and the potential for differing theological underpinnings to shape international conflict.
4. Demonstrate a working knowledge of at least one foreign culture.
5. Develop and apply effective research, writing, and oral presentation skills to the study and practice of intelligence analysis and national security policy.
6. Demonstrate working knowledge of standard intelligence analysis techniques and data software applications.
7. Develop and demonstrate the ability to apply effective leadership skills in the conduct of intelligence and national security related activities.
8. Demonstrate the ability to assimilate smoothly into intelligence or national security organizations, to include a healthy respect for and awareness of security and confidentiality protocols.

Additional Graduation Requirements

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

Students in Government: Strategic Intelligence track and Strategic Intelligence in National Security (including the C & AI track), must fulfill the foreign language requirement 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.

GOVERNMENT 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
CLA213	Logic
CLA233	Rhetoric & Composition
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
PHC231	Recitation
PHI203	Philosophy
SCI223	Biology
SCI221	Biology Laboratory
SCI233	Physics
SCI231	Physics Laboratory
Modern/Classical Foreign Language (see Foreign Language Requirements)	

Major Courses (47 credits)

Government Courses (12 credits)

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

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 Economic Systems
ECO403	Public Finance & Taxation
ECO413	International Economics
GOV483	Topics in Government (topics vary)
IPP303	Foreign Policy: Theory & Practice
IPP383	Revolutions & Ideologies
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)
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/GOV441/GOV301	Moot Court/Mock Trial/Forensics Activities (up to 6 credits)
GOV473	Practicum in Government: Logic & Law
GOV490	Directed Research (up to 6 credits)
IPP463	Practicum in International Politics & Policy (up to 3 credits)
POL423	Appl. Research in Pol. Theory: Christian Political Thought
POL433	Appl. Research in Pol. The.: Democracy's Prospects & Challenges
POL463	Appl. Research in Pol. 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
CLA233	Rhetoric & Composition	3
HIS223	History of Western Civilization I	3
LIT213	Western Literature I	3
PHC231	Recitation	1
<i>Establish plan to attain language proficiency</i>		13

Spring Semester

BIB213	Theology of the Bible II	3
BIB223	Principles of Biblical Reasoning	3
CLA213	Logic	3
HIS233	History of Western Civilization II	3
LIT223	Western Literature II	3
<i>Establish plan to attain language proficiency</i>		15

Second Year

Fall Semester

GOV203	Constitutional Law	3
GOV213	Freedom's Foundations I	3
HIS203	History of the United States I	3
PHI203	Philosophy	3
Open Elective or Foreign Language I		3
		15

Spring Semester

GOV223	Freedom's Foundations II	3
HIS213	History of the United States II	3
MAT203	Euclidean Geometry	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 (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
CLA213	Logic
CLA233	Rhetoric & Composition
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
PHC231	Recitation
PHI203	Philosophy
SCI223	Biology
SCI221	Biology Laboratory
SCI233	Physics
SCI231	Physics Laboratory
Modern/Classical Foreign Language (see Foreign Language Requirements)	

Major Courses (47 credits)

Government Courses (12 credits)

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

Apprenticeship Courses (8 credits)

APP463	Practicum in American Politics & Policy (3 credits)
APP470	Internship in American Politics & Policy (5 credits)

Major Electives (27 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

Or, one of the following (up to 3 credits):

ECO313	Public Economics
ECO403	Public Finance & Taxation
GOV483	Topics in Government (topics vary)

Apprenticeship Electives (Choose 15 credits)

APP460	Special Projects in American Politics & Policy (up to 6 credits)
APP463	Practicum in American Politics & Policy (up to 3 credits)
APP470	Internship in American Politics & Policy (up to 7 credits)
GOV473	Practicum in Government: Logic & Law
APP492	Senior Thesis Preparation (2 credits)
APP496	Senior Thesis (6 credits)
GOV462/GOV441/GOV301	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
CLA233	Rhetoric & Composition	3
HIS223	History of Western Civilization I	3
LIT213	Western Literature I	3
PHC231	Recitation	1
<i>Establish plan to attain language proficiency</i>		13

Spring Semester

BIB213	Theology of the Bible II	3
BIB223	Principles of Biblical Reasoning	3
CLA213	Logic	3
HIS233	History of Western Civilization II	3
LIT223	Western Literature II	2
<i>Establish plan to attain language proficiency</i>		15

Second Year

Fall Semester

GOV203	Constitutional Law	3
GOV213	Freedom's Foundations I	3
HIS203	History of the United States I	3
PHI203	Philosophy	3
Open Elective or Foreign Language I		2
		15

Spring Semester

GOV223	Freedom's Foundations II	3
HIS213	History of the United States II	3
MAT203	Euclidean Geometry	3
SCI223	Biology	3
SCI221	Biology Laboratory	1
Open Elective or Foreign Language II		2
		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		2
		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		2
		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

APP470	Internship in American Politics & Policy	5
Major Apprenticeship Elective		9
Major Course Elective		3
		17

GOVERNMENT MAJOR—INTERNATIONAL POLITICS & POLICY 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
CLA213	Logic
CLA233	Rhetoric & Composition
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
PHC231	Recitation
PHI203	Philosophy
SCI223	Biology
SCI221	Biology Laboratory
SCI233	Physics
SCI231	Physics Laboratory
Modern/Classical Foreign Language (see Foreign Language Requirements)	

Major Courses (47 credits)

Government Courses (12 credits)

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

Apprenticeship Courses (8 credits)

IPP463	Practicum in International Politics & Policy (3 credits)
IPP470	Internship in International Politics & Policy (5 credits)

Major Electives (27 credits)

Course Electives (Choose 12 credits)

Students must complete 12 credits of approved Major Course Electives in international politics, policy, and area studies through coursework in Patrick Henry College's Global Studies & Service semester.

Apprenticeship Electives (Choose 15 credits)

APP463	Practicum in Am. Politics & Policy (up to 3 credits)
GOV462/GOV441/GOV301	Moot Court/Mock Trial/Forensics Activities (up to 6 credits)
GOV473	Practicum in Government: Logic & Law
GOV490	Directed Research (up to 6 credits)
IPP460	Special Projects in Int'l Politics & Policy (up to 6 credits)
IPP463	Practicum in Int'l Politics & Policy (up to 3 credits)
IPP470	Internship in Int'l Politics & Policy (up to 7 credits)
IPP492	Int'l Politics & Policy Senior Thesis Preparation (2 credits)
IPP496	Int'l Politics & Policy 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
CLA233	Rhetoric & Composition	3
HIS223	History of Western Civilization I	3
LIT213	Western Literature I	3
PHC231	Recitation	1
<i>Establish plan to attain language proficiency</i>		13

Spring Semester

BIB213	Theology of the Bible II	3
BIB223	Principles of Biblical Reasoning	3
CLA213	Logic	3
HIS233	History of Western Civilization II	3
LIT223	Western Literature II	3
<i>Establish plan to attain language proficiency</i>		15

Second Year

Fall Semester

GOV203	Constitutional Law	3
GOV213	Freedom's Foundations I	3
HIS203	History of the United States I	3
PHI203	Philosophy	3
Open Elective or Foreign Language I		3
		15

Spring Semester

GOV223	Freedom's Foundations II	3
HIS213	History of the United States II	3
MAT203	Euclidean Geometry	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
IPP463	Practicum in International Politics & Policy	3
MUS303	Music History & Appreciation	3
Major Apprenticeship Elective		3
Open Elective or Foreign Language IV		3
		18

Fourth Year

Fall Semester

Global Studies & Service Semester		
Major Course Elective Credits		12

Spring Semester

IPP470	Internship in International Politics & Policy	5
Major Apprenticeship Elective		12
		17

GOVERNMENT MAJOR—POLITICAL PHILOSOPHY 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
CLA213	Logic
CLA233	Rhetoric & Composition
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
PHC231	Recitation
PHI203	Philosophy
SCI223	Biology
SCI221	Biology Laboratory
SCI233	Physics
SCI231	Physics Laboratory
Modern/Classical Foreign Language (see Foreign Language Requirements)	

Major Courses (47 credits)

Government Courses (6 credits)

GOV303	American Political Institutions
GOV333	International Relations

Philosophy Courses (12 credits)

PHI303	Metaphysics
PHI373	Epistemology
PHI383	Philosophy of Religion
PHI403	Ethics

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 (9 credits)

POL423	Applied Research in Political Theory: Christian Political Thought
POL433	Applied Research in Political Theory: Democracy's Prospects & Challenges
POL463	Applied Research in Political Theory: (topics vary)

Major Electives (8 credits)

Apprenticeship Electives (Choose 8 credits)	
PHI490	Directed Research & Writing in Philosophy
POL490	Directed Research & Writing in Political Theory
POL492	Senior Thesis Preparation
POL496	Senior Thesis

Or, up to 4 credits of the following combined:

POL470	Internship in Political Theory
GOV462/GOV441/GOV301	Moot Court/Mock Trial/Forensics Activities
GOV473	Practicum in Government: Logic & Law

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
CLA233	Rhetoric & Composition	3
HIS223	History of Western Civilization I	3
LIT213	Western Literature I	3
PHC231	Recitation	1
<i>Establish plan to attain language proficiency</i>		13

Spring Semester

BIB213	Theology of the Bible II	3
BIB223	Principles of Biblical Reasoning	3
CLA213	Logic	3
HIS233	History of Western Civilization II	3
LIT223	Western Literature II	3
<i>Establish plan to attain language proficiency</i>		15

Second Year

Fall Semester

GOV203	Constitutional Law	3
GOV213	Freedom's Foundations I	3
HIS203	History of the United States I	3
PHI203	Philosophy	3
Open Elective or Foreign Language I		2
		15

Spring Semester

GOV223	Freedom's Foundations II	3
HIS213	History of the United States II	3
MAT203	Euclidean Geometry	3
SCI223	Biology	3
SCI221	Biology Laboratory	1
Open Elective or Foreign Language II		2
		16

Third Year

Fall Semester

GOV303	American Political Institutions	3
PHI303	Metaphysics	3
POL313	Ancient & Medieval Political Theory	3
SCI233	Physics	3
SCI231	Physics Laboratory	1
Open Elective or Foreign Language III		2
		16

Spring Semester

GOV333	International Relations	3
PHI383	Philosophy of Religion	3
POL333	Modern & Contemporary Political Theory	3
POL***	Applied Research in Political Theory	3
Open Elective or Foreign Language IV		2
		15

Fourth Year

Fall Semester

ECO303	Economics for the Citizen	3
MUS303	Music History & Appreciation	3
PHI373	Epistemology	3
POL353	American Political Thought	3
POL***	Applied Research in Political Theory	3
Major Apprenticeship Elective		2
		17

Spring Semester

PHI403	Ethics	3
POL373	Conservative Political Theory	3
POL***	Applied Research in Political Theory	3
Major Apprenticeship Elective		6
		15

GOVERNMENT MAJOR—POLITICAL THEORY 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
CLA213	Logic
CLA233	Rhetoric & Composition
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
PHC231	Recitation
PHI203	Philosophy
SCI223	Biology
SCI221	Biology Laboratory
SCI233	Physics
SCI231	Physics Laboratory
Modern/Classical Foreign Language (see Foreign Language Requirements)	

Major Courses (47 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 (12 credits)

POL423	Applied Research in Political Theory: Christian Political Thought
POL433	Applied Research in Political Theory: Democracy's 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/GOV441/GOV301	Moot Court/Mock Trial/Forensics Activities (up to 6 credits)
GOV473	Practicum in Government: Logic & Law
GOV490	Directed Research (up to 6 credits)
POL460	Special Projects in Political Theory
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
CLA233	Rhetoric & Composition	3
HIS223	History of Western Civilization I	3
LIT213	Western Literature I	3
PHC231	Recitation	1
<i>Establish plan to attain language proficiency</i>		13

Spring Semester

BIB213	Theology of the Bible II	3
BIB223	Principles of Biblical Reasoning	3
CLA213	Logic	3
HIS233	History of Western Civilization II	3
LIT223	Western Literature II	3
<i>Establish plan to attain language proficiency</i>		15

Second Year

Fall Semester

GOV203	Constitutional Law	3
GOV213	Freedom's Foundations I	3
HIS203	History of the United States I	3
PHI203	Philosophy	3
Open Elective or Foreign Language I		3
		15

Spring Semester

GOV223	Freedom's Foundations II	3
HIS213	History of the United States II	3
MAT203	Euclidean Geometry	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		5
		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 (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
CLA213	Logic
CLA233	Rhetoric & Composition
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
PHC231	Recitation
PHI203	Philosophy
SCI223	Biology
SCI221	Biology Laboratory
SCI233	Physics
SCI231	Physics Laboratory
Modern Foreign Language (see Foreign Language Requirements)	

Major Courses (47 credits)

Government Courses (12 credits)

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

Strategic Intelligence Courses (12 credits)

INT303	Introduction to Intelligence in National Security
INT323	Intelligence, Law Enforcement, & Civil Liberties
INT363	Counterintelligence
INT373	Counterterrorism

Apprenticeship Courses (12 credits)

INT470	Internship in Strategic Intelligence (12 credits)
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Major Electives (11 credits)

Apprenticeship Electives (Choose 11 credits)

CLA343	Argumentation & Debate
GOV462/GOV441/GOV301	Moot Court/Mock Trial/Forensics Activities (up to 6 credits)
GOV473	Practicum in Government: Logic & Law
GOV490	Directed Research (up to 11 credits)
INT403	Advanced Technology & Ethics in Intelligence & National Security
INT460	Special Projects in Strategic Intelligence (up to 11 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
CLA233	Rhetoric & Composition	3
HIS223	History of Western Civilization I	3
LIT213	Western Literature I	3
PHC231	Recitation	1
<i>Establish plan to attain language proficiency</i>		13

Spring Semester

BIB213	Theology of the Bible II	3
CLA213	Logic	3
HIS233	History of Western Civilization II	3
LIT223	Western Literature II	3
Major Apprenticeship Elective		1
<i>Establish plan to attain language proficiency</i>		13

Second Year

Fall Semester

GOV203	Constitutional Law	3
GOV213	Freedom's Foundations I	3
HIS203	History of the United States I	3
INT303	Intro. to Intelligence in National Security	3
Open Elective or Modern Foreign Language I		3
Major Apprenticeship Elective		1
		16

Spring Semester

GOV223	Freedom's Foundations II	3
HIS213	History of the United States II	3
SCI223	Biology	3
SCI221	Biology Laboratory	1
INT313	Intelligence Research & Analysis	3
Open Elective or Modern Foreign Language II		3
Major Apprenticeship Elective		1
		17

Summer Term

INT470	Internship in Strategic Intelligence	3
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Third Year

Fall Semester

GOV303	American Political Institutions	3
INT363	Counterintelligence	3
PHI203	Philosophy	3
INT470	Internship in Strategic Intelligence	3
Open Elective or Modern Foreign Language III		3
Major Apprenticeship Elective		2
		17

Spring Semester

GOV323	Comparative Politics	3
GOV333	International Relations	3
INT470	Internship in Strategic Intelligence	3
SCI233	Physics	3
SCI231	Physics Laboratory	1
Open Elective or Modern Foreign Language IV		3
Major Apprenticeship Elective		1
		17

Fourth Year

Fall Semester

BIB223	Principles of Biblical Reasoning	3
INT373	Counterterrorism	3
INT470	Internship in Strategic Intelligence	3
Major Apprenticeship Elective		3
		12

Spring Semester

ECO303	Economics for the Citizen	3
INT323	Intelligence, Law Enforcement, & Civil Liberties	3
MUS303	Music History & Appreciation	3
MAT203	Euclidean Geometry	3
Major Apprenticeship Elective		2
		14

STRATEGIC INTELLIGENCE IN NATIONAL SECURITY 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
CLA213	Logic
CLA233	Rhetoric & Composition
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
PHC231	Recitation
PHI203	Philosophy
SCI223	Biology
SCI221	Biology Laboratory
SCI233	Physics
SCI231	Physics Laboratory
Modern Foreign Language (see Foreign Language Requirement)	

Major Courses (48 credits)

Strategic Intelligence Courses (24 Credits)

INT303	Introduction to Intelligence in National Security
INT313	Intelligence Research & Analysis
INT322	Conflict & Theological Topography
INT331	Analytic Geography
INT363	Counterintelligence
INT373	Counterterrorism
INT383	Cyber Domain Fundamentals
INT413	Policy Making for National Security & Intelligence
INT423	Adv. Analytic Targeting Methods in Intelligence

Apprenticeship Courses (6 Credits)

INT470	Internship in Strategic Intelligence (6 cr.)
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Major Electives (18 Credits)

Area Studies Elective (Choose 3 credits)

HAE480	Independent Study in American/European History
HAE483	Topics in American/European History (topics vary)
HSS303	History of Islam
HSS413	Modern Chinese History
HSS423	Modern Middle East
HSS433	History of Modern Russia
HSS480	Independent Study in Historical Studies
HSS483	Topics in Historical Studies (topics vary)
INT323	Intelligence, Law Enforcement, & Civil Liberties*
INT453	Foreign Study: Hist. & Geography of the Middle East**
IPP423	European Politics
IPP433	Politics of Developing Nations
IPP443	Public International Law
IPP453	IPP Area Studies: (topics vary)
IPP483	Topics in International Studies: (topics vary)

Major Elective Courses (Choose 6 credits)

GOV333	International Relations
INT323	Intelligence, Law Enforcement, & Civil Liberties*
INT393	Intro to Artificial Intelligence/Machine Learning
INT403	Adv. Technol. & Ethics in Intelligence & Nat'l Security
INT443	Psychology & Leadership Analysis in Intelligence
INT453	Foreign Study: Hist. & Geography of the Middle East**

Or, one of the following (up to 3 credits):

ECO413	International Economics
ECO383	Comparative Economic Systems
GOV323	Comparative Politics

Apprenticeship Electives (Choose 9 credits)

INT460	Special Projects in Strategic Intelligence
GOV473	Practicum in Government: Logic & Law
GOV490/441/462/301/CLA343	DRW/Moot Court/Mock Trial/Forensics Activities/Argumentation & Debate (up to 3 cr.)

Open Electives (12 credits)

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

*INT323 may apply to either degree category as listed, but not both.

**INT453 may apply to either degree category as listed, but not both.

Recommended Course Sequence

First Year

Fall Semester

BIB203	Theology of the Bible I	3
CLA233	Rhetoric & Composition	3
HIS223	History of Western Civilization I	3
LIT213	Western Literature I	3
PHC231	Recitation	1
Establish plan to attain language proficiency		13

Spring Semester

BIB213	Theology of the Bible II	3
CLA213	Logic	3
HIS233	History of Western Civilization II	3
LIT223	Western Literature II	3
Major Apprenticeship Elective		1
Establish plan to attain language proficiency		13

Second Year

Fall Semester

GOV203	Constitutional Law	3
GOV213	Freedom's Foundations I	3
HIS203	History of the United States I	3
INT303	Intro. to Intelligence in National Security	3
Open Elective or Modern Foreign Language I		3
Major Apprenticeship Elective		1
		16

Spring Semester

GOV223	Freedom's Foundations II	3
HIS213	History of the United States II	3
SCI223	Biology	3
SCI221	Biology Laboratory	1
INT313	Intelligence Research & Analysis	3
Open Elective or Modern Foreign Language II		3
Major Apprenticeship Elective		1
		17

Summer Term

INT470	Internship in Strategic Intelligence	3
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Third Year

Fall Semester

INT331	Analytic Geography	1
INT363	Counterintelligence	3
INT383	Cyber Domain Fundamentals	3
PHI203	Philosophy	3
Open Elective or Modern Foreign Language III		3
Major Apprenticeship Electives		2
		15

Spring Semester

INT423	Adv. Analytic Targeting Methods in Intelligence	3
INT322	Conflict & Theological Topography	2
SCI233	Physics	3
SCI231	Physics Lab	1
Open Elective or Modern Foreign Language IV		3
Area Study Elective		3
Major Apprenticeship Electives		2
		17

Fourth Year

Fall Semester

BIB223	Principles of Biblical Reasoning	3
INT373	Counterterrorism	3
INT413	Policy Making for National Security & Intel.	3
INT470	Internship in Strategic Intelligence	3
Major Apprenticeship Electives		1
Major Elective Course		2
		16

Spring Semester

ECO303	Economics for the Citizen	3
MAT203	Euclidean Geometry	3
MUS303	Music History & Appreciation	3
Major Elective Course		3
Major Apprenticeship Elective		1
		13

STRATEGIC INTELLIGENCE IN NATIONAL SECURITY MAJOR (123 CREDITS) CYBER & ARTIFICIAL INTELLIGENCE TRACK

Core Curriculum (63 credits plus foreign language)

BIB203	Theology of the Bible I
BIB213	Theology of the Bible II
BIB223	Principles of Biblical Reasoning
CLA213	Logic
PHC231	Recitation
CLA233	Rhetoric & Composition
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 Requirement)	

Major Courses (48 credits)

Strategic Intelligence Courses (24 Credits)

INT303	Introduction to Intelligence in National Security
INT313	Intelligence Research & Analysis
INT322	Conflict & Theological Topography
INT331	Analytic Geography
INT363	Counterintelligence
INT373	Counterterrorism
INT383	Cyber Domain Fundamentals
INT413	Policy Making for National Security & Intelligence
INT423	Adv. Analytic Targeting Methods in Intelligence

Cyber & Artificial Intelligence Track (15 Credits)

INT391	Data Science Tools
INT392	Big Data Analytics
INT393	Introduction to Artificial Intelligence/Machine Learning
INT403	Advanced Technology & Ethics in Intel & Nat'l Sec.
INT470-3	Internship in Strategic Intelligence - Cyber (3 credits)
INT490	Directed Research & Writing (3 credits)

Apprenticeship Courses (3 Credits)

INT470	Internship in Strategic Intelligence (3 cr.)
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Major Electives (6 Credits)

Area Studies Elective (Choose 3 credits)

GOV333	International Relations
HAE480	Independent Study in American/European History
HAE483	Topics in American/European History (topics vary)
HSS303	History of Islam
HSS413	Modern Chinese History
HSS423	Modern Middle East
HSS433	History of Modern Russia
HSS480	Independent Study in Historical Studies
HSS483	Topics in Historical Studies (topics vary)
INT323	Intelligence, Law Enforcement, & Civil Liberties
INT453	Foreign Study: History & Geography of the Middle East
IPP423	European Politics
IPP433	Politics of Developing Nations
IPP443	Public International Law
IPP453	IPP Area Studies: (topics vary)
IPP483	Topics in International Studies: (topics vary)

Apprenticeship Electives (Choose 3 credits)

GOV473	Practicum in Government: Logic & Law
INT460	Special Projects in Strategic Intelligence

Open Electives (12 credits)

Credits 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
CLA233	Rhetoric & Composition	3
HIS223	History of Western Civilization I	3
LIT213	Western Literature I	3
PHC231	Recitation	1
<i>Establish plan to attain Language proficiency</i>		13

Spring Semester

BIB213	Theology of the Bible II	3
CLA213	Logic	3
HIS233	History of Western Civilization II	3
INT391	Data Science Tools	1
LIT223	Western Literature II	2
<i>Establish plan to attain Language proficiency</i>		13

Second Year

Fall Semester

GOV203	Constitutional Law	3
GOV213	Freedom's Foundations I	3
HIS203	History of the United States I	3
INT303	Intro. to Intelligence in National Security	3
INT392	Big Data Analytics	2
Open Elective or Modern Foreign Language I		2
		17

Spring Semester

GOV223	Freedom's Foundations II	3
HIS213	History of the United States II	3
INT313	Intelligence Research & Analysis	3
SCI223	Biology	3
SCI221	Biology Lab	1
Open Elective or Modern Foreign Language II		2
		12

Summer Term

INT470	Internship in Strategic Intelligence	3
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Third Year

Fall Semester

INT331	Analytic Geography	1
INT363	Counterintelligence	3
INT383	Cyber Domain Fundamentals	3
INT393	Intro to AI/Machine Learning	3
PHI203	Philosophy	3
Open Elective or Modern Foreign Language III		2
		16

Spring Semester

INT423	Adv. Analytic Targeting Methods in Intelligence	3
INT322	Conflict & Theological Topography	2
SCI233	Physics	3
SCI231	Physics Lab	1
Open Elective or Modern Foreign Language IV		3
Area Study Elective		3
Major Apprenticeship Electives		1
		16

Fourth Year

Fall Semester

BIB223	Principles of Biblical Reasoning	3
INT373	Counterterrorism	3
INT413	Policy Making for National Security & Intel.	3
INT470-3	Internship in Strategic Intelligence (Cyber)	3
INT490	Directed Research & Writing	3
Major Apprenticeship Elective		1
		16

Spring Semester

INT403	Adv. Technology & Ethics in Intel & Nat'l Sec.	3
ECO303	Economics for the Citizen	3
MAT203	Euclidean Geometry	3
MUS303	Music History & Appreciation	3
Major Apprenticeship Elective		1
		13

Course Descriptions

COURSE PREFIXES

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

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

The College provides an anticipated, multiple-year schedule of courses in the Registration Bulletin, published each semester. The College will publish the final course offering each semester prior to preregistration.

GOVERNMENT: AMERICAN POLITICS & 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.

APP460 • Special Projects in American Politics & Policy

These individualized projects in American Politics & Policy seek to integrate the knowledge and skills acquired in traditional classroom settings with real-world, practical experiences. Students will be expected to be involved in research writing, organization, implementation, and management of a particular project. The student will be under the supervision of a faculty member or outside mentor/practitioner. Typical experiences would include working as an editor on a student publication and various other independent projects. This is a variable credit course. Prerequisite(s): Sophomore standing. Instructor approval required.

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): Junior or senior standing.

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.

APP490 • 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. Prerequisites: GOV303, GOV313, GOV323, GOV333.

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.

ARABIC (ARA)

ARA113 • Arabic I

This introductory course focuses on “Modern Standard Arabic” (MSA). MSA signifies the formal language that one reads in newspapers, academic research, media, and daily life, and hears spoken in formal speeches, addresses, preaching, television, and radio; students will also be exposed to the Egyptian and Levantine dialects. This course introduces Arabic letters and sounds, language skills, conversational MSA, listening and reading comprehension, writing, grammar, Arab culture, and customs.

ARA123 • Arabic II

This course continues instruction in “Modern Standard Arabic” (MSA) at the introductory level. This course strengthens students understanding of Arabic letters and sounds, language skills, conversational MSA, listening and reading comprehension, writing, grammar, Arab culture, and customs. Prerequisite: ARA113 or proficiency equivalent.

ARA213 • Arabic III

This course launches the first of the two semesters in second-year Arabic at the intermediate level, focusing on strengthening reading, writing, and comprehension skills, and continuing to grow conversation skills in MSA, Egyptian, and Levantine dialects. Prerequisite(s): ARA123 or proficiency equivalent.

ARA223 • Arabic IV

Arabic IV launches the second of the two semesters in second-year Arabic at the intermediate level, focusing on strengthening reading, writing, and comprehension skills, and continuing to grow conversation skills in MSA, Egyptian, and Levantine dialects. Prerequisite(s): ARA213 or proficiency equivalent.

BIBLICAL STUDIES (BIB)

BIB203 • Theology of the Bible I

This course is an inductive study of the Old Testament Scriptures. It consists of an examination of the concept of canon, and a study of the Old Testament from a redemptive-historical viewpoint. An emphasis in the course is the unifying theme of covenant and the progressively unfolding revelation of a promised Messiah-Deliverer to Israel and all the nations of the earth.

BIB213 • Theology of the Bible II

This course is an inductive study of the New Testament Scriptures. It consists of an examination of the concept of canon and a study of the New Testament from a redemptive-historical viewpoint. All the New Testament books are studied from the standpoint of genre, authorship, date of composition, occasion for writing, structure, and theological content. An emphasis in the course is the unifying theme of New Covenant enacted through the Person and work of Jesus Christ, the promised Messiah-Deliverer to Israel and all the nations of the earth. 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 carefully 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 • The Messiah in the Old & New Testament

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 expository 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.

BIB413 • Christian Life

The depth and reality of our commitment to Christ is foundational to all that we do at PHC. We are called love God with all our heart, soul, strength and mind; yet, without roots there will be no fruit. Students in this course will 'plant seeds' by articulating a plan for their own Christian growth and memorizing scripture.

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.

BIB483 • Topics in Biblical Studies: (topics vary)

This course allows students to explore in a classroom setting a Biblical book, corpus, or topic in the field of Biblical/Theological Studies. The topics, courses content and course approach will be determined by the instructor and will address subjects relevant to the study of Biblical/Theological Studies.

BUSINESS (BUS)

BUS393 • Competitive Strategy

This course provides the framework to help students develop the basic skills for formulating and understanding strategy. Harvard Business School case studies will be used throughout the course to emphasize real world applications to complex problems. This course will answer the following questions: 1) What is strategy and how do we apply it to a firm's existence and everyday life? 2) Why is strategy and winning so important in today's business environment? 3) How do you create a sustainable competitive advantage within any given market? Prerequisite(s): junior standing.

BUS413 • Leadership & Organizational Behavior

This course is designed to help students both discover and develop their own leadership capability in a Christ-centered paradigm. Biblical, historical and contemporary models of leadership will be studied along with practical tools and approaches to encouraging others and being a leader others are excited to rally around. These lessons will be made practical by placing them in a business context so students will simulate how they might respond to common situations.

BUS433 • Business Methods & Entrepreneurship

This course exposes students to a broad range of vernacular, concepts and roles essential to the efficient functioning of a business entity. In addition to understanding these individually, the integration of concepts and roles is developed to understand the overall functioning of a business entity. Prerequisite(s): junior standing.

BUS443 • Financial Analysis: Case Study Methodology

This course provides an introduction to corporate financial analysis with an emphasis on company valuations and financial statements such as Cash Flow, Balance Sheet and Income Statements. Key ideas, concepts and tools will be introduced for proper financial analysis of a firm. Harvard Business School case studies will be used throughout the course to emphasize real world applications to complex problems. Prerequisite(s): MAT323, BUS433, junior standing.

CLASSICAL LIBERAL ARTS (CLA)

CLA133 • College-Level Writing Skills

Students will master the fundamental principles of non-fiction prose writing so they may attain college-level competency in writing. Students will gain proficiency in such areas as sentence structure, paragraph development, punctuation rules, and use of active voice. Students will also learn and apply basic academic research techniques and citation styles. This course may be taken in place of 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.

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.

CLA233 • Rhetoric & Composition

This course seeks to enhance students' written communication skills by applying rhetorical theory, particularly the canons of invention, arrangement, and style, to extensive practicum in essay writing. Students will read in both rhetorical theory and examples of excellent written rhetorical discourse and compose essays on a variety of topics, pursuant to honing their own rhetorical skills in written composition: namely substance in invention, coherence in arrangement, and eloquence in style. Students will also receive instruction in academic research as an avenue of invention and in scholarly documentation of research. Corequisites: PHC231 when taken on campus.

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.

CLA323 • Art History

This course surveys art history from prehistoric times to the present. The emphasis is on the Western tradition, though some attention is paid to artistic trends and developments in non-western geographies as well. The purpose of this course is to better students' understanding of art and architecture throughout history, teach students to identify major qualities of art, as well as introduce students to the methods of analysis used in the field. Prerequisite(s): HIS223, HIS233.

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.

CLA363 • Advanced Composition

This course gives students instruction in contemporary theory of rhetoric and composition as well as practicum in advanced rhetorical writing. The course will also give significant focus to composition pedagogy, preparing students to teach writing in a secondary education setting. Theories behind process-centered writing will be explored and put into practice in prepared assignments. Prerequisite(s): CLA233.

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

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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.

CLA460 • Practicum in Classical Liberal Arts

Students enrolling in CLA460 participate in academic activities on campus which are supervised by Classical Liberal Arts faculty. This is a variable credit course. Prerequisite(s): junior standing.

CLA470 • Internship in Classical Liberal Arts

This course provides students the opportunity for practical experience of professional and academic significance related to the disciplines of the Liberal Arts. All work is supervised by various Classical Liberal Arts faculty. This is a variable credit course. This course is graded on a pass/fail scale. Prerequisite(s): junior standing.

CLA490 • Directed Research & Writing

This course provides the opportunity to explore further topics of academic significance related to the study of the Classical Liberal Arts, including interdisciplinary research projects. This is a variable credit course. Prerequisite(s): junior standing.

CLA493 • Directed Research & Writing: Capstone

This course provides the opportunity for a second-semester CLA senior to do in-depth research in a particular area of the classical liberal arts, with particular attention to analyzing significant issues in the historical development and cultural influence of the chosen topic. The paper will also involve a thorough integration of faith and learning by providing an analysis of the ways in which the chosen topic interacts with a biblical worldview. Prerequisite(s): senior 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 • Creative Writing

This course will give students both instruction and practicum in storytelling and writing imaginatively. An emphasis is placed on the craft of fiction writing, though attention is given to poetry, drama, and screenplay writing as well, and aspects of the vocation of being a writer will also be covered. Major projects may be completed in any of the imaginative genres, and a significant amount of class time will be given to workshoping student writing.

ECONOMICS & BUSINESS ANALYTICS (EBA)

EBA470 • Cooperative Internship in Economics & Business Analytics

In this course, students gain real-world experience in an off campus applied mathematics, economics and business analytics environment. Students are graded based on a substantial research report that is related to the data made available to them while working with the partner organization. This course is graded on a pass/fail scale. This is a variable credit course.

EBA480 • Independent Study in Economics & Business Analytics

This course is designed to give students experience in research and analysis in applied mathematics, business analytics, or economic analytics that is suitable for peer reviewed publication. The specific topic of research should be formulated by the student and will be confirmed by the professor of record. This is a variable credit course. Prerequisite(s): ECO303.

EBA483 • Special Topics in Economics & Business Analytics:

(various)

This course presents material of special relevance in the field of business, economics, and/or mathematics. This course is designed for juniors and seniors.

EBA490 • Directed Research & Writing in Economics & Business Analytics

This course is designed to give students experience in research and analysis that is related to applied mathematics, economics, finance, public policy or business. The specific topic of research will be determined by the professor of record. This is a variable credit course. Prerequisite(s): ECO303.

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.

ECO333 • Intermediate Microeconomics

This course builds on many of the concepts and theories learned in ECO303, introducing formal analytical tools such as linear algebra and differential calculus to provide an advanced understanding of microeconomic theory. Following this class, students will be prepared to model and understand the economic decisions faced by individuals, firms, and government, and to analyze how changes in the economic environment impact these choices. Topics covered include consumer and producer theory, general equilibrium, industrial organization, and game theory. Prerequisite(s): ECO303.

ECO343 • Intermediate Macroeconomics

This course builds on many of the concepts and theories learned in ECO303, introducing formal analytical tools such as linear algebra and differential calculus to provide an advanced understanding of macroeconomic theory. Following this class, students will be prepared to model and analyze how changes in the macroeconomic environment influence the functioning of an economy. Students will also be exposed to a number of alternative theories of macroeconomics, including the Austrian, Keynesian, Public Choice and New Institutional schools of thought. Topics covered include economic growth, inflation, unemployment, and fiscal and monetary policy. 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.

ENVIRONMENTAL SCIENCE & STEWARDSHIP (ESS)

ESS333 • Introduction to Geographic Information Systems

This course serves as an introduction to geographic information systems (GIS), including principles and application. Students will learn to use software systems such as ArcGIS to manipulate datasets, build maps, and solve problems.

ESS433 • Environmental Applications of GIS

This course explores the application of geographic information systems (GIS) to environmental issues. Students will learn to use ArcGIS software to manipulate environmental datasets, build maps, and address environmental problems. Prerequisites: ESS333, SCI433.

ESS483 • Topics in Environmental Science & Stewardship: (various)

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 environmental science. Prerequisite(s): junior standing

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. Prerequisite(s): CLA213.

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.

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.

GOV301 • Forensics Activities

This course will introduce students to civic argumentation. Students will enhance their ability to analyze, research, and articulate both sides of major domestic and international policy issues that encompass values controversies by engaging in team-wide research, cross-examination, and recurring oratorical practice. Weekly meetings will entail practice rounds, research and presentations, learning activities, and the culmination of out-of-class assignments. Participation in in-house or outside competition is required. Course Fees apply; see *Summary of Charges*.

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): junior standing

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): junior standing

GOV363 • Environmental Law & Policy

This course introduces students to the crafting and implementation of environmental policy in the United States. The class will provide students with an understanding of the history of the environmental movement that gave rise to U.S. environmental laws.

GOV441 • Mock Trial

This course will introduce students to the basics of the American justice system; Federal Rules of Evidence; and effective trial advocacy, including courtroom demeanor, case analysis, direct and cross examination, opening statements, and closing arguments. Students will be assigned to mock trial teams, and participation in an in-house or outside competition is required. Course Fees apply; see *Summary of Charges*.

GOV462 • Moot Court

This course will build on the skills and techniques learned in Constitutional Law, teaching students intermediate and advanced techniques in legal research, writing, case theory development, and appellate advocacy. Students will have regular opportunities to practice these skills in class, and participation in both brief-writing competition and an oral in-house or outside competition is required. Course Fees apply; see *Summary of Charges*. Prerequisite(s): GOV203.

GOV473 • Practicum in Government: Logic & Law

This course explores the connections among law, politics, and reason. We will use various texts from formal logic, judicial politics, and legal theory to explore the divergent ways to interpret facts, apply rules, and develop theories. In taking this class, student are expected to become better legal, political, and life thinkers. Prerequisite(s): CLA213, junior standing.

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 a selected book in the New Testament, usually a gospel, but any book in the New Testament including an epistle or even John's Apocalypse is possible. 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 • Herodotus & Thucydides

Students will read selections from Herodotus' *Histories* and Thucydides' *Peloponnesian Wars* in their entirety in English. Through lecture and class discussion students will be familiarized with the important historical and literary themes, which make their initial appearance in Greek literature in these two monumental Greek historiographical works. Prerequisite(s): HIS223, HIS233

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.

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.

HISTORY: 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.

HAE323 • History of Women in America, 1300-2015

Analysis of the social, cultural, and political aspects of women's experiences in America from pre-Columbian North America to the present. The course particularly emphasizes the nineteenth and twentieth centuries. Prerequisite(s): HIS203, HIS213.

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.

HAE383 • 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.

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.

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.

HAE490 • Directed Research & Writing

This course provides the opportunity to explore further topics of academic significance related to the study of American/European history. This is a variable credit course. Prerequisite(s): junior standing.

HISTORY: CLASSICAL HISTORY (HCL)

HCL303 • Readings in Roman History

Cross-listed LAT303.

HCL323 • Greek Civilization

Cross-listed GRK303.

HCL353 • Herodotus & 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.

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.

HCL490 • Directed Research & Writing

This course provides the opportunity to explore further topics of academic significance related to the study of Classical history. This is a variable credit course. Prerequisite(s): junior standing.

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.

HIS383 • Historiography

This course is a survey of the historiographical literature from ancient times through the twentieth century. Prerequisite(s): HIS203, HIS213, HIS223, HIS233.

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.

HISTORY: 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 haddiths, 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 Wahhabism, Shiite radicalism, and Islamofascist movements like al-Qaeda. Prerequisite(s): HIS203, HIS213, 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.

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.

HSS490 • Directed Research & Writing

This course provides the opportunity to explore further topics of academic significance related to the study of non-western history. This is a variable credit course. Prerequisite(s): junior standing.

STRATEGIC INTELLIGENCE (INT)

INT303 • Introduction to Intelligence in National Security

This course provides an understanding of the role intelligence plays in U.S. 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, ongoing intelligence reform proposals, and the need for adequate oversight. Prerequisite(s): Admission to the Strategic Intelligence program.

INT313 • Intelligence Research & Analysis

This course is an introduction to the standard research and analytical tools, techniques, and analytic theories of the intelligence community. It is designed to provide a broad understanding of intelligence research, analysis methodologies, and current issues. The course covers model conceptualization, alternative scenario development, and a wide variety of analytical methodologies. Emphasis is placed on practical application of intelligence analytic methods, including oral presentation and peer review. Prerequisite(s): INT303.

INT322 • Conflict & Theological Topography

This course addresses the need for increased understanding of differing perspectives of the major religions of the world on the role of government, international relations and how their associated ideological topography shape political structures, aspirations and traditions. Prerequisites: INT303; GOV333 (or concurrent enrollment); junior status.

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.

INT331 • Analytic Geography

This course provides an understanding of the role geography plays in U.S. national security and intelligence and introduces students to a classical understanding of geography and cartography and its impact on operations and national security. It provides students an understanding of the history behind geography that is often lacking in today's technology-centric environment. Major Topics include an introduction to the grammar of the current world by continent and region, cartography and military analysis. Prerequisites: INT303, may be taken concurrently.

INT363 • Counterintelligence

Students will learn the history and fundamentals of American counterintelligence activities. How the government identifies and responds to threats to national security will be examined for consistency with the Constitution and a Christian worldview. Attention will be given to significant successes and failures of counterintelligence, policy, practice, and organization, and to future counterintelligence challenges and needs, to include contemporary arguments for change. 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.

INT383 • Cyber Domain Fundamentals

This course provides an introduction to the rapidly emerging and critical role the cyber domain is playing in intelligence and national security activities and emphasizes the moral and ethical issues emerging from these developments along with Christian worldview perspectives on these issues. It provides an overview of: foundational technologies and concepts; current cyber threat environment; current cyber defense technologies and techniques; perspectives of major user communities, to include their unique approaches to cyber security; economic and culture forces driving the cyber ecosystem; foreign nation-state perspectives and capabilities; individuals and organizations using the domain to pursue private objectives outside the established policy and legal frameworks; U.S. cyber policy and legal aspects; and international management and control structures. Prerequisite(s): INT303.

INT391 • Data Science Tools

Introduces the basics of scripting and data science libraries. These credits consist of individualized activities in data analytics applicable across multiple domains. These experiences seek to integrate the skills learned in the traditional classroom setting into vocational tasks. This project provides an opportunity for students to gain hands-on experience with data science tools, to include an introduction to programming in one of the most current analytic tools on the market. Instruction and a series of laboratory exercises provide insight and understanding of the development environment and potential issues.

INT392 • Big Data Analytics

Builds on the work of INT391 to work with large, varied data sets. These credits consist of individualized projects in applying techniques for analyzing very large data sets that are applicable in many fields. These experiences seek to integrate the skills learned in the traditional classroom setting into vocational tasks. This course provides an opportunity for students to gain hands-on experience to big data analysis using current tools, to include probability and statistics in data science; data exploration and visualization; data ingestion, cleansing, and transformation; and, the opportunity for certification in one or more big data tools (additional fees required for certifications). Prerequisite(s): INT391 (or concurrent enrollment)

INT393 • Introduction to Artificial Intelligence/Machine Learning

Builds on INT392 to do modeling and prediction. This course provides

an introduction to the rapidly emerging and critical role that artificial intelligence (AI) (and especially machine learning) is and will likely play in future government, think-tanks, civil and commercial activities. It emphasizes the moral and ethical issues emerging from these developments along with Christian worldview perspectives on these issues. It provides an historical and technological overview of AI techniques and their application in predictive analytics, categorization and anomaly detection, computer vision, natural language processing. Prerequisite(s): INT392.

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.

INT413 • Policy Making for National Security & Intelligence

This course reviews the history, dynamics, current issues and outlook for policy making in the United States Intelligence Community. Major Topics include the role of the Director of National Intelligence, stakeholders in the Intelligence Community Policymaking Process, the Process, American values in the Process, notable outcomes and emerging issues. Prerequisite(s): INT303, junior status.

INT423 • Advanced Analytic Targeting Methods in Intelligence

This course is a follow up to the introductory course in analysis. It introduces students to more advanced methods of analysis and provides a semester length project in analysis, including use of Analyst Toolkit for targeting and social network link analysis. Major Topics include: cultural, financial, cyber and link analysis, in addition to key principles of editing professional writing. Prerequisite(s): INT303, INT313.

INT443 • Psychology and Leadership Analysis in Intelligence

This course introduces students to the role of psychology in intelligence analysis, the applicability of psychological findings in intelligence analysis, and how it may be provided to non-psychology personnel in a way that can be understood. Major Topics include: definitions of forensic psychology and the importance of understanding the applicability of the clinical, social, organizational branch of psychology to intelligence analysis; the grammar and logic of forensic psychology's analysis concepts; and the assessment techniques associated with forensic psychology. Prerequisite(s): INT303, junior status.

INT453 • Foreign Study: History & Geography of the Middle East

This course introduces students to the history and geography of the Middle East, through field trips, on site lectures, and interactions with regional, academic, and government experts that highlight how it has historically shaped the region's cultural and political landscape, and will likely continue to do so in the future. Areas of emphasis will include Israel, Jordan, other regions in the Middle East, and current cultural-political-military implications of the region's geography and history. Prerequisite(s): Letter of recommendation from a Dean of Student Affairs, faculty member, or Resident Assistant (RA). Additional fees and travel restrictions apply.

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 security studies and strategic intelligence. 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.

INT470-3 • Internship in Strategic Intelligence-Cyber

These credits consist of off-campus projects, internships, and/or employment in cyber-related fields of security studies and strategic intelligence. 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.

INT490 • Directed Research in Strategic Intelligence

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 discretion 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 in intelligence and national security. This is a variable credit course. Prerequisite(s): INT303.

GOVERNMENT: INTERNATIONAL POLITICS & 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.

IPP383 • Revolutions & Ideologies

This is a historical and analytical study of modern political ideologies and revolutions, both religious and secular. Special attention will be given to their manifestation in the great modern revolutions, including England, France, Russia, China, and Iran, but other and more recent ideologies and political movements will also be considered: including nationalism, socialism, communism, anarchism, fascism, Nazism, feminism, environmentalism, and others. Prerequisite(s): HIS223, HIS233.

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): GOV323, junior standing.

IPP460 • Special Projects in International Politics & Policy

The academic credits will consist of individualized projects in the field of International Politics & Policy. These projects seek to integrate the knowledge and skills acquired in traditional classroom settings with real-world, practical experiences. Students will be expected to be involved in research, writing, organization, implementation, and management of a particular project. The students will be under the supervision of a faculty member or outside mentor/practitioner. Typical experiences would include working as an editor of the Journal of International Social Affairs and various other independent projects. This is a variable credit course. Prerequisite(s): Sophomore standing. Instructor's permission is required.

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): Junior or senior standing.

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): GOV323 or GOV333, junior standing.

IPP490 • 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. Prerequisites: GOV313, GOV323, GOV333.

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 • Intro to Journalism

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.

JRN233 • Digital Design I

Students learn the fundamental principles of graphic design in a digital context: typography, composition, and working with color, shape and patterns. They then apply these principles in projects and exercises using digital editing software in contexts such as page design and visual illustrations.

JRN253 • Student Media Productions

The purpose of this course is to provide students with apprenticeship experience producing a student-led campus publication under the supervision of a qualified instructor. Students will apply a biblical worldview to the practice of journalism and develop journalistic skills that will help them assimilate smoothly into a professional communications context. Prerequisite: JRN203 (may be taken concurrently).

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. 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 course, recommended for students in their junior or senior years, introduces students to some basic skills in photography, recording and editing sound and video. Students will use their own digital cameras, video and audio recorders. The recorders found on most cell phones will be adequate for class assignments. This course is open to all students, but preference will be given to journalism majors if enrollment exceeds classroom capacity.

JRN333 • Digital Design II

Students learn to apply the principles of graphic design and digital design in the production of images, illustrations, infographics, and simple animations for use in, for example, websites, mobile applications, and social media posts. Prerequisite(s): JRN233.

JRN343 • Narrative Nonfiction

This course will help students understand and apply literary techniques in a journalistic context. 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 and produce 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 invasion of privacy. 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. This course has a variety of assignment options and is suitable for non-journalism majors. Prerequisite(s): junior standing.

JRN413 • Public Relations

This course is designed to introduce students to the basic principles and practices of public relations. It will cover skills such as strategic communication and social media campaigns, as well as ethical and legal considerations, with opportunity to apply graphic and digital design skills. This course is designed for journalism majors but is open to all students.

JRN433 • Digital Storytelling

Journalism students who have developed advanced skills in reporting, writing, and digital design and production will, working as a team, produce and market professional quality works of narrative journalism in this course. This course may be taken twice. Students considering this course should consult with the instructor before registering. Prerequisite(s): JRN323, JRN343

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 previous journalism courses. 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.

Note: Students should normally complete JRN253, Student Media Production, 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.

JRN480 • Freelance Journalism Internship

The purpose of this course, a journalism major elective, is to give students experience in producing professional quality journalism or marketing/public relations projects. Students will meet regularly with the professor for guidance and progress updates. This is a variable credit course. Prerequisite: JRN203 (may be taken concurrently).

JRN491 • Faith & Reason Integration Essay

The integration essay is a one-credit project that students complete in their senior year to articulate a biblical approach to journalism, storytelling, and how to apply it to their anticipated vocations. Prerequisite(s): senior standing.

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 a selected book from Virgil's *Aeneid*. 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 a standard composition text, 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 also take Latin composition to the next level through a standard composition text, 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.

LAT423 • Roman Epic

In Roman Epic, students will read methodically two Roman epics (Virgil's *Aeneid* or Ovid's *Metamorphoses* and Lucan's *Pharsalia* or Statius' *Thebaid*) in their entirety in English. Students will learn the background of each of the epics as well as of the Roman epic tradition. Students will also learn epic conventions, literary themes and cultural inheritance embodied in these epics. Prerequisite: LIT213.

LITERATURE: AUTHOR (LAU)

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 • Dickens

Several novels make up the heart of this major author course, but students also read a full-length biography. Prerequisite(s): LIT213, LIT223.

LAU373 • C.S. Lewis

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.

LITERATURE: GENRE (LGN)

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.

LGN363 • The Short Story

This course examines the generic conventions as well as the history of The Short Story, with particular focus on short stories written in English. Representative examples of Short Stories, particularly from the British and American canon, will be closely examined and form the basis for the course.

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.

LGN423 • Roman Epic

Cross-listed LAT423.

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. 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 HAE363.

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 • Major Twentieth Century Authors

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.

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. Prerequisite(s): LIT213, LIT223, junior standing.

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.

LIT483 • Topics in Literature: (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 of literature. Prerequisite(s): junior standing.

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): LIT213, LIT223, 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 I: Parametric Statistics

This course provides an introduction to the theory and application of statistics; including probability, distributions, randomness, testing, and correlation. Preexisting familiarity with calculus is helpful but not required.

MAT333 • Statistics II: Econometrics

This course develops additional instruction in the theory and, in particular, the application of statistics to business analytics, economics, and econometrics. Data analysis, regressions, variance estimation, multivariate analysis, and hypothesis testing are addressed in this course. Prerequisite(s): MAT323.

MAT343 • Calculus I: Single Variable Calculus Theory

This course introduces calculus in one dimension. A review of functions leads to an exploration of limits and continuity. Building on these two concepts, derivatives, integrals, and the fundamental theorem of calculus are introduced. Derivatives and integrals are then applied to a variety of problems.

MAT353 • Calculus II: Applied Single Variable Calculus

This course builds additional proficiency in calculus in one dimension. A study of transcendental functions in calculus equips students to tackle applications. Advanced integration techniques, along with infinite sequences and series, then arm students to solve problems like first-order differential equations. Prerequisite(s): MAT343.

MAT363 • Discrete Math

An introduction to fundamental mathematical concepts used in mathematics as well as computer science. The topics covered include logic, elementary set theory, direct and indirect proofs, mathematical induction, set theory, function, relations, and graph theory. This course serves as an introduction to mathematical thought and pays particular attention to helping students learn how to write proofs. Prerequisite(s): CLA213, MAT203 or MAT343.

MAT373 • Real Analysis

The study of methods of integration, applications of the integral, elementary differential equations, and infinite sequences and series. Vectors, curves, partial derivatives, gradient, multiple and iterated integrals, calculus of functions of three independent variables, including directional derivatives and triple integrals, cylindrical and spherical coordinates, line integrals, Green's theorem, sequences and series, power series, Taylor series, and Fourier series. Prerequisite(s): MAT353

MAT393 • Linear Algebra

An introduction to matrix algebra and abstract vector spaces with an emphasis on writing mathematical arguments. Topics include linear systems and matrices, vector spaces, linear independence, eigenvalues and eigenvectors. The study of vector spaces over the real and complex numbers introducing the concepts of subspace, linear independence, basis, and dimensions; systems of linear equations and their solution by

Gaussian elimination; matrix operations; linear transformations and their representations by matrices; eigenvalues and eigenvectors; and inner product spaces. The course will feature both proofs and applications, with special attention paid to applied topics such as least squares and singular value decomposition. Prerequisite(s): MAT203 or MAT323 or MAT343.

MAT403 • Abstract Algebra

An introduction to axiomatic formalism using algebraic structures as paradigms. Topics chosen from groups, rings, integral domains, fields and vector spaces. Prerequisite(s): MAT353, MAT393.

MAT413 • Complex Analysis

An introductory study of functions in the complex plane. Topics include: complex numbers and functions, the theory of differentiation and integration of complex functions; Cauchy's integral theorem; the Residue theorem. Prerequisite(s): MAT373, MAT403

MUSIC (MUS)

MUS201 • Orchestra / Chamber Music

An ensemble that will rehearse and perform works of various styles in concert and/or at college functions. This course assumes working knowledge of an orchestral string instrument and ability to play at an intermediate level

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. Course Fees apply; see *Summary of Charges*.

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. Prerequisite(s): CLA233, sophomore standing.

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, strings, voice, general music, and choir. Students

will practically apply these skills by creating lessons to be taught in the classroom and studio settings.

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.

MUS353 • Music & Politics

Just as worldview is demonstrated in the political positions of those within nations and the leadership thereof, so it is also demonstrated in the artistic products of a culture. This course examines the musical lives of composers and the musical works produced in disparate political situations, including Reformation-era Germany, Napoleonic Western Europe, Soviet Russia, and the Third Reich; music reflecting revolutionary sympathies in Eastern Europe and the wartime songs of the Civil War and World War I; and discussion of the current usages of music in political campaigns. Students will also research the writings and music of sympathies of composers whose countries did not espouse the political ideologies favored by the composers themselves (Rzewski, Copland) and consider the possible ethical problems of music usage for propaganda – even for causes with which students agree. Prerequisite(s): MUS303, HIS223, HIS233

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 Minor students will be expected to fulfill this degree requirement by performing a junior/senior recital, serving in a worship music leadership position (including not just participation in a worship-leading ensemble but choosing music, organizing rehearsals, coordinating with a pastor, and/or other music ministry skills), working in musical administration (music library work, etc.), administrating and teaching in a private music studio, or assisting the PHC Youth Music Academy (preparing music, assisting conductors, directing ensembles, leading sectionals, etc.). Other/additional internship/practicum opportunities may be considered by the Director of Music on a case by case basis. This course is graded on a pass/fail scale. 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.

PEDAGOGY (PED)

PED303 • History & Philosophy of Education

This course introduces students to the profession of pedagogy with an overview focusing on its historical and philosophical foundations. Topics include biblical foundations for a philosophy of teaching.

PED313 • Educational Theories

In this course, students will study various theories of child development, learning, memory development, and transfer of learning in respect to classroom implications. The roles of teacher and student will be explored in the context of the educational process.

PED323 • Developing Literacy

This course provides an overview of theory and application in reading instruction. It begins with essential emerging literacy skills such as word recognition skills and comprehension, vocabulary growth, diagnostic assessments, and instructional approaches and continues with literacy concerns at the middle and high school levels. Selection and readability of texts will also be included. Prerequisite(s): PED303 and PED313 (concurrent enrollment). Suggested: LIT333.

PED333 • Curriculum & Instruction

This course is designed to develop proficiency in various teaching methods in content areas. It will provide a study of perspectives, content, methods, and materials in teaching core content areas at age-and-stage appropriate levels. Prerequisite(s): PED303 and PED313, junior or senior standing.

PED363 • Management, Motivation, & Assessment

This course is designed to help prospective teachers develop skills to effectively manage their classroom and motivate their students. The course includes theories and current practices of classroom management and student motivation. Units on important assessment issues prepare prospective teachers to construct classroom tests, grade, and administer and interpret standardized tests. Prerequisite(s): PED303 and PED313 (or concurrent enrollment); junior or senior standing.

PED463 • Practicum in Pedagogy

As an extension of the student teaching experience, student teachers will participate in a practicum experience including course work, assignments, and interaction with the college supervisor while exploring topics that are important to the development of the professional education. Thus, the course will support the student teacher in applying theory to practice during the student's teaching experience. Additionally, topics of professional responsibilities, confidentiality issues, and current issues in education will be discussed. Prerequisite(s): senior standing.

PED470 • Internship in Pedagogy

This course is designed to provide pedagogy student with a semester-long field experience at elementary, middle or high school levels. Student teachers will be responsible for all instructional and administrative duties assigned to site school faculty. This is a variable credit course. Prerequisite(s): senior standing. This course is graded on a pass/fail scale.

PED490 • Directed Research & Writing

This course is designed to help the prospective teacher develop curricular units and learning activities or research pedagogical issues and/or topics (theories, applications, policies) in depth. This is a variable credit course. Prerequisite(s): PED303 and PED313, junior standing.

PATRICK HENRY COLLEGE (PHC)

PHC101 • Topics in Leadership

This course allows students in Patrick Henry College's summer camp to explore a topic in a classroom setting. The topics, course content, and course approach will be determined by the instructor. Students may earn a maximum of 1 credit. This course is graded on a pass/fail scale.

PHC231 • Recitation

This course provides students with instruction and significant practicum in the latter two canons of Rhetoric, namely Memory and Delivery, pursuant to honing students' skills in public spoken discourse. Students will prepare and deliver a number of recitations and/or speeches, culled from a variety of sources on a variety of topics, all of which contain significant meaningful content deemed valuable to a liberal education, toward the end of demonstrating competency in memory and eloquence in spoken delivery. Note: Students must be registered for this course in their first on-campus, degree-seeking semester.

PHC362 • In Your Shoes

In Your Shoes is a project in theatrical performance and dialogue conducted with Georgetown University. Students will engage in partnerships with peers from Georgetown University wherein they will conduct a series of conversations on a variety of topics in the area of culture, politics, and first principles. The project will culminate in a public performance on each of the two campuses and is carried out in its entirety under the direction of professors from both PHC and Georgetown University. This course cannot be repeated. This course is graded on a pass/fail scale. Prerequisite(s): junior standing, faculty approval.

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.

PHI393 • Philosophy of Stewardship

This course will provide students with a foundation in theological and philosophical foundations for the study and care of the natural world. Prerequisite(s): PHI203, GOV213, GOV223.

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.

PHI490 • 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): CLA213, PHI203, junior standing.

GOVERNMENT: 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 Jouvenal 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 is an Applied Research course in which students will write a major research paper devoted to the analysis of a contemporary political or ethical issue which is of interest to Christians today. To assist in writing this paper students will read texts on Natural Law, Religious Freedom, the impact of the Incarnation on our understanding of the Person, among other topics, and may include works by authors such as Boethius, Athanasius, Augustine, Thomas Aquinas, Richard Hooker, Calvin, Luther, Jacques Maritain, Simone Weil, Josef Pieper, George Parkin Grant, among others. Prerequisite(s): PHI203, GOV213, GOV223.

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.

POL460 • Special Projects in Political Theory

These credits consist of individuals projects in political theory. These experiences seek to integrate the skills acquired in traditional courses in ways that do not fit naturally into a research and writing course or an internship. Producing the editing an academic journal is an example of this type of project. This is a variable credit course. Prerequisite(s): GOV213, GOV223.

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.

POL490 • 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. This is a variable credit course. Prerequisites: GOV213, GOV223, and junior or senior standing.

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 Laboratory 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.

SCI301 • General Chemistry I Laboratory

This course accompanies SCI303 and covers a range of topics from the course, including as laws, energy, solubility, and chemical reactions. Co-requisite: SCI303.

SCI303 • General Chemistry I

The first semester of introductory chemistry. Core principles and applications of chemistry will be covered that will aid students in understanding “Why Chemistry Matters” regardless of disciplines. Topics will include: atomic and molecular structure (Lewis, VSEPR), stoichiometry, gas laws, energy and chemical reactions, periodicity, and solubility and intermolecular forces.

SCI311 • General Chemistry II Laboratory

This course accompanies SCI313 and covers a range of topics from the course, such as measurements of heat transfer, rate of equilibrium constants, acid-base reactions, the properties and uses of buffer systems, and the effects of temperature and catalysts. Co-requisite: SCI313.

SCI313 • General Chemistry II

The second semester of introductory chemistry. Core principles and applications of chemistry will be covered that will aid students in understanding “Why Chemistry Matters” regardless of discipline. Topics will include: acids and bases, chemical equilibrium, chemical thermodynamics, electrochemistry, spectroscopy and chromatography. Prerequisite(s): SCI303

SCI321 • Biology II Laboratory

Biology Laboratory is designed as a complement to SCI323 and focuses on the application of the scientific method. Themes and topics include the biochemistry of cellular systems, mechanics of genetic heritability, prokaryotic and viral anatomy, and the structure and function of human organ systems. Lab fees apply; see Summary of Charges. Course must be taken concurrently with, or subsequent to, SCI323. Prerequisite(s): SCI223, SCI221.

SCI323 • Biology II

This course will expand on the study of living organisms with an emphasis on medically-related concepts. Lectures and readings will explore the biochemistry of cellular systems, mechanics of genetic heritability, organismal anatomy and physiology, and the structure and function of human organ systems. Prerequisite(s): SCI223, SCI221.

SCI331 • Physics II Laboratory

This course gives students to exposure to a greater breadth of equipment than SCI231. The statistical analysis developed in SCI231 will still be a strong emphasis and those skills will be augmented by analysis that includes the calculus used in this course. Lab fees apply; see Summary of Charges. Course must be taken concurrently with, or subsequent to, SCI333. Prerequisite(s): SCI233, SCI231, MAT343.

SCI333 • Physics II

This course is a continuation of SCI233. While the core course is algebra based, this course is designed for those with an emphasis in the sciences and is, therefore, a calculus-based course. Topics to be covered include periodic motion, fluids, thermal physics, light/optics, quantum and general relativity. Prerequisite(s): SCI233, SCI231, MAT343.

SCI341 • Organic Chemistry I Laboratory

This course is the Lab portion for SCI343. This laboratory course is an introduction to the techniques commonly used in the organic chemistry laboratory and also an introduction to the synthesis of organic molecules. Introduces basic laboratory techniques such as distillation, crystallization, extraction, chromatography, characterization of physical methods, and measurement of optical rotation, purification, and characterization of products from microscale syntheses. Prerequisite(s): SCI301, SCI303, SCI311, SCI313. Corequisite(s): SCI343.

SCI343 • Organic Chemistry I

Offers students the opportunity to learn the nature of carbon in organic compounds. It presents general principles of organic chemistry related to structure, stereochemistry, nomenclature, synthesis, uses, and reactions of alcohols, ethers, and aliphatic hydrocarbons; alkanes, alkynes, alkenes, cycloalkanes. Prerequisite(s): SCI301, SCI303, SCI311, SCI313. Corequisite(s): SCI341.

SCI351 • Organic Chemistry II Laboratory

This course is the Lab portion for SCI353. Basic laboratory techniques from SCI341 are applied to chemical reactions of alcohols, ethers, carbonyl

compounds, carbohydrates, and amines, and also examines chemistry relevant to molecules of nature. Introduces spectroscopic methods for structural identification. Prerequisite(s): SCI301, SCI303, SCI311, SCI313, SCI341, SCI343. Corequisite(s): SCI353.

SCI353 • Organic Chemistry II

This course offers students the opportunity to learn the nature of carbon in organic compounds. It presents general principles of structure, stereochemistry, nomenclature, synthesis, uses, and reactions of organic compounds such as aldehydes, ketones, aldols, carboxylic acids and lipids, amines, phenols, amino acids, and proteins, and/or carbohydrates. Also, have an opportunity to learn spectroscopic methods of structure determination. Prerequisite(s): SCI301, SCI303, SCI311, SCI313, SCI341, SCI343. Corequisite(s): SCI351.

SCI381 • Earth Science Laboratory

Earth Science Laboratory is designed as a complement to Earth Science (SCI383) and focuses on the application of the scientific method. Themes and topics include data collection, mineral and rock identification, reading and understanding geologic and topographic maps, fossil identification, and field experience mapping and collecting specimens. Lab Fee applies; see Summary of Charges. Course must be taken concurrently with, or subsequent to SCI383 Earth Science.

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.

SCI403 • Ecology

This course explores the complex ecological interactions between organisms and their environments. Students will examine interrelationships between organisms at the individual, population, community, ecosystem, and biosphere levels of ecology. Prerequisites: SCI223, SCI323.

SCI413 • Hydrology

This course addresses the role of water in earth's systems. As an overview of hydrology, this course will cover the basics of fluid dynamics, the hydrologic cycle, surface water, and groundwater, with a particular emphasis on environmental issues of contamination and remediation. Prerequisites: SCI233 Physics, SCI231 Physics Lab

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.

SCI433 • Environmental Science

This course examines the complex interrelationship between humans and environment within the context of a biblical worldview. Students will consider a wide range of environmental challenges and potential multidisciplinary solutions. Prerequisites: SCI321, SCI323.

SCI470 • Clinical or Science Research Internship

This course provides students with the opportunity for real-world applications of classroom learning in science research or clinical settings. This course is graded on a pass/fail scale. This is a variable credit course. Prerequisite: Junior standing.

SCI490 • Directed Research in Science & Stewardship

As the Capstone experience for the ESS major, students will draw from their learning over four years in applications appropriate to their research interests and vocational intentions. This is a scientific research project, but it also provides the opportunity for students to articulate their philosophy of stewardship as it applies to environmental challenges. Prerequisite: junior

standing.

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.

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Gene Edward Veith Blackwell, Oklahoma

EMERITI

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Chancellor Emeritus, Professor of Government
 Founder and President of Patrick Henry College (2000-2006);
 Chancellor (2007-2015); J.D., Gonzaga University; LL.M. in
 Public International Law, University of London; B.A. in Political
 Science, Western Washington University; Founder and Chairman,
 Home School Legal Defense Association
Gene Edward Veith, Ph.D.
Provost Emeritus, Professor of Literature Emeritus
 Provost & Professor of Literature, 2006-2016; Ph.D. in English,
 The University of Kansas; M.Phil. in English, The University of
 Kansas; M.A. in English, The University of Kansas; B.A. in Letters,
 University of Oklahoma; Cultural Editor of World Magazine,
 1996-2006; Dean of the School of Arts and Sciences, Concordia
 University, 1990-1998

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 M.A. in Christian Thought, Reformed Theological Seminary; B.A.
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 Ph.D. in Government, Georgetown University; M.A. in
 Philosophy, Gonzaga University; M.A. in Government,
 Georgetown University; B.A. in History, Crown College
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 M.Ed. in Educational Leadership, College of William & Mary;
 B.A. in Pastoral Ministries, Toccoa Falls College
N. Daryl Wolking
Vice President of Administration & Finance
 Certified Public Accountant (CPA); B.S. in Accounting, Northern
 Kentucky University
Thomas R. Ziemnick
Vice President for Advancement
 B.S. in Professional Aeronautics, Embry-Riddle Aeronautical
 University

ADMINISTRATIVE STAFF

Bill Alger, Data Analyst
Sheerah Allison, Accounting Assistant
Terry Appleton, Institutional Effectiveness Coordinator & Associate Registrar
Scott Bedrosian, Senior Advancement & Donor Experience Officer
Timothy Dunlap, IT Support Specialist
Terri Easter-Adams, Admissions Administrative Assistant
Geoff Edling, General Services Officer
Kim Estep, Bookstore Manager
Doug Favelo, Chairman of the Department of Classical Liberal Arts
Elias Gannage, Advancement Services Coordinator
Jeffrey Good, Director of Information Technology
Mary Haynes, Executive Assistant to the President
Michael Haynes, Chairman of the Department of Government
Rebecca Helm, Resident Director
Trent Hendricks, Admissions Counselor
Susan Johnson, Forensics Program Director
Elise Kersey, Scheduling & Events Coordinator
Sam Kolb, Facilities Service Student Supervisor
Janet Low, Facilities Administrative Coordinator
Hannah Munshi, Communications Specialist
Melissa Orndorff, Human Resource Generalist
Sara Pensgard, Director of the Library
Mercy Quiñónez, Computer Support Technician
Coleman Rafferty, Assistant Registrar
Nathan Reiley, Resident Director
Gayle Reinhardt, Administrative Assistant to the Dean of Academic Affairs
Noah Ridge, Computer Support Technician
Grace Roberts, Admissions Counselor
Jennifer Sillars, Library Assistant
Leslie Sillars, Associate Dean of Academic Affairs
Alyson Sothoron, Student Recruitment Manager
Patrick Steiner, Network Administrator
Mark Stepp, Facilities Services HVAC Technician
Charles Tedrow, Computer Support Technician
Jeff Thornhill, Associate Dean for Men, Apprenticeship Program Director
Vickie Thornhill, Public Services Librarian
Adriana von Helms, Alumni Affairs Coordinator
Sharon Wine, Controller
Jennifer Wright, Financial Aid Officer
Alan Wood, Facilities Services Maintenance Technician
Paul Yancey, Director of Public Safety & Campus Services
Noelle Zinkgraf, Admissions Counselor

FULL-TIME FACULTY

Roberta Bayer, Ph.D.

Associate 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

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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

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Ph.D. in Chemistry, University of Georgia; B.S. in Biochemistry & Molecular Biology, Liberty University; B.S. in Mathematics, Liberty University

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Chairman, Department of Classical Liberal Arts, Professor of History

Ph.D. 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

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Professor of Literature

Ph.D. in English, Northeastern University; M.A. in English, California State University, Bakersfield; B.A. in English, The Master's College

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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.

Chairman, Department of Government, 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

David Lee, Ph.D.

Assistant Professor of Biology

Ph.D. in Education: Curriculum and Instruction, Liberty University; M.S. in Biological Sciences, Clemson University; M.S. in Paleontology, South Dakota School of Mines & Technology; B.S. in Geology, Clemson University

Tracey McGrath, Ph.D.

Assistant Professor of Mathematics & Science

Ph.D. in Geological and Geophysical Science, Princeton University; M.A. in Geological and Geophysical Sciences, Princeton University; B.A. in Geophysical Science, The University of Chicago

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Ph.D. in Classics, University of Wisconsin - Madison; Th.M. in Theological Studies, Emory University; B.A. in History, Wheaton College

Jesse Merriam, Ph.D., J.D.

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Ph.D. in Political Science, Johns Hopkins University; J.D. in Law, The George Washington University; M.A. in Political Science, Johns Hopkins; M.A. in Philosophy, Johns Hopkins University; B.A. in Government, Wesleyan University

Gordon R. Middleton, D.S.L.

Director of Strategic Intelligence Program, 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 T. Mitchell, Ph.D.

Dean of Academic Affairs, 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

Matthew Roberts, Ph.D.

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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Ph.D. in History, Vanderbilt University; M.A. in History, Vanderbilt University; B.A. in Government and History, Harvard University

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D.M.A. in Piano Performance, University of Maryland; M.M. in Piano, Peabody Conservatory, Johns Hopkins University; B.M. in Piano, Vanderbilt University

ADJUNCT FACULTY

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M.A. in History, University of Oregon; B.A., Willamette University

Rodney Appleton, M.M.

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M.M. in Music Performance, California State University; B.M. in Music Education, Biola College

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M.B.A., Marymount University

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D.M. in Viola, Indiana University Bloomington; M.M. in Viola, Indiana University Bloomington

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M.A. in English, Middlebury College; B.A., Oglethorpe University

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Adjunct Professor in Biblical Studies

M. Div., Westminster Theological Seminary

Adeeb F. Mickahail, Ph.D.

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Ph.D., Baltimore Hebrew University; Th.M. in Old Testament, Grace College & Seminary; B.A. in Hebrew, University of Minnesota

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Ph.D. in Intercultural Studies, Trinity International University; M.Div. Trinity Evangelical Divinity School; B.S. in Music Education, Temple University

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Phoebe Rist, M.A.

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M.A. in Latin American Studies, Georgetown University; B.A. in Political Science & Economics, Geneva College

Gerbric K. Siegel, M.Mus

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Kelly R. Wagner, M.A.

Adjunct Professor of Spanish

M.A. in Spanish, Catholic University of America; B.A. in World Politics, Catholic University of America

Edward L. Waltz, M.S.E.

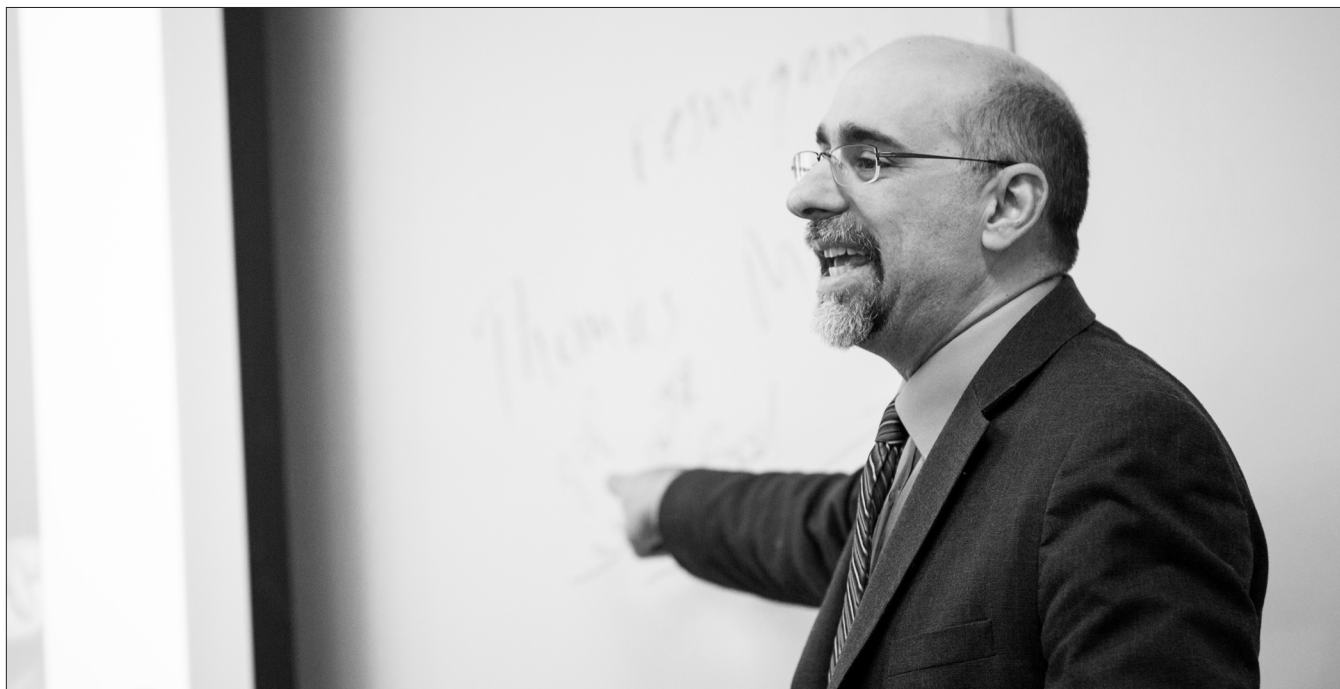
Adjunct Professor of Government

M.S.E. in Computer Information & Control Engineering, University of Michigan; B.S. in Engineering, Case Western Reserve University

Cherri R. Wemlinger, Ph.D.

Adjunct Professor of History

Ph.D. in History, Washington State University; M.A. in History Washington State University, B.A. in History, Washington State University



Patrick Henry College Summary of Charges (2022-2023)

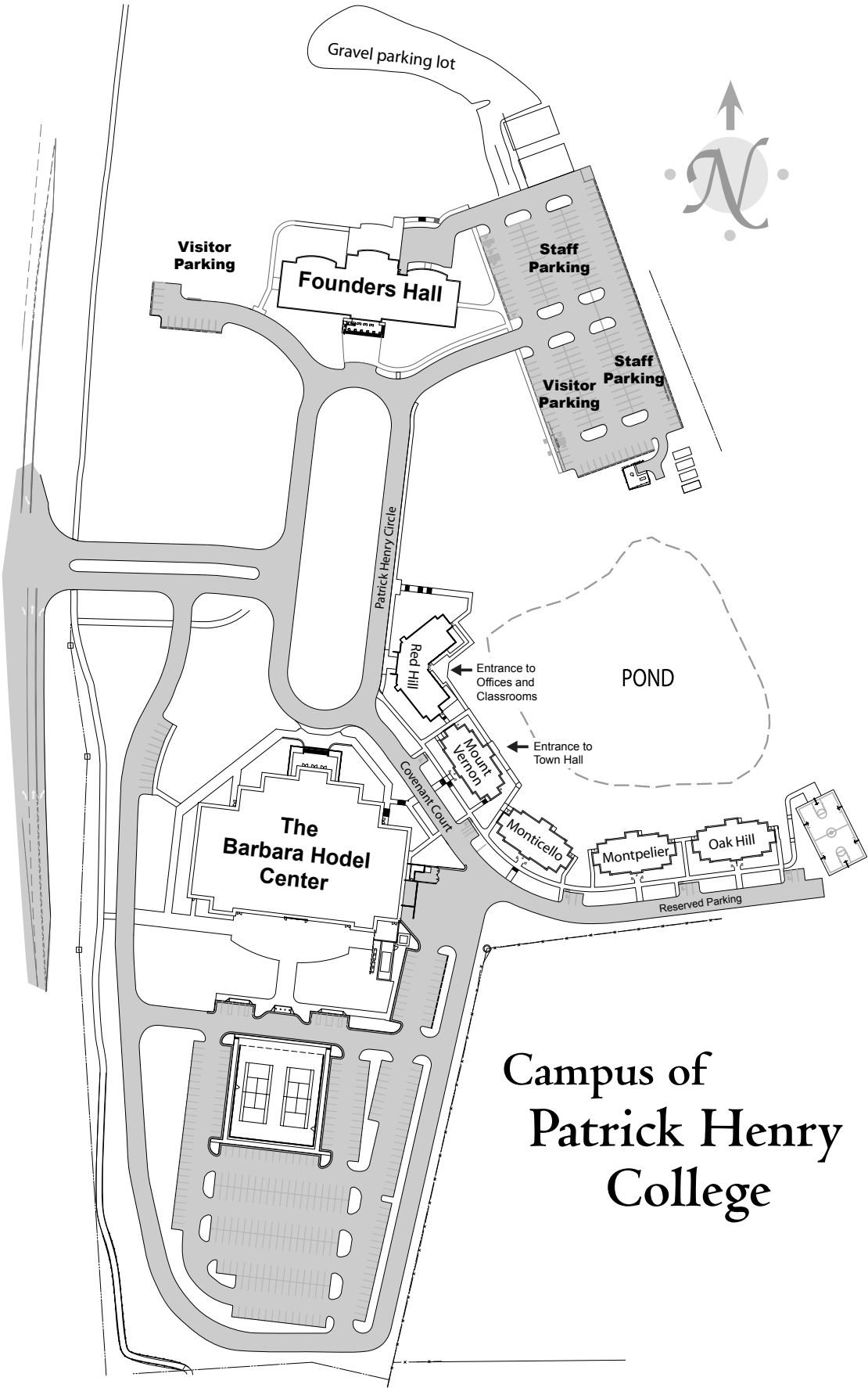
(Fall 2022, Spring 2023, Summer 2023)

<i>On Campus, Degree-seeking students</i> <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			
<i>Tuition supports all services and facilities apart from dining and residence.</i>			
Full-time package (12-18 credits/semester)	✓	14,200	28,400
Per credit (more than 18 credits/semester)		1,184	
Per credit (fewer than 12 credits/semester)	* see note	1,184	
Campus living			
Dining plan A: 21 meals/week <i>(all freshmen) (summer price varies)</i>	✓	3,010	6,020
Dining plan B: 15 meals/week <i>(summer price varies)</i>	✓	2,700	5,400
<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>	✓	2,500	5,000
Residence: 3 person room <i>(availability not guaranteed) (summer price varies)</i>	✓	2,180	4,360
Residence: 4 person room <i>(availability not guaranteed) (summer price varies)</i>	✓	1,690	3,380
Residence: 6 person room <i>(availability not guaranteed) (summer price varies)</i>		1,100	2,200
Other fees			
Audit fee, per credit		50	
Automobile registration fee		90	180
Bicycle fee		20	40
Debate fee, non-refundable		100/cr. hr	
Dining Plan Change fee		25	
Directed Study fee, per course		200	
Enrollment deposit, per student <i>(new and re-admitted)</i>		100	
Institutional Challenge Exam, per course exam		200	
Lab fee, (science laboratory) per course, non-refundable	✓	100	
Late apprenticeship fee		100	
Late check-in fee		100	
Late registration fee		200	
Mock Trial fee, non-refundable		100/cr. hr	
Moot Court fee, non-refundable		100/cr. hr	
Private Music Instruction fee, non-refundable		150/cr. hr.	
Proficiency tests, per test		110	
Residence Change fee		25	
Residence security deposit <i>(one time, prior to moving in)</i>		275	

* 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>Distance Learning Student Tuition & Fees & On-Campus, Non-Degree-Seeking Student Tuition & Fees</i>	
Distance Learning Tuition	
Per credit	430
On-Campus Non-Degree-Seeking Tuition	
Per credit	1,184
Other fees	
Audit fee, per credit	50
Automobile registration fee, per semester	90
Bicycle fee, per year	20
Debate Fee, non-refundable	100/credit hour (semester)
Enrollment deposit, non-refundable	100
Lab fee, science laboratory per course, non-refundable	100
Late registration fee	50
Mock Trial Fee, non-refundable	100/credit hour (semester)
Moot Court Fee, non-refundable	100/credit hour (semester)
Private Music Instruction, non-refundable	150/credit hour (semester)
Proficiency tests, per test	110





Campus of
Patrick Henry
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