

Patrick Henry College
2006-2007
Student Catalog

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A WORD FROM THE CHANCELLOR

A New Phase in the Life of PHC

I welcome you to Patrick Henry College as we embark on a critical new chapter in our history. Entering this new phase in our mission to train Christian men and women to lead our nation and impact the culture for Christ, it is hard to express my excitement at the recent changes we've seen. First, we have a new President, Dr. Graham Walker, an evangelical Christian educator and leader with extensive academic credentials, who has written eloquently about the trend of Christian colleges drifting from their biblical roots. Dr. Walker is a man who has devoted his life to higher education, and who understands that no matter how excellent the education, if hearts and minds are not constantly submitted in humility to the Lordship of Jesus, men can be tempted to seek the world's acceptance on intellectual or philosophical terms and too often lose sight of spiritual truth. Just as importantly, our new President understands, through his own sincere walk of faith, that the facts are always on God's side and that Truth has nothing to fear from genuine learning.

I am also excited about our new Dean of Academic Affairs, Dr. Gene Edward Veith, formerly the cultural editor of *World* and a long-time educator and proponent of classical learning. To his new post Dr. Veith brings 25 years of experience as a professor and administrator in both Christian and secular colleges, as well a catalog of books he has authored critiquing American culture and higher education. In his systematic documentation of the need for a strong Christian influence in all aspects of society, Dr. Veith promotes a vision shared by President Walker and myself for Christian higher education grounded in Scripture and honoring toward the traditions of classical education that undergird western civilization. With their extensive academic and theological credentials, both of these fine men are alert to the threat of philosophical error and biblical compromise wherever it may occur. Their keen insights will help ensure that PHC stays true to its mission of rigorous academic inquiry balanced by fidelity to the Word of God.

Among PHC's faculty and staff are many new faces as well, high caliber Christians and academics who embrace the mission of the College

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and understand the importance of properly balancing faith and reason in the classroom. Ultimately, it is our faculty who equips our students and who must strike the proper balance by teaching all subjects from a biblical worldview. The College is now operating with its largest faculty to date, and I am confident that, together, we will continue to build on PHC's exceptional academic program.

I am also eager to begin my new role as Chancellor of Patrick Henry College. After six years of running PHC, this position will free me to spend my time building and promoting the College through writing, speaking, and fundraising. It is a role I relish and eagerly anticipate, more so as I assess the quality of leadership now assembled. I am blessed to play a part in what I consider truly to be a dream team of Christian higher education, and I have no doubt that top faculty and students will continue to be drawn to PHC's exacting classical learning in a campus setting that fosters spiritual growth and discipleship. In this capacity, I see PHC's influence in the world of higher education—and in advancing the mission of Christ—only growing.

Now more than ever, Patrick Henry College is poised to carry out its stated mission. Whatever changes or challenges we face, our new leadership is committed to fostering an environment of academic excellence and attesting to the Lordship of Jesus Christ and authority of the Bible. Through our leadership, faculty, and staff, we seek to accomplish God's greater glory in the broader mission of the College and always to build on the foundation of the gospel of Jesus Christ in the students we serve.

I am thankful to all for joining us in this important year, and for choosing Patrick Henry College.

Sincerely,



Michael Farris
Chancellor
Patrick Henry College

A WORD FROM THE PRESIDENT

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

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

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

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

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

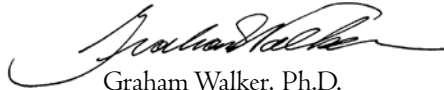
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lives—whatever that turns out to be. I love our students because they are yielding their many strengths to the Master's service.

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

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

Sincerely,

A handwritten signature in black ink, appearing to read 'Graham Walker', with a long, sweeping underline that extends to the left and right.

Graham Walker, Ph.D.
President

PATRICK HENRY COLLEGE: A NEW COLLEGE WITH A TIMELESS VISION

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. When Mike Farris and the leadership of Home School Legal Defense Association first began making plans for Patrick Henry College, their goal was to recapture the elements that prepared early American statesmen: apprenticeship and a “classical liberal arts” education.

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

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

DISTINCTIVES OF PATRICK HENRY COLLEGE

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 with a highly qualified faculty; a core curriculum based on the classical liberal arts; new academic facilities; and an outstanding library. Moreover, the College has received preaccreditation with a national agency.

Financial Independence. As a matter of institutional conviction, Patrick Henry College operates on the basis of two guiding financial principles. First, the College does not want to be obligated to any lender and is committed to operating without debt, adding new facilities and programs only as funds are raised. Second, the College is governed by its Board of Trustees according to its

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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 Public Policy track implements 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. In the Classical Liberal Arts major students combine their proficiency in classical language with curriculum development as they write an elementary Latin textbook that they use in 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.

FUNDAMENTAL STATEMENTS OF THE COLLEGE

Statement of Faith (Attested to by all employees and students.)

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 infalible 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

(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 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. [Genesis 1:1-2:4; I Chronicles 29:11; Psalm 23; Psalm 104; Colossians 1:16-17]
- Jesus Christ. Jesus is the Son of God, the second person of the Holy Trinity, the promised Messiah and the Savior of the world. He humbled Himself by becoming fully human, while remaining fully God, was born of a virgin and lived a perfect, sinless life. Having redeemed us by His shed blood and death on our behalf, and having risen bodily from the dead, He later ascended into heaven. He now sits at the right hand of the Father as Lord and Head of His body, the church, awaiting the day when He will return bodily to earth. [John 1:1, 14; Luke 2:1-21; Galatians 4:4; Philippians 2:5-10; Colossians 1:13-20; Colossians 2:8-12; John 19:20; Acts 1:9-11; Revelation 20:1-6]
- The Holy Spirit. The Holy Spirit is fully God, the third person of the Holy Trinity, who convicts the world of its sin and guilt. He is the Comforter and Counselor who indwells all believers, teaching them, giving them the ability to seek after God, and interceding in their prayers. [John 14:15-27; John 16:7-15; Romans 8:1-27; Galatians 4:16-26]
- Man. Mankind was created in the image of God, free from sin and death designed to glorify God and to enjoy a deep, personal fellowship with Him forever. However, sin entered the world when Adam and Eve disobeyed God, and it is now inherent in the nature of all people. Although each person still carries

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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]
- **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]

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Therefore:

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

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, teach creation as both biblically true and as the best fit to observed data.
- **Equality.** We hold this truth to be self-evident: that all men are created equal. All human beings are created in God's image, and all are precious and equal in His sight. Bigotry is a sin against God and man; therefore, it is appropriate that government forbid discrimination in commerce, education, and employment based upon ethnicity, national origin, or skin color.
- **Sexual Conduct.** Since any sexual conduct outside the parameters of the faithful marriage of a man and a woman is sin, any government which creates legal structures to encourage or condone inappropriate sexual activity or lust, heterosexual or homosexual, or which creates special legal rights and protections based on sexual conduct, is acting immorally and without authority. Pornography, because it degrades God's image-bearers and incites sinful lust, is always evil and merits no legal protection.
- **Private Property.** As God's image-bearers with dominion and stewardship responsibilities over the remainder of creation, men and women have the inalienable right to own and manage their own property, subject to government regulation only in the unusual situation where the rights of others are endangered. Government systems, such as communism and socialism, which give the government primary control over property, are a violation of God's creation order.
- **Government and Law.** Any legitimate system of government must be built on the dual realizations that all people (i) bear God's image and are therefore entitled to

enjoy a number of fundamental, inalienable rights, but (ii) are tainted by sin and therefore cannot be trusted to be free of all government restraint. Importantly, sin affects not only those governed, but also those who govern.

In the words of James Madison:

If men were angels, no government would be necessary. If angels were to govern men, neither external nor internal controls on government would be necessary.

Therefore, governmental and legal systems:

- must be of law, not of men; with rules and processes that apply equally to all persons regardless of their ethnicity, national origin, or skin color; their wealth; or their influence or prestige;
- must provide the rights of self-government, so that citizens may either directly decide questions of law and policy or have a voice in selecting those who make such decisions;
- should—in order to achieve the highest possible level of stability and fairness—be based on the firm foundation of a written constitution and laws, whose meanings are determined by their text and the original intent of those who enacted them, with appropriate processes for change and amendment over time and with the approval of the people; to do otherwise invites governments to recognize the acts of men to be the highest laws of the land rather than the laws of nature and of nature’s God that have been committed to a written text; and finally,
- should maintain a separation of power among national, regional, and local governments and among the legislative, executive, and judicial functions of government, so that no leader or group of leaders may ever acquire unchecked power. [Deuteronomy 17:14-20]

Statements of Institutional Mission and Vision

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

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

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.

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- Develop and apply Christian leadership skills which integrate faith and lifelong learning.

Statement of Christian Philosophy of Education

Patrick Henry College believes that God is the source of all truth, be it spiritual, moral, philosophical, or scientific. For this reason, we seek to educate students in God's truth throughout the entire curriculum. Christian faith and genuine learning cannot be separated; neither is our Christian faith a mere addendum to the liberal learning process. Instead, our Christian faith precedes and informs all that we at Patrick Henry College study, teach, and learn.

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.

ASPIRATIONS FOR PATRICK HENRY COLLEGE GRADUATES

Patrick Henry College has been, to use a popular phrase, "purpose-driven" from its inception. Our general mission and objectives have been reasonably clear in both written presentations, oral communication, and in actual operation. It would be fair to say, however, that many of our goals and objectives are informally recorded and somewhat intuitive. Now six years into the life of the College, it is time to more formally record and adopt a clearly articulated set of institutional goals and objectives.

The College has entered into a more formal process of constant assessment and improvement. Once our goals have been established, it behooves us to constantly assess our progress and to make necessary improvements and changes to help us meet our goals. Inherent in this process will be the review of the goals themselves. New goals will emerge. Priorities will need refining. Pruning may be necessary.

However, we should not view this fluid process as a river without direction—free to flow wherever it will. There are certain attributes and governing principles of Patrick Henry College which are designed to be permanent. We begin our planning process with a declaration of these unchangeable guiding principles.

The Non-Negotiable Principles of Patrick Henry College

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 bed-rock 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

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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 seeks full accreditation provided there is no compromise in biblical principle.

PHC will continue to pursue full accreditation with both the Southern Association of Colleges and Schools and the Transnational Association of Christian Colleges and Schools. We see no philosophical conflict in this path. However, any association with any accreditation organization must reflect our freedom to pursue a robustly Christian education without compromise.

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 which 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.

Profile of a Patrick Henry College Graduate

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

The Academic Profile of a PHC 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 him¹ 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.

¹ PHC is fully aware that we have both male and female students and we are very glad for this. For linguistic ease, we revert to the traditional method of using the male pronoun alone to refer to the things we want to be true of all students—male and female—because all are a part of mankind.

The Spiritual Profile of a PHC 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 PHC Graduate

A Patrick Henry 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 PHC Graduate

A Patrick Henry 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.

VIRGINIA STATE AUTHORIZATION

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.

ACCREDITATION

Patrick Henry College's Commitment to Accreditation

Patrick Henry College is committed to accreditation by private accreditors for three reasons. First, the College believes that accreditation communicates a commitment to quality assurance that can be demonstrated without any compromise of the College's

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distinct mission. Second, donors to the College, especially some corporate foundations, expect the College to become accredited. Third, achieving accreditation within reasonable time frames is a requirement for operating a college in the Commonwealth of Virginia. It is common for institutions to hold multiple accreditations to meet the various expectations of its constituencies. Candidacy status is the normal and expected state for all new colleges and it is what the College must obtain first. Some institutions use the term “preaccreditation” to refer to candidacy.

Transnational Association of Christian Colleges and Schools (TRACS)

Patrick Henry College is a member of the Transnational Association of Christian Colleges and Schools (TRACS) [PO Box 328, Forest, VA 24551; Telephone: 434-525-9539; email: info@tracs.org] having been awarded Candidate status as a Category II institution by the TRACS Accreditation Commission on April 9, 2003; this status is effective for a period of five 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).

NOTICE OF NONDISCRIMINATORY POLICY

Patrick Henry College is committed to the policy that the College will not discriminate on the basis of race, color, national or ethnic origin, sex, age, or disability with respect to (i) student admissions, (ii) use of facilities and exercise of student privileges, (iii) scholarship and loan programs, and (iv) the hiring, discipline, discharge, benefits, compensation, and other terms of employment of its faculty, administration, and support staff. 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.

TAX EXEMPT STATUS

Patrick Henry College is a not-for-profit corporation created and authorized to do business under the laws of the Commonwealth of Virginia. The College is authorized as a religious, educational, and charitable institution under Section 501(c)(3) of the Internal Revenue Code.

ADMISSIONS

The minimum requirements for admission to Patrick Henry College for either the traditional on-campus program or the distance learning program include the following:

- Students may begin taking distance learning courses once they reach 16 years of age. Those who live within commuting distance, may begin taking courses on campus at age 16. Students may begin living on campus once they reach 17 years of age.
- Students must submit a completed application for admission.
- The Admissions Review Committee must find the completed application for admission satisfactory as evidenced by a strong correlation between the appli-

cant's responses and PHC's statement of institutional mission and statement of faith.

- The Admissions Review Committee must find that the student's academic ability is minimally established as evidenced by academic transcripts documenting rigorous pre-college coursework and by submission of SAT or ACT test score results. Generally, an applicant's score on the SAT must exceed 500 per section (or a 23 composite score on the ACT) in order to be considered for admission.

Admission to Degree Seeking Status

A degree seeking student is one who has applied and been fully admitted to Patrick Henry College. The student may either be full or part time, but working toward the completion of a degree. A degree seeking student is admitted to the College as either a traditional on-campus student or as a Distance Learning student (Campus and Home) who fulfills part of his or her coursework online. Admissions standards are the same for each. Campus and Home students may only complete core requirements as offered via distance learning and must complete the final two years of their program on campus.

Degree seeking students must meet the following minimum criteria for admission:

- 1) provide documentation demonstrating successful completion of home school, public or private high school; or
- 2) provide documentation of a GED or other recognized educational credential; or
- 3) be beyond the age of compulsory attendance in their state of residence.

The Application Process for Degree Seeking Students

Required application materials:

- Complete the Application for Admission (paper or electronic).
- Provide official transcripts from all high schools and colleges attended.
- Submit standardized test scores (SAT and/or ACT).
- Write faith and purpose essay.
- Write issue analysis essay.
- Provide two samples of student's most important high school or college-level work which demonstrates readiness for Patrick Henry College's rigorous academic program.
- Compile a list of books student has read in the last four years.
- Compile a list of student's community outreach and involvement.
- Supply letters of recommendation.

The Application for Admission is available from the College or can be downloaded from the Web site at www.phc.edu.

Note on high school transcripts: Patrick Henry College recognizes there are many different and legitimate approaches to preparing for college. Regardless of the form of academic preparation, applicants must provide official documentation of high school level studies. For detailed information about acceptable documentation, please see the Application for Admission.

Applicants are encouraged to apply in the fall or winter prior to their anticipated term. PHC follows a rolling admissions policy, which means that qualified students are accepted

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until all available spaces are filled. However, the priority application deadline for merit-based financial aid consideration is February 1.

The Admissions Review Committee cannot complete an application review until all required information has been provided. Missing or incorrect items will delay processing of the application.

Applicants should return the completed application and required materials to
Admissions Review Committee
Patrick Henry College
One Patrick Henry Circle
Purcellville, VA 20132

The Admissions Review Process

The Admissions Review Committee at Patrick Henry College is looking for students who are spiritually and academically fit for PHC. The Committee is committed to looking at each applicant's life as a whole, and considers several factors in making its decision.

The review process at Patrick Henry College consists of two phases: The first is a review of all application materials by the Admissions Review Committee. After the assessment of the applicant's materials, an appointment for a personal interview will be scheduled. The interview is required of all students prior to admission. Most interviews are conducted by phone. Notification of the admissions decision by the Admissions Review Committee is sent by personal letter.

Admission to Non-Degree Seeking Status

A non-degree seeking student is one who has been approved to take courses for personal or professional enrichment, but is not working toward the completion of a degree. The student may take up to 30 credits under this status.

Application Requirements for Non-Degree Seeking Students

1. Complete the application for non-degree seeking students.
2. Provide official transcripts of all high school and college level studies completed to date. This should include subjects studied, time frame in which the work was completed, and grade assigned for each course. Homeschool transcripts must include a signature in ink from the school administrator to be considered official.
3. Write a 600 to 1,000-word essay describing their relationship with Jesus Christ and their personal walk of faith. This should demonstrate readiness for college level work.
4. Submit official SAT or ACT scores. These scores need to be submitted only if the applicant has taken the exam. Results must show levels of achievement substantially exceeding norms for the student's peer group, and, in conjunction with examples of academic work, demonstrate readiness for college level work.
5. Supply a letter of recommendation.
6. Sign a copy of PHC's Statement of Faith.

Special note for dual-enrollment students: Dual-enrollment students are non-degree seeking students who are currently enrolled in high school and taking college courses for

both high school and college credit. These students are also called “High School Special Students.” They may take the courses on campus or via Distance Learning. To take classes on campus, please complete the High School Special Student application through the Office of Admissions. To take Distance Learning classes, please complete the Distance Learning application found on the Patrick Henry College Web site.

Confidential Student Information Policy

Patrick Henry College maintains a number of records containing information about students. The College respects and recognizes the need for privacy for much of this information, while at the same time respects and recognizes the need and desire for information by students’ parents, the need for College employees to have reasonable access to confidential information in order to do their jobs in an efficient and effective manner, and the need for third parties to verify basic information. (See Student Records and Transcripts.) To address these concerns, PHC has established the following Confidential Student Information Policy:

- Specific student data will be made available to any College employee with a verifiable need for that information in order to accomplish job responsibilities.
- A student’s file will be made available for review, upon request, to that student with verification that the person is who he presents himself to be.
- The Office of the Registrar reserves the right to provide the following selected student information to external parties requesting verification:
 - o name
 - o last recorded address
 - o dates of attendance
 - o degree earned, if any
 - o graduation date
 - o major
- Student medical and counseling records shall only be released at the written request of the student, except as provided by state and federal laws.
- Students with a valid reason may request that information be withheld from disclosure to individuals other than College employees. Such requests must be in writing, include the rationale for the request, and be provided to the office that maintains the identified information. If the request is considered appropriate, every reasonable effort to comply with the student’s request will be made.
- The College will provide any and all information required by law.

Patrick Henry College does not participate in federal financial aid programs and is therefore not subject to the Family Educational Rights and Privacy Act (FERPA). The above policy is not intended to comply with FERPA.

COST OF ATTENDING

In order to make a Patrick Henry College education more affordable, the College sets the cost of attending over \$8000 per student below its actual cost. Thus, before any financial aid is awarded every student has received an implied scholarship of over \$8,000. On-campus tuition is charged at the rate of \$16,000, room and board is \$5,730, for a total of \$21,730 for the 2006-2007 academic year. This compares to a national average

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of over \$27,000 for four-year private schools according to the College Board. In addition, students are responsible for the cost of books (estimated at \$225 to \$375 per semester) and personal expenses such as transportation.

Distance Learning

For all distance learning courses, including Campus & Home courses, the cost of tuition is \$260 per credit hour. Financial aid is not available for the lower priced distance learning credits. All students are strongly encouraged to seek financial aid from private sources. See Appendix A for all costs.

Financial Independence

As a matter of institutional conviction, Patrick Henry College operates on the basis of two guiding financial principles: first, the College is committed to operating without debt, adding new facilities and programs only as funds are raised; second, the College is governed by its Board of Trustees according to its Fundamental Statements and will not accept any funding, private or governmental, which includes terms which supersede the Board's authority or conflict with these Fundamental Statements.

Billing Cycle/Payments

Billing is on a per semester basis. Students who do not pay in full must commit to a monthly payment plan option. Contact the Business Office for additional details. Student accounts must be kept current each semester. Failure to pay on time may result in a student being asked to leave the College while a semester is in progress. A late fee (2% of the outstanding balance) is charged when payment is received after the due date. The College reserves the right to revoke on-going 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 account balances are made current. The College reserves the right to withhold transcripts for delinquent accounts and to refer bad debts to a collection agency. Students are strongly encouraged to use the electronic billing service to expedite their regular payments.

Refunds

Refunds for tuition, room and board charges will be given to students on a daily pro-rata basis through the day which falls in the middle of the semester. The numerator of the pro rata calculation shall be based on the College's published academic calendar beginning with the first day of classes to the drop or withdrawal date; the denominator shall be the number of days from the first to the last day of classes in the semester. Refunds will be calculated based on actual payments made by or on behalf of the student. Students cannot receive refunds for merit- and need-based financial aid awards, including those from outside sources. Remaining need- or merit-based financial aid received by the College for a named student will be returned to the sending organization. No refunds will be given after the day which falls at the midpoint of the semester. Charges apply if a student withdraws from the College or if a student drops enough classes to no longer be considered a full-time student. Refunds will not be given on any non-refundable deposits. Refunds and adjusted bills will be sent to the student's home address. Patrick Henry College reserves the right to withhold

transcripts, diplomas, and other pertinent information until all financial obligations have been satisfied.

Distance learning refunds are processed in a similar manner. The Latin and Attic Greek courses have a unique refund policy because they are offered in a rolling enrollment, self-paced format. For these courses if the student withdraws after starting but before lesson one is submitted, he will receive a full refund minus 10 percent of the tuition. If the student withdraws before submitting lesson five, he will receive a full refund minus 20 percent of the tuition. No refunds are available after lesson five is submitted.

Financial Aid Eligibility

To be eligible for financial aid, a student must be admitted to the College, a full-time student (taking 12 credit hours or more), and have completed all application materials. As a condition of receiving financial aid, students agree that the College may publicize the individual successes achieved by students to promote the College to potential students and donors. PHC would refrain from such promotion if it would jeopardize in any way a student's career opportunities, such as those in national security or related fields. Merit and need-based awards follow published criteria. (See accompanying chart on Appendix B, page 70.) Financial aid is not available for distance learners, auditors, or special high school students. Financial aid awards will come in the form of merit-based scholarships and need grants. To be eligible for need-based aid, families complete the CSS/Financial Aid PROFILE® Institutional Methodology (IM) administered by the College Board.

Students are expected to seek private sources of financial aid including home school support groups, a parent's place of employment, private boards and foundations, and private individuals. With the permission of the student and parents, Patrick Henry College will release application and financial aid information to these private organizations.

Patrick Henry College will not presumptively match competitive offers from other institutions for financial aid, but will address such offers on a case-by-case basis. The College reserves the right to depart from published schedules of financial aid when doing so is necessary to meet the financial convictions of the College, described under "Financial Independence." The College will address "special circumstances" that may affect an applicant's or student's ability to pay on a case-by-case basis.

Merit-Based Scholarships and Awards

Merit-based awards are only made after a student has been accepted into the College. Upon admission, a student should complete the Student Financial Aid Application form and return it to the Financial Aid Office. This form will be mailed to applicants upon receipt of their application. Merit-based awards are determined by performance indicators including test scores, student writing, and personal interviews. Continued eligibility includes minimum cumulative grade point averages depending on the award and enrollment in a full-time class load of at least 12 hours for both fall and spring semesters. Merit awards are reviewed annually and awarded one year at a time. These awards are continued if a student remains eligible and resources permit.

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Need-Based Financial Aid

Students must first complete the application for admission. Financial aid awards are only made after a student has been accepted into the College. Upon admission, a student should complete the CSS/Financial Aid PROFILE Institutional Methodology (IM) administered by the College Board. Students should use the code number assigned to Patrick Henry College, 2804, when they register for the profile service and want to report their applicant information to the College. The PROFILE registration guide is mailed to applicants. The online service can be found at www.collegeboard.com and their toll-free number is (800) 778-6888. Next, students should complete the Patrick Henry College Student Financial Aid Application Form and return it to the College. This form will be mailed to applicants upon receipt of their application. The College will occasionally request additional information before making an award. A student will be notified if he needs to submit additional documentation.

Need-based aid decisions are guided by information submitted by students and parents in the College Board's Financial Aid Profile Report. Continued eligibility for financial aid requires a minimum cumulative grade point average of 2.0 and enrollment with a full-time class load of at least 12 hours for both fall and spring terms. All need-based aid awards will be evaluated annually using the College Board's Financial Aid Profile Report to calculate expected family contribution. See Appendix B.

Loss of Financial Aid

Students receiving need-based financial aid must meet the minimum cumulative grade point average of 2.0 and maintain a full load of at least 12 hours for both fall and spring semesters. If a student drops below full-time status in a semester in which financial aid is received, the aid will continue through that semester but the student will be placed on financial aid probation. The College reserves the right to prorate financial aid to remain proportional to the actual number of hours taken. If the student does not establish a full-time class load for the following semester, financial aid will be revoked until a full-time class load is resumed.

If a student with need-based aid drops below a 2.0 cumulative grade point average at the end of the fall semester, the student will receive a written financial aid warning. If a cumulative 2.0 grade point average is not achieved in the spring semester, the College reserves the right to discontinue all financial aid.

The College reserves the right to discontinue all merit-based aid for failure to maintain the required cumulative GPA associated with the award. The student will receive a warning letter at the end of the fall semester if his GPA falls below the requirement. If the cumulative GPA is not restored in the spring semester, merit-based aid may be discontinued. The College also reserves the right to revoke immediately all financial aid for students found in violation of the Student Honor Code.

Any student who believes the College's financial aid criteria have not been accurately applied to his circumstances may appeal for reconsideration by writing to the Director of Admissions to explain his specific concerns. All financial aid offers or amendments will be made to students in writing.

Financial Hardship Policy

Patrick Henry College recognizes that there are sometimes unexpected circumstances that result in financial hardship for a student and his family. For example, a financial hardship could be caused by the unemployment of the family breadwinner.

The following policy will guide the College's response when such hardships occur:

Students who believe they are experiencing a financial hardship should explain the circumstances in writing to the Financial Aid Office. The student's parents will be contacted to discuss the facts and circumstances of the financial hardship. 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 church and other individuals and groups who may be able to assist in meeting their needs.

1. Responsibility for amounts due. Primary responsibility for meeting the student's financial obligations rests with the student, not the College. There is no presumptive waiver of amounts due including late fees. Student accounts must be made current prior to enrollment in any subsequent semester.
2. Student Employment. Students who have expressed a financial hardship are expected to be working and making a reasonable contribution toward their educational expenses.
3. Student Need Fund. The College may have funds available for financial assistance. Regular (monthly) updates of the facts and circumstances related to the financial hardship are a prerequisite of any distribution from the Student Need Fund.
4. Prospective Students with Financial Hardships. The College cannot afford to make up the difference when a family has no known means of paying for their expected family contribution. The College will consider appeals on a case-by-case basis. Such appeals, at a minimum, require a written plan of action on the part of the student and family. The family must keep the College regularly (monthly) informed of their circumstances if they receive special assistance from the Student Need Fund.

ACADEMIC POLICIES

General Policies

In keeping with longstanding traditions of higher education and regular college and university practices, the PHC catalog establishes academic policies and procedures for the entire campus to abide by: faculty, students, and administrators. It is published at the beginning of each academic year. As students matriculate into the College, the catalog in effect at the date of their matriculation (not the one in effect at any point prior to their actually beginning classes as an admitted degree-seeking student) is the one that will govern their tenure at PHC for a maximum of seven years. Students who take longer than seven years to graduate must come under the guidelines of the catalog in place at the beginning of their eighth year.

While as much as is possible the College will seek to abide by the catalog policies that apply to a particular student, there will inevitably be times when the College must amend

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policies. The College will subject a student to a deviation from a policy stated in the catalog under which he was admitted only when it is in the best interests of the College on the whole, such as a change required by fiscal or personnel considerations, accreditors, or state governing bodies. In all cases the College will try to mitigate any harmful effects of the change.

Courses listed in the catalog are provided for informational purposes only; they include all required courses as well as those courses that can be taught because of faculty expertise and fit with the PHC academic program overall. Not all courses listed will be offered during any given student's tenure at the College.

Students should consult with their advisors to plan their curriculum. The student's course of study and the fulfillment of graduation requirements are ultimately the responsibility of the student.

Regular class attendance is expected of all students. Absence from any class session involves a loss of learning opportunity for which there is no adequate compensation, particularly in the many classes in which discussion is integral. The instructor's evaluation of the student's work is necessarily affected by absences, and the penalties for absences are determined by the instructor.

All classes must meet during final exams 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 may request permission to reschedule one at another date. Any approval for exam rescheduling will be given by the agreement of the instructor and the Academic Dean.

The Academic Year

The Patrick Henry College academic year is divided into two semesters of roughly 15 weeks each. The semester hour is the unit of credit.

Fall Semester 2006

Wed., Aug. 16-Friday, Aug. 18	New Student Check-in and Orientation
Thurs., Aug. 17 (1 pm)-Friday, Aug. 18	Returning Student Check-in
Monday, August 21	First Day of Fall Classes
Friday, August 25	Last Day to Add Classes and to Change Credit/Audit Status
Monday, September 4	Labor Day – No Classes, Offices Closed
	Food Service Open
Friday, September 8	Last Day to Drop Classes without a "W"
Tuesday, September 26	PHC Faith and Reason Lecture—No Classes
Friday, October 6	Last Day to Withdraw from a Class without Pass/Fail Record
Friday, October 6	Last Day to Apply for May 2007 Graduation
Monday, October 30	Spring Pre-registration Begins
Monday, Nov. 6–Tuesday, Nov. 7	Election Break – No Classes
Tuesday, November 14	Spring Pre-registration Ends
Friday, November 17	Last Day to Withdraw from a Class with Pass/Fail Record
Tuesday, November 21	Food Service Closes
Wednesday, Nov. 22– Friday, Nov. 24	Thanksgiving Break – No Classes
Monday, November 27	Classes Resume, Food Service Resumes
Wednesday, December 6	Last Day of Fall Classes
Thursday, December 7	Reading Day

Fri., Dec. 8–Wed., Dec. 13	Final Exams
Wednesday, December 13	Food Service Closes at Noon
Thursday, December 14	Dorms Close at 5PM
Tuesday, December 26	Grades Mailed—Tentative
Tuesday, January 2, 2007	Spring Schedules Mailed—Tentative

Spring Semester 2007

Monday, Jan. 15- Tuesday, Jan. 16	New Student Check-in and Orientation
Tuesday, January 16	Returning Students' Arrival
Wednesday, January 17	First Day of Spring Classes
Tuesday, January 23	Last Day to Add Classes and to Change Credit/Audit Status
Wednesday, February 7	Last Day to Drop Classes without a "W"
Monday, February 19	Presidents' Day—No Classes
Tuesday, February 20	PHC Faith and Reason Lecture—No Classes
Wednesday, March 7	Last Day to Withdraw from a Class without Pass/Fail Record Last Day to Apply for a Fall 2007 Graduation Date (Commencement in May 2008)
Monday, Mar. 5– Friday, Mar. 9	Spring Break—No Classes
Friday, April 6– Monday, April 9	Easter Break—Offices Closed
Monday, April 16	Fall Pre-registration Begins
Tuesday, April 24	Last Day to Withdraw from a Class with a Pass/Fail Record
Friday, April 27	Fall Pre-registration Ends
Wednesday, May 9	Last Day of Spring Classes
Thursday, May 10	Reading Day
Fri., May 11–Wed., May 16	Final Exams
Thursday, May 17	Dorms Close at 5 pm for All but Graduates
Saturday, May 19	Commencement
Tuesday, May 29	Final Grades Due
Tuesday, June 5	Final Grades Mailed—Tentative
Monday, July 30	Fall Schedules Mailed—Tentative

Faculty

The Patrick Henry College faculty consists of excellent Christian educators who hold the rank of professor, associate professor, assistant professor, or instructor. Although committees are established for various purposes, the faculty meets as a whole monthly or more frequently to consider matters related to the curriculum and students' academic well-being. The faculty, acting as a body, makes recommendations to the Academic Dean and the President on issues pertaining to degrees, academic programs, curricula, academic support activities, standards for admission, and standards for graduation. Meetings of the faculty also provide a forum for collegial discussion on matters of interest to the campus community and opportunities for intellectual challenge, interdisciplinary understanding, Christian encouragement, integration of faith and learning, and professional advancement.

Faculty Accessibility

Patrick Henry College is a teaching college; as such, its full-time faculty are participating members of the campus community. No student should ever find it difficult to talk with a full-time faculty member in person outside of class.

Each semester, full-time faculty prominently post outside or on the door of his or her office a weekly schedule of at least ten office hours held sometime between 7:30 a.m.

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and 5:00 p.m. on weekdays, during which time the faculty member is expected to be in, or within sight of, his or her office and accessible to students. Part-time faculty make themselves available for student contact to the maximum extent possible, and hold office hours equal to at least one hour per week for each credit hour taught during the semester.

Transfer Credits

Students who have previously been admitted to an institution of higher education are welcome to apply at Patrick Henry College, and may be admitted with the understanding that they will complete the program of their chosen major, as well as any core curriculum and elective requirements they might lack. PHC accepts, for first semester students, up to 35 hours of courses that match those in our core curriculum. Those high school students seeking to earn college credits before coming to PHC are strongly encouraged to take advantage of PHC's online program in lieu of trying to transfer credits from other institutions which do not hold the same academic or biblical worldview standards. All acceptable credits are transferred via an official transcript from a regionally-accredited institution and are subject to the evaluation and approval of the administration and faculty. Consideration will be given to the following three criteria: (1) the educational quality of the institution from which the student transfers; (2) the comparability of the nature, content, and level of credit earned to that offered by Patrick Henry College; and (3) the appropriateness and applicability of the credit earned to the programs offered by Patrick Henry College. The Registrar must approve credit transfers at the time of a student's admission to the College.

In special instances, where institutions have not sought accreditation as a matter of principle, but whose graduates have a high acceptance rate in graduate schools and law schools, and whose courses are taught by faculty with terminal degrees, Patrick Henry College may choose to accept transfer credits. In other cases, PHC may transfer credits if a student can provide convincing evidence demonstrating that the course is appropriate, as indicated by the scope of the subject matter taught and credentials of the instructor. Only grades of "C" and above will be considered for transfer credit.

Any student currently enrolled in Patrick Henry College who plans to study elsewhere during any semester or summer with the intention of counting this work toward degree requirements at PHC must have the permission of his faculty advisor and the Academic Dean before enrolling in such courses. A transient student request form may be obtained from the Office of the Registrar. When the work is completed, the student must request an official transcript to be mailed immediately to PHC in order for credit to be given. Students who fail to observe the regulations of the College concerning work completed elsewhere may forfeit credit for this work.

After matriculation students may transfer foreign language credits to fulfill PHC's foreign language (but not Classical language) requirements. Students may fulfill requirements by examination (see Credit by Examination below) or by transferring sufficient language credits in one language (generally 12) to demonstrate proficiency through the intermediate level.

Students enrolled in George Mason University's ROTC program are eligible to transfer 1 ROTC credit each semester (no more than 8 total over four years) as elective credit to Patrick Henry College.

Credit by Examination

Patrick Henry College recognizes the Advanced Placement Program of the College Entrance Examination Board (AP) and will review the results of AP examinations for credit for first semester students. Some may not be approved for credit. All examinations submitted for credit are subject to the evaluation and approval of the administration and faculty. AP Exam scores of 3 or higher will be considered and should be sent to Patrick Henry College in care of the Office of the Registrar. Credits are awarded after the student has been admitted.

Students interested in receiving credit for their work in the International Baccalaureate Diploma program should contact the Office of the Registrar. Credits are awarded after the student has been admitted.

Fulfillment of PHC's foreign language requirement (intermediate-level proficiency) may be accomplished by sitting for the Oral Proficiency Interview of the American Council on the Teaching of Foreign Languages (ACTFL). Note: Successful completion of this test may result in fulfillment of the foreign language requirement but no credits are awarded.

Course Substitution

Any course substitution requested by a matriculated student must be approved by the Department chairman and the Academic Dean. The form for course substitution may be obtained from the Office of the Registrar. Only variances from stated degree and graduation requirements issued from the Office of Academic Affairs in writing are official and binding. No staff or faculty member may grant an exception to the stated degree and graduation requirements. All documentation will be held in the student's file in the Office of the Registrar.

Student Advisement and Pre-registration

Toward the end of each semester students will pre-register with their faculty advisor to determine their academic program for the coming term. At any time during the school year a student may consult his faculty advisor concerning his course of study and future academic plans. The student's first resource for getting questions answered is to see his advisor. When the junior year is reached, each student is furnished with a pre-graduation audit showing his standing in relation to graduation requirements. While everything possible is done to help the student plan an acceptable program, the final responsibility for fulfilling graduation requirements rests upon the student. A final graduation audit will be produced by the Registrar upon receipt of the graduation application.

Students new to the College will be assigned a faculty advisor by the beginning of their first semester. Class schedules for new students are arranged in consultation with the advisor or the Office of the Registrar.

Computer Use Policy

All on-campus students, as well as distance learning students, are required to follow the computer policies and procedures of the Information Technology Services Department of the College. These policies are determined by that department and the Vice President for Student Life and are incorporated into the Student Handbook under the direction of the Vice President for Student Life.

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Student Load

A normal full-time student load is 15-18 hours a semester for on-campus students. The minimum full load is 12 hours. Any student who wishes to enroll for additional hours must petition the Academic Dean through the student's advisor. Overload permission will be granted case-by-case, based on grade point average, campus employment, and other relevant factors. Students with on-campus jobs may be advised to reduce their program of studies or to relinquish their employment if they fail to maintain the minimum 2.0 grade point average.

Students enrolled in the distance learning program may take up to 13 credit hours per semester. The same rules for an overload are applied as for on-campus students.

Non-degree seeking students (both distance learning and on-campus) are permitted to take a maximum of 30 credit hours.

Credits are awarded for a course in the semester in which the student does the work.

Auditing a Course

Auditing involves attending a course without earning a grade or credit. Students may audit a course if they meet all prerequisites for the course and receive the approval of the instructor. Auditors must be registered but are not required to complete assignments or take examinations, nor may they claim credit for the course at a later date nor expect to tax the instructor's time. The deadline to change from audit to credit or from credit to audit is the fifth business day of the semester. No more than one course may be audited each semester.

Classification of Students

Academic classification is established for all PHC students according to the following standards:

Freshman: Admission to the College with freshman standing.

Sophomore: At least 29 semester hours of credit.

Junior: At least 63 semester hours of credit.

Senior: At least 95 semester hours of credit.

[Note: Achieving any of these statuses does not necessarily mean that all prerequisites have been fulfilled.]

Grading System

The following system is used College-wide:

Grade	Description	Grade Points (semester hour)
A	Superior	4.00
A-		3.67
B+		3.33
B	Above Average	3.00
B-		2.67
C+		2.33
C	Average	2.00
C-		1.67
D+		1.33
D	Below Average	1.00

D-		0.67
F	Failing	0.00
XF	Failing (Cheating or Plagiarizing)	0.00
I		Incomplete

The President's List

The President's List honors high academic achievement 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 academic achievement 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.

Change of Schedule/Withdrawal from a Course

Students are given five business days from the beginning of the semester to add classes to their schedule and three weeks to drop classes. Any course dropped before the conclusion of the add/drop period will not be recorded on the student's transcript. A student officially drops a course by completing the "Add/Drop" form and obtaining the required faculty and advisor signatures. After the add/drop period, students may withdraw from courses when necessary, but no new courses may be added. Withdrawing from a course before the end of the seventh week of classes will be recorded as a "W" (Withdrawn) on the transcript with no effect on the GPA. Withdrawing from a course after the end of the seventh week of classes will be recorded as a "WP" (Withdrawn Passing) or "WF" (Withdrawn Failing). "WP" has no effect on the GPA, but "WF" is treated as an "F." A student may not withdraw from a course during the final two weeks of regular classes or during final exams. A STUDENT WHO MAKES ANY CHANGES IN HIS SCHEDULE WITHOUT FOLLOWING THE PROCEDURES OF THE OFFICE OF THE REGISTRAR WILL RECEIVE A GRADE OF "F" FOR THE COURSE INVOLVED. A student who withdraws from a course twice must have the permission of the Academic Dean to enroll for a third time.

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. However, a student may not repeat a course if the minimum grade required for graduation or for the major was earned. The grade earned in the failed course (or grades earned in courses in which the minimum grade required for graduation or the major were not earned) and the grade earned in the retaken course will be used to calculate the grade point average. All courses remain on the transcript. A student must, through his advisor, secure the approval of the Academic Dean if a course is to be repeated. A student who does not pass a required course after two attempts or withdraws failing from a required course twice will be placed on academic

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probation until the requisite grade has been earned. A required course may be taken a maximum of three times.

Withdrawal from the College

A student finding it necessary to withdraw from the College either during a semester or in between semesters must notify his advisor and obtain a Withdrawal Form from the Office of the Registrar and return the completed form to the same office. The form must be signed by various College officials indicating that all obligations are satisfied. A withdrawal is not complete until all steps in the process are completed. Students withdrawing after the first week will have “W” (Withdrawn) grades recorded for all courses.

Involuntary Student Withdrawal

A student may be removed from the roster of a class if he accrues one week’s worth of absences (or two consecutive absences in a class meeting one day a week) and fails to notify the instructor about the reason for the absence. The instructor will notify the student of removal from the roster, and if the student either does not answer the instructor within 48 hours or provides the instructor with unsatisfactory reasons for the absence, the removal from the roster will be finalized with the Registrar. Regardless of the student’s grade at the time of removal from the roster, a grade of “F” will be recorded for the course. Students who leave the College during the semester without following the withdrawal procedure will receive grades of “F” for the courses in which they are enrolled. All fees paid to the College and any financial aid awarded by the College will be forfeited. If a student is dismissed for disciplinary reasons, grades of “W” will be recorded on the transcript for courses in which the student is enrolled. The regular refund policy applies for a student who is dismissed for disciplinary reasons.

Military Call-up

A Patrick Henry College student who is called to active duty should report immediately to the Office of the Registrar with the military orders. A copy of those orders will be filed in the student’s record. The student must complete a Change of Status form and provide a copy of the Power of Attorney (POA).

For temporary duty (TDY) that is 90 days or less, the student may request a grade of incomplete for the courses in which he is enrolled at that time. The incomplete courses must be finished 90 days following the return from active duty. The student will be withdrawn from all other courses.

For deployments that are 120 days or more, the student must decide if he wishes to remain enrolled in the College or to withdraw. If a student wishes to remain enrolled, the entire call-up period will be honored as a leave-of-absence period, and the student will be removed from all classes. The student must resume taking classes the first semester following his return from activation, or he will be withdrawn from the College and required to reapply for admission. An exception to this return policy may be given based on the level of engagement of the soldier, but this exception must be requested by the student. If a student wishes to withdraw, current policies will apply.

Change of Enrollment Status

A student's enrollment status changes when he switches from full time to part time, part time to full time, or becomes inactive by taking no classes. Students who wish to change their enrollment status must notify the College by consulting with their advisor and obtaining permission from the Associate Dean of Academic Affairs. Any student absent from the institution for more than two consecutive semesters will be considered withdrawn, will have it noted on his transcript as an irregular withdrawal, and must appeal to the Academic Dean for readmission. The Change of Enrollment Status form may be obtained from the Office of the Registrar.

Re-admission

A student who has withdrawn for up to two consecutive semesters may be re-admitted without completing a full application. A student must submit a completed Request for Re-admittance Form along with official transcripts from any post-secondary school attended during the time of absence. The student may continue under the graduation requirements in effect for the original year of enrollment for the degree under which the student departed. A change of major upon re-admission will result in adherence to the graduation requirements in effect at the time of re-enrollment. Any student wishing to return to Patrick Henry College after an absence totaling more than two regular semesters must complete the full application and will enroll under and be subject to the graduation requirements in place at the time of re-enrollment.

A student seeking re-admission after academic dismissal must demonstrate improved academic ability. In addition to the above requirements for re-admission, a written request to the Academic Dean must accompany the Request for Re-admittance Form. This request must state the reasons the student wishes re-admission and must detail academic and other pertinent activities engaged in during the absence. An updated recommendation is needed from the pastor or church leader of the church attended. Please see the Academic Suspension section for further limits and restrictions concerning re-admission.

Any student may be denied re-admission on the basis of an outstanding and/or unresolved debt to Patrick Henry College.

Grade Reports and Academic Warning Notices

At the approximate midpoint of each semester, any student in jeopardy of receiving a grade of "D" or "F" will receive an academic warning notice from the instructor of the course. The student's parents will also receive the notice. The student must discuss the warning with his advisor. Formal grade reports are issued both to students and their parents, where applicable, at the end of each semester.

Incomplete Grades

When extenuating circumstances beyond the control of the student prevent the completion of all the requirements for a course, a grade of "I" (Incomplete) may be issued in lieu of an "F" (Failure) upon the determination of the instructor. Students whose work is incomplete in a course during the fall semester are required to make up or complete their work by the following March 1. Students who receive an "I" during the spring semester or summer term are required to make up or complete their work by the following

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November 1. If the work is not completed by the specified deadline, the Incomplete will be changed to an “F.” A student who makes up work within the required time will receive a grade determined by the instructor. An earlier deadline may be set at the discretion of the instructor.

Academic Probation

At the end of any given semester, all degree-seeking students must meet the minimum term grade point average of 2.0. The GPA is calculated only on hours taken at Patrick Henry College, although the total hours earned includes transfer credits. Any student who fails to attain the required 2.0 GPA is placed on academic probation. Students placed on academic probation will be placed on suspension unless they achieve the required average within one semester. If a student twice fails any course or withdraws failing from a course twice, that student will be subject to the probation-suspension process regardless of the cumulative grade point average. A required course may be taken a maximum of three times.

A student on academic probation must have the approval of his faculty advisor before participating in ongoing extracurricular activities.

Academic Suspension

A student who has a GPA below 2.0 for two consecutive semesters will be placed on academic suspension. The normal duration of suspension is one year (twelve months), after which a student is eligible for readmission if he has made proper application through the Office of the Registrar. Such readmission is not automatic and will be dependent upon demonstration of significant productive activity during the period of suspension. In unusual circumstances, a student may appeal to the Academic Dean for readmission after a suspension of less than one year.

The suspension encompasses all terms during the twelve-month duration, including the summer sessions. Eligibility to enroll in any summer session is granted just as it is for any regular semester. Any suspension or dismissal during the regular semester will result in the recording of “WF” grades for all courses in which the student is enrolled.

Academic Dismissal

A student may be dismissed from the College without recourse for one of the following academic reasons:

- If a student is placed on academic suspension for a third time.
- If a student is placed on probation for a fourth time, and it is determined that the student cannot graduate with the minimum GPAs required.

Academic Grievances

A student may file an academic grievance with the College for the following reasons: 1) dissatisfaction with the grade awarded for a course component; 2) dissatisfaction with the grade awarded for the course; 3) dissatisfaction with a faculty advisor’s decision prohibiting a student’s participation in extracurricular activities; or 4) dissatisfaction pertaining to the academic program.

An Academic Grievance form must first be obtained from the Office of the Registrar. The student may then take his grievance, in writing, to the faculty member involved within

fourteen days after the grade is received. The faculty member must respond, in writing, within seven days. A student who is not satisfied with the faculty member's response may appeal, in writing, to the Department Chairman within fourteen days after the faculty member's response is received. The Department Chairman must respond, in writing, within seven days.

Students who are not satisfied with the Department Chairman's response should appeal, in writing, to the Academic Dean within fourteen days after the Department Chairman's response is received. The Academic Dean must respond, in writing, within fourteen days, and may at his discretion call upon the Academic Policies Committee to aid in his deliberations. The purpose of the entire process is not to have the administration determine whether to ask a faculty member to change a grade or to support him in that grade; rather, it is to bring understanding to all parties. Only under the most extreme of circumstances would the administration contemplate asking a faculty member to consider a grade change, and then only after the President has determined that there are issues of incompetence or malfeasance on the part of the faculty member.

Throughout this process students are expected to approach academic grievances with a spirit of respect and love as befits brothers and sisters in Christ, seeking in all things to do what is just and honorable. No student will be subject to negative consequences as a result of challenging a grade. Any student who believes that he has been subject to unfair actions as a result of initiating complaint proceedings should treat those actions as personal grievances and follow the personal grievances procedure as outlined in the student handbook.

The student's Academic Grievance form, written complaint, and all responses from the faculty member, Department Chairman, and Academic Dean, together with any other pertinent information and supporting materials, will be kept on file by the Academic Dean for a period of at least five years.

Graduation Requirements

Patrick Henry College offers five degree programs, a Bachelor of Arts degree in Government, Journalism, History, Literature, and Classical Liberal Arts. Responsibility for knowing and fulfilling all graduation requirements rests with the student. Faculty advisors, the Registrar, and other administrators are available to counsel students in their progress toward degree completion, but the student alone is responsible for fulfilling graduation requirements.

Graduation requirements are to be met under the catalog in effect when the student enters Patrick Henry College. Requirements for the major will be those in place at the time the student declares a major. The minimum time to complete the degree is three years. If a student has not completed a degree program within seven years after entering, graduation requirements would change to those in effect at the time. The College awards no academic credit toward graduation (or otherwise) for life experience.

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.

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- 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 minimum of a “C-“ on a I-credit Directed Research and Writing or practicum project dedicated to an integration essay that combines faith and learning (completed during the senior year).
- Earned a passing grade on the Computer Science proficiency test which demonstrates ability to use a variety of computer applications.
- Earned a passing grade on the Information Literacy Competency Assessment.
- Earned a passing grade in all hours required for graduation.
- Settled all financial and disciplinary obligations and returned all equipment and library materials to the College.

Students may graduate at the end of any semester in which they have completed degree requirements. The ceremony for the academic year is held each May, including the issuance of diplomas. To participate in graduation ceremonies, graduating seniors must have no more than six total credit hours: language credits or internship credits outstanding or be in the process of completing their last DRW or Practicum/Apprenticeship project begun in the spring semester of their senior year with completion scheduled for summer. Anyone allowed to complete spring semester work during the summer will be considered graduated in the summer. 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. The graduation audit initiated by this application will be sent to the student and advisor in anticipation of spring pre-registration. A student is not eligible to graduate unless application is made, and graduation is specific to the semester of application: failure to complete coursework in that semester requires reapplication.

Graduation Honors

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

Summa cum laude	3.85-4.00 Overall GPA
Magna cum laude.....	3.75-3.84 Overall GPA
Cum laude	3.65-3.74 Overall GPA

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

Highest honors	3.90-4.00 GPA in Major
High honors.....	3.80-3.89 GPA in Major
Honors	3.70-3.79 GPA in Major

Student Records and Transcripts

Patrick Henry College maintains records on all enrolled students including admissions records, financial aid records, academic transcripts, and records of academic progress.

Patrick Henry College will release and report information from student records to the student and to his parents, unless a student is financially independent. Information from student records to additional parties will be released only with the express written consent of the student. Official transcripts of the student's academic record at Patrick Henry College must be requested in writing by the student from the Office of the Registrar. A notice of at least five business days is required and a fee of \$3 will be charged. A rush fee of \$10 may be charged if transcripts are needed in fewer than 5 business days. Transcripts will be withheld if the student has any outstanding obligation to the College.

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. In the spirit of the Honor Code, 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 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 in which they 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.

PATRICK HENRY COLLEGE ACADEMIC PROGRAMS

Learning Objectives for the Classical Liberal Arts Core Curriculum

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

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- the principles of economics
 - Euclidean geometry
 - music.
4. Integrate the biblical worldview with the study of the liberal arts and sciences by
- articulating the important philosophical questions that underlie both historical and contemporary debates in all areas of knowledge and their consequences
 - explaining the coherence of general and special revelation, reason and faith
 - applying the principles of the biblical worldview to current political and ethical issues.

Core Curriculum

All majors at Patrick Henry College require the following Core Curriculum:

Required Core Curriculum Courses (75 hours)		
HISI10/120	History of the United States I & II	(6)
HISI30/140	History of the Western World I & II	(6)
ENGI10	Research & Writing	(1)
LIT210/220	Western Literature I & II	(6)
BIB130/140	Theology of the Bible I & II	(6)
CLA200	Rhetoric	(3)
CLA205	Logic	(3)
PHI205	Philosophy	(3)
Various	Classical or Modern Foreign Language*	(12)
GOV210	Constitutional Law	(3)
BIB210	Principles of Biblical Reasoning	(3)
GOV240/24I	Freedom's Foundations I & II	(6)
ECO320	Economics for the Citizen	(3)
MAT210	Euclidean Geometry	(3)
Various	Science (Physics and Biology w/Lab)	(8)
MUS400	Music History and Appreciation	(3)

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

NOTE: Upon admission, some students may be deficient in mathematics and therefore unable to complete Physics with Lab. In such cases, they may be required to take a course in algebra and trigonometry before they attempt to complete Physics. Students deficient in mathematics are responsible for fulfilling these requirements before they are scheduled to take Physics with Lab. Students may show evidence of completing the mathematics course at other institutions if they receive prior approval from the Registrar. During new student orientation, all students will take the Math Proficiency Examination for placement.

DEPARTMENT OF CLASSICAL LIBERAL ARTS

Classical Liberal Arts Faculty

Gene Edward Veith, Ph.D., Vice President for Academic Affairs and Academic Dean, Professor of Literature; Ph.D. in English, University of Kansas; Cultural Editor, *World Magazine*, 1996-2006; Dean of the School of Arts and Sciences, Concordia University, 1990-1998

- Marian R. Sanders**, Ph.D. (on sabbatical during the 2006-2007 academic year), Associate Dean of Academic Affairs and Associate Professor of History; Ph.D. in History, Ohio University
- Steven Hake**, Ph.D., Chairman of the Department of Classical Liberal Arts and Professor of Literature; Ph.D. in English Literature, Binghamton University; M.A. in English Literature, Yale University; M.Div., Westminster Theological Seminary
- David Aikman**, Ph.D., Associate Professor of History and Writer in Residence; Ph.D. in History, University of Washington
- Darrel W. Cox**, Ph.D., Associate Professor of Biblical Studies; Ph.D. in Theological Studies, Trinity Evangelical Divinity School; M.A. in Public Policy, Regent University
- Steven G. McCollum**, D.M.A., Director of Music and Associate Professor of Music; D.M.A. in Choral Conducting, University of Washington
- Raymond Bouchoc**, Ph.D., Assistant Professor of Biblical Studies and College Chaplain; Ph.D. in Biblical Studies, Southeastern Baptist Theological Seminary
- Jennifer Gruenke**, Ph.D., Assistant Professor of Biology; Ph.D. in Biology, University of Virginia
- Michael Kucks**, Ph.D., Assistant Professor of Physics; Ph.D. in Physics, Lehigh University
- Bonnie Libby**, Ph.D., Assistant Professor of Literature; Ph.D. in English, University of North Carolina at Greensboro
- Laura McCollum**, Ed.D., Dean of Institutional Assessment and Assistant Professor of Education; Ed.D. in Curriculum and Instruction, Seattle Pacific University
- Steve McRoberts**, Ph.D., Assistant Professor of Classics; Ph.D. in Classics, University of Wisconsin-Madison
- Mark Mitchell**, Ph.D., Assistant Professor of Philosophy; Ph.D. in Philosophy, Georgetown University
- G. T. Smith**, Ph.D., Assistant Professor of Philosophy; Ph.D. in Philosophy, Florida State University
- J. Travis Moger**, Instructor of History; A.B.D. in History, University of California-Santa Barbara

Adjunct Faculty

- Martin Erdmann**, Ph.D., Adjunct Assistant Professor of Biblical Studies; Ph.D. in Modern Church History, Brunel University
- Kurt Erhard**, Adjunct Instructor of Philosophy; MA. in Philosophy, University of Miami
- James Ohlson**, Adjunct Instructor of Mathematics and Government; M.S. in Mathematics, University of Pittsburgh
- Robert Spinney**, Ph.D., Adjunct Assistant Professor of History; Ph.D. in History, Vanderbilt University; Assistant Professor of History, Trinity International University, 1995-1998

PATRICK HENRY COLLEGE

Mission & Majors

The Department of Classical Liberal Arts houses three majors—Classical Liberal Arts, History, and Literature. These majors prepare students to be informed and thoughtful citizens conversant in an array of disciplines.

Students in the Classical Liberal Arts major take a two-course sequence in Biblical Worldview and Pedagogy. As a part of their 20 hours of practicum/apprenticeship, they will develop curricula in a number of different disciplines, including English, history, biblical studies, and Classical languages, for use in home education and a variety of other private schools. In addition, they will gain practical teaching experience in a home education setting, classical Christian academy, or private school. To gain admission into the upper-level courses of the Classical Liberal Arts major, students must in the second semester of their sophomore year 1) have three letters of recommendation (Vice President for Student Life, advisor, and professor of the student's choice); 2) teach a short lesson before three Classical Liberal Arts faculty; and 3) have a cumulative GPA of 3.0 after three semesters of coursework.

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 an 8-hour Directed Research and Writing (DRW) project allowing them to engage in specialized historical research. The History major combines challenging coursework with DRW to prepare students for graduate education.

Students majoring in Literature study the great works of European and American literature. They take a two-semester sequence of seminars in English Literature and study a wide range of literary masterpieces. In addition, they expand on an area of interest by developing DRW projects in literary studies.

Students must maintain at least a 2.5 GPA in their major (Classical Liberal Arts, History, or Literature) to graduate.

CLASSICAL LIBERAL ARTS DEPARTMENT PROGRAMS

Learning Objectives for the Literature Major

- Know the classics of Western literature (historical epochs, genres, major authors).
- Be familiar with important scholarship and criticism.
- Be able to write interesting and intelligent literary criticism. Enter the “great conversation.”
- Learn to work together and help each other as creators and critics of literature.
- Imitate and learn from the Classics as creative writers.
- Understand the practical, business aspects of writing. Develop realistic career goals.
- Learn from and work with outstanding writers, critics, and scholars. Participate in valuable internships.

Bachelor of Arts Degree – Literature Major

Minimum of 128 Total Credit Hours

Required Core Curriculum Courses (75 hours) (See the list on p. 38.)

Elective Courses (Minimum 8 hours)*

Required Major Courses (45 hours)

HIS300	Topics in History	(3)
LIT300	Topics in Literature	(3)
BIB300	Topics in Biblical Studies	(3)
PHI300	Topics in Philosophy	(3)
LIT310/320	English Literature Seminar I & II	(6)
LIT300/above	American Literature, Poetry, Novel, Drama/Screenwriting, Shakespeare, Linguistics	(3 each)
LIT490	Directed Research and Writing	(8)
LIT491	Faith and Reason Integration Essay	(1)

*One of the electives must be a writing course.

Learning Objectives for the Classical Liberal Arts Major

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

Bachelor of Arts Degree – Classical Liberal Arts Major

Minimum of 128 Total Credit Hours

Required Core Curriculum Courses (75 hours) (See the list on p. 38.)

Elective Courses (Minimum 8 hours)*

Required Major Courses (45 hours)

HIS300	Topics in History	(3)
LIT 300	Topics in Literature	(3)
BIB300	Topics in Biblical Studies	(3)
PHI300	Topics in Philosophy	(3)
CLA310/320	Biblical Worldview & Pedagogy I & II	(6)
Various	2 courses in one of the following areas: History, Biblical Studies, Literature, Philosophy, or Classical Languages	(6)
CLA410-440	Practicum/Apprenticeship	(20)
CLA441	Faith and Reason Integration Essay	(1)

*One of the electives must be an advanced mathematics or science course.

Learning Objectives for the History Major

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

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Bachelor of Arts Degree – History Major

Minimum of 128 Total Credit Hours

Required Core Curriculum Courses (75 hours) (See the list on p. 38.)

Elective Courses (Minimum 8 hours)*

Required Major Courses (45 hours)

HIS300	Topics in History	(3)
LIT300	Topics in Literature	(3)
BIB300	Topics in Biblical Studies	(3)
PHI300	Topics in Philosophy	(3)
HIS370	Historical Research	(3)
HIS400	Historiography	(3)
HIS300/above	Various	(18)
HIS490	Directed Research & Writing	(8)
HIS491	Faith and Reason Integration Essay	(1)

*One of the electives must be a history course.

DEPARTMENT OF GOVERNMENT

Government Faculty

Stephen M. King, Ph.D., Chairman of the Department of Government and Associate Professor of Government; Ph.D. in Political Science, University of Missouri-Columbia

Michael P. Farris, J.D., Chancellor and Professor of Government; J.D., Gonzaga University Law School; Founder and Chairman, Home School Legal Defense Association; Founding President of Patrick Henry College, 2000-2006

Graham Walker, Ph.D., President and Professor of Government; Ph.D. in Political Philosophy, Notre Dame, 1988; Vice President for Academic Affairs and Dean, Oklahoma Wesleyan University, 2002-2006

Darrel W. Cox, Ph.D., Associate Professor of Biblical Studies; Ph.D. in Theological Studies, Trinity Evangelical Divinity School; M.A. in Public Policy, Regent University

Mark Mitchell, Ph.D., Director of Political Theory Program and Assistant Professor of Philosophy; Ph.D. in Philosophy, Georgetown University

Mark A. Roeder, Ph.D., Assistant Professor of Government; Ph.D. in Political Science, University of Cincinnati; M.A. in International Affairs, University of Dayton

Leslie D. Sillars, Ph.D., Director of Journalism Program and Assistant Professor of Journalism; Ph.D. in Journalism, University of Texas; Th.M., Dallas Theological Seminary

Adjunct Faculty

Jonathan Binnie, J.D., Adjunct Instructor of Government; J.D., Northern Illinois University

Gordon R. Middleton, Director of Strategic Intelligence Program and Adjunct Assistant Professor of Government; M.P.A., Auburn University; M.S. in Physics/Bio-Physics, Colorado State University

James Ohlson, Adjunct Instructor of Mathematics and Government; M.S. in Mathematics

Nathan Russell, Adjunct Instructor of Economics; M.A. in Economics, George Mason University

Mission and Majors

The Mission of the Department of Government is to promote practical application of biblical principles and the original intent of the founding documents of the American republic, while preparing students for lives of public service and citizen leadership.

Students will systematically study politics, government, and journalism as they learn to apply the Creator's great gifts to humanity that aid us in the understanding and ordering of civilization: His special revelation (the revealed word of His Scripture) and His natural revelation (the light of right reason and the knowledge humans develop). Using these tools, graduates can bring unity, clarity, and purpose to the understanding and practice of government and journalism.

All students in the Government and Journalism majors will divide their studies between traditional academic courses and apprenticeship learning. Government-Political Theory students examine the chief schools of political thought, ancient, modern, and post-modern, as well as the application of political theory to contemporary problems. For Government-Public Policy majors, key fields of the discipline are studied, along with the dominant theories and approaches contained therein: political philosophy; American federal, state and local government; empirical research methods; political economy; comparative politics; international relations; and foreign policy. Government-Strategic Intelligence (SI) students also 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. Students in the Journalism major learn the theory, history, and methods of journalism, as well as the fundamental principles and operation of government.

Students in Government-Political Theory, Government-Public Policy, and Journalism must take at least 12 credit hours of a modern or classical foreign language to fulfill their core curriculum requirement. Students in Government-SI must take at least 12 credit hours of a modern foreign language to fulfill their core curriculum language requirement. SI students may not substitute a classical language to fulfill their core curriculum requirement, though elective credit may be used for classical language study.

The apprenticeship methodology, which is a distinctive part of the Patrick Henry College mission, is applied to the study of Government in a variety of ways. All Government majors complete at least 24 credit hours of apprenticeship. Generally, students begin apprenticeships during the junior year, although earlier opportunities may be available. Of those 24 credits of apprenticeship, students normally may take no more than 6 credits in the form of off-campus internship. However, where the student can demonstrate that the internship credits in question have been substantive and of high educational value, as many as 12 internship credits may be counted toward the apprenticeship requirement, but no more. Internships for all Government majors are graded on a pass/fail basis.

Political Theory and Public Policy track apprenticeship, or Directed Research and Writing (DRW), generally consists of the same type of research projects that are daily

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undertaken by aides to policy makers and others who work in the governmental and political arenas. Examples of DRW assignments 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 one-on-one supervision of a faculty mentor with extensive experience in that specific area of study. Students also interact with professionals in the field, such as congressional and state legislative staff, executive branch officials, lobbyists, policy institutes, activist organizations, etc. The College maintains contact with a bipartisan network of individuals and organizations across the country, many of them officeholders, who desire to help PHC students gain practical experience in government and politics. Faculty and outside experts work together to make the apprenticeship experience the capstone of the Public Policy track. Students in the Political Theory track must produce a senior thesis, accounting for 8 of the required apprenticeship credit hours.

Strategic Intelligence track students fulfill their apprenticeship requirement partly through intelligence and/or foreign policy oriented internships (12 credit hours) and partly through practical research and analysis projects directed by College faculty or qualified outside practitioners (12 credit hours). Examples of SI apprenticeship projects include systematic analysis of government-maintained intelligence databases, exploitation of open source data for intelligence and foreign policy applications, and drafting of foreign policy briefs for use by executive, legislative, and private sector decision makers.

Students interested in pursuing the SI track must apply for admission. To be admitted to the track, a student must

- have completed at least the freshman year
- have spent at least one academic year on campus (Note: Taking classes as a Campus and Home student does not count toward fulfillment of the one-year requirement.)
- have a GPA of 3.0 or better
- submit a written application
- complete an oral interview

Furthermore, as many will work with sensitive data, SI students must observe and keep all security and confidentiality agreements. The SI faculty are advised and supported by a Board of Advisors consisting of nationally recognized experts in the fields of intelligence and foreign policy.

Students in the Journalism major must spend at least six apprenticeship hours (over two semesters) working on the student newspaper and six hours (one semester or summer) in an internship with a publication of their choice, usually in the Purcellville, VA, area, the Washington, D.C., area, or their hometowns. The remaining 17 hours may be earned either by completing additional off-campus internship hours or by completing freelance projects under the program director. Freelance projects will generally involve reporting and writing one or more stories, meeting weekly with the program director to discuss progress and ideas.

Students who have completed Journalism I and II will be assigned positions on the student newspapers—editor, editorial page editor, news editor, layout editor, etc. Students completing this portion of their apprenticeship will attend a weekly story meeting with the program director and other newspaper staff to discuss story ideas and report progress on

their current projects. Besides reporting and writing traditional news and feature stories, students will also be required to contribute material for a number of regular and unsigned features. There are also opportunities for interested students to produce radio news stories and manage the student newspapers' Web sites.

Students are responsible for finding their own off-campus internships with a publication or organization that matches their career goals. PHC students looking at careers in the news media have interned at newspapers, television stations, magazines, and Web sites. For students interested in careers in public relations/communications, communications internships are readily available at think tanks, lobby groups, and in a variety of political offices.

Students in the Government-Political Theory, Government-Public Policy, and Journalism majors must maintain at least a 2.5 GPA in the major and earn a "C-" or better in all major courses to graduate. Students in the Government-Strategic Intelligence major must maintain at least a 3.0 GPA in the Government major and earn a "C-" or better in all Government courses to graduate.

Learning Objectives for the Government Major - Political Theory Track

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

Bachelor of Arts Degree – Major in Government: Political Theory Track

Minimum of 128 Total Credit Hours

Required Core Curriculum Courses (75 hours) (See the list on p. 38.)

Elective Courses (Minimum 5 hours)

Required Major Courses (48 hours)

POL305	Ancient and Medieval Political Thought	(3)
POL310	Modern and Contemporary Political Thought	(3)
POL315	Christian Political Thought	(3)
POL405	American Political Thought	(3)
POL410	Conservative Political Thought	(3)
POL415	Democracy: Prospects and Challenges	(3)

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Various	Two of the following Government courses: State & Local Government; The Congress; The Presidency; Comparative Politics; Foreign Policy	(6)
POL490	Directed Research & Writing—Internships	(up to 12)
POL495	Directed Research & Writing—Writing Projects	(up to 15)
POL499	Directed Research & Writing—Senior Thesis	(8)
POL491	Faith and Reason Integration Essay	(1)

Learning Objectives for the Government Major - Public Policy Track

- Apply a biblical worldview to the study and practice of government.
- Demonstrate a thorough knowledge of the relevant, competing political philosophies that currently guide and have historically guided the political world.
- Understand the institutions and functions of American federal, state, and local government.
- Demonstrate an understanding of the policymaking process, as well as points of entry into and influence on that process at all levels.
- Demonstrate theoretical and practical knowledge of foreign affairs, various political systems around the world, and of U.S. foreign policy in particular.
- Apply effective research and writing skills to the study and practice of government.
- Demonstrate oral communications skills.
- Effectively serve national, state, or local policymakers with skill, maturity, and prudence.
- Be an astute, informed, and active citizen at national, state, and local levels.
- Assimilate smoothly into the political or governmental workplace.

Bachelor of Arts Degree – Major in Government: Public Policy Track

Minimum of 128 Total Credit Hours

Required Core Curriculum Courses (75 hours) (See the list on p. 38.)

Elective Courses (Minimum 8 hours)

Required Major Courses (45 hours)

GOV220	State & Local Government	(3)
GOV230	The Congress	(3)
GOV310	The Presidency	(3)
GOV330	Comparative Politics	(3)
GOV341	Foreign Policy: Theory and Practice	(3)
ECO331	Public Economics	(3)
GOV370	Empirical Research Methods	(3)
GOV410	Directed Research & Writing-Internships	(up to 12)
GOV420	Directed Research & Writing-Projects	(12 to 23)
GOV421	Faith and Reason Integration Essay	(1)

Learning Objectives for the Government Major - Strategic Intelligence Track

- Apply a biblical worldview to the study and practice of intelligence analysis and foreign policymaking.
- Articulate the principles of liberty as expressed in the Declaration of Independence, the United States Constitution, and other documents and philosophical tracts from the founding era.
- Demonstrate a thorough knowledge of the relevant, competing political philosophies that currently guide and have historically guided the political world.
- Demonstrate theoretical and practical knowledge of foreign affairs, various political systems around the world, and of U.S. foreign policy in particular.
- Articulate the history, development, and current functions of foreign policymaking and executing agencies.
- Articulate the history, development, and current functions of national security and intelligence gathering agencies.
- Demonstrate working knowledge of industry standard intelligence data analysis software applications.
- Demonstrate a healthy respect for security and confidentiality protocols.
- Apply effective research and writing skills to the study and practice of foreign policy and intelligence analysis.
- Effectively serve foreign policymakers with skill, maturity, and prudence.
- Demonstrate oral communications skills.
- Assimilate smoothly into the intelligence, national security, and/or foreign policy fields.

Bachelor of Arts Degree— Major in Government: Strategic Intelligence Track

Minimum of 129 Total Credit Hours

Required Core Curriculum Courses (75 hours) (See the list on p. 38.)

Elective Courses (Minimum 6 hours)

Required Major Courses (48 hours)

GOV310	The Presidency	(3)
GOV330	Comparative Politics	(3)
GOV341	Foreign Policy: Theory and Practice	(3)
INT310	History of American Intelligence	(3)
INT320	Intelligence Research and Analysis	(3)
INT326	Intelligence, Law Enforcement, and Civil Liberties	(3)
INT350	Counterintelligence	(3)
INT360	Counterterrorism	(3)
INT410	Research and Analysis – Internships	(12)
INT420	Research and Analysis – Special Projects	(up to 11)
INT421	Faith and Reason Integration Essay	(1)

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A Note on the Unique Nature of the Government Major at Patrick Henry College:

The major in Government was Patrick Henry College's first undergraduate course of study. While this academic major provides an excellent grounding in political science, it also seeks to graduate students who will be informed and effective citizens, advocates, and practitioners in the government and public policy arenas. Thus the College's namesake has special significance for these majors: Patrick Henry stands as an example, not only because of his principled engagement in politics and government at both the state and federal level, but also because of the tools he used to gain and use knowledge.

Henry's life and work demonstrate a profound commitment to liberty under law, to a liberty rooted in the Judeo-Christian worldview. By pursuing truth, knowledge, and wisdom, and by utilizing them for the benefit of others in his government service, he served his family and his countrymen well. Henry's education was received at home and was both academically excellent and practical. He achieved his status as attorney at law via the apprenticeship method. Moreover, Henry was a persuasive and effective orator – the “Trumpet of the Revolution” – who called many to arms when it became necessary to defend liberty. It is the sincere desire of this College that its Government majors will follow Henry's example, honoring God in what they learn, in how they learn, and in how they serve others with knowledge and truth. In their writing, speaking, and activism on behalf of other citizens, they can have no greater guide than Patrick Henry.

Learning Objectives for the Journalism Major

- Apply a biblical worldview to the study and practice of journalism.
- Understand how news media interact with and help shape contemporary culture and politics.
- Demonstrate professional competency in the core practical journalistic tasks by finding, reporting, and writing publishable news stories for local, regional, and national markets.
- Develop a biblical view of the role of a Christian journalist in society and how these principles apply working for Christian and non-Christian publications.
- Understand the historical foundations of journalism and how they shape contemporary journalistic practice.
- Understand and apply basic principles of print news media layout and design.
- Understand the major principles of media law that apply to print journalism.
- Develop and apply a biblical standard of journalistic ethics and a strong commitment to journalistic integrity.
- Develop the skill, maturity, prudence, and professionalism to assimilate smoothly into a wide variety of news media organizations.

Bachelor of Arts Degree – Major in Journalism

Minimum of 131 Total Credit Hours

Required Core Curriculum Courses (75 hours) (See the list on p. 38.)

Elective Courses (Minimum 8 hours)

Required Government Courses (12 hours)

ECO331	Public Economics	(3)
GOV220	State & Local Government	(3)

Plus choose 2 of the following:

GOV230	The Congress	(3)
GOV310	The Presidency	(3)
GOV330	Comparative Politics	(3)

Required Journalism Courses (36 hours)

JRN200/210	Journalism I & II	(6)
JRN300	Journalism History	(2)
JRN310	Print Media Graphics	(2)
JRN320	Media Law	(2)
JRN415/425	Student Newspaper Apprenticeship I & II	(6)
JRN435	Journalism Internship	(6)
JRN410-440/445	Additional Apprenticeship, Journalism Projects	(11)
JRN446	Faith and Reason Integration Essay	(1)

COURSE DESCRIPTIONS

Course credits in parentheses. The semester when the course is offered is listed at the end of the course description: F=fall semester only; S=spring semester only; B=both semesters; V=variable semesters

Biblical Studies

BIB110 Old Testament Survey (3)

This elective course is an overview and survey of the Old Testament. The student will read portions of the Old Testament, study the contents of each book, and study the pertinent historical, political, religious, and cultural background information. The primary emphasis is theological. Discussions will focus on the various biblical divisions and the relationship between God's revelation and God's redemptive plan of history. God's redemptive plan through history will also be related to our day and to what we can expect for the future. (V)

BIB120 New Testament Survey (3)

This elective course is an overview and survey of the New Testament. The student will read portions of the New Testament, study the contents of each book, and study the pertinent historical, political, religious, and cultural background information. The primary emphasis is theological. Discussions will focus on the main theological issues in each of the various divisions of the New Testament, making application to life. (V)

BIB130 Theology of the Bible I (3)

This course is a study of the major doctrines of the Christian faith. The doctrines covered are the doctrine of God, the doctrine of man, and the doctrine of Christ and the Holy Spirit. Students will learn the intricacies of the various important doctrines, compare the perspectives of different denominations, and make application of the doctrines to life. (F)

BIB140 Theology of the Bible II (3)

This course is a continuation of Theology of the Bible I. The doctrines covered in this portion of the class are the doctrine of redemption, the doctrine of the church, and the doctrine of the future. Students will learn the intricacies of the various important doctrines, compare the perspectives of different denominations, and make application of the doctrines to life. Prerequisite: BIB130 (S)

BIB210 Principles of Biblical Reasoning (3)

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: BIB130 or BIB140 (F)

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BIB300 Topics in Biblical Studies (3)

The Topics in Biblical Studies course changes each time it is offered. There are three different courses that may be offered. The Ancient and 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. The Reformation and 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. Prophecy, the Millennium, and 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. Prerequisite: Junior level standing. (S)

BIB330 Biblical Exegesis (3)

This course covers the principles and methods of how to study the Bible. The student will learn how to approach the text, how to investigate it, and how to integrate related issues. The student will also learn what common errors to avoid in exegeting a passage. (V)

BIB480 Directed Study (I-3)

Directed Study is designed for students wishing to do independent study in a specialized area of Biblical Studies. Prerequisites: Junior level standing Instructor's permission is required. (B)

Classical Languages and Literature - Greek

CLL115 Attic Greek I (3)

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. Prerequisite: None (F)

CLL125 Attic Greek II (3)

CLL 125 is a continuation of the beginning Greek course, completing the introduction to all grammatical elements of Attic, and gaining some practice in translating. Prerequisite: CLL115 (S)

CLL215 Classical Greek III (3)

This course begins with a review of the elements of grammar and syntax learned in the first two semesters of Attic Greek. Students then practice reading skills in prose with selections from Plato's early dialogues. Prerequisite: CLL125 (F)

CLL225 New Testament Greek (3)

This course is an introduction to koine Greek. Mark's Gospel will be read as well as Paul's letter to the Ephesians and 3 John. A comparison will be made of the merits of various English translations, and students will gain familiarity with the common tools of Greek New Testament exegesis. Prerequisites: CLL125 and 215 (S)

CLL335 Plato's Socratic Dialogues (3)

By reading Euthyphro, Crito, and portions of Republic, students will both strengthen their grasp of Attic Greek and learn the Socratic method of elenchus. Important topics of discussion drawn from the dialogues will include the nature of inspiration and piety and the question of civil disobedience. A major term paper will be required. Prerequisite: CLL215 (V)

CLL340 Homer's Iliad (3)

Students will read books I, IX, and XXII of this first important work in Western literature. Emphasis will be placed on rapid translation, confidence in scanning the dactylic hexameter, and influential themes in subsequent literature. A major term project will be required. Prerequisite: CLL215 (V)

Classical Languages and Literature - Latin

CLL110 Latin I (3)

CLL110 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 developing accuracy in Latin to English translation. Prerequisite: None (F)

CLL120 Latin II (3)

This course completes the mastery of grammatical elements begun in CLL110. At the end of the course, students will be able to read primary Latin texts with the aid of a dictionary and grammar. Prerequisite: CLL110 or equivalent (S)

CLL210 Latin III (3)

In this course students will further strengthen their reading skills by focusing on prose and poetry. Selections are routinely made from Cicero's oratory, philosophy, and letters, as well as from Virgil's Aeneid or Ovid's Metamorphoses. Prerequisite: CLL120 or equivalent (F)

CLL220 Latin IV (3)

As the final course in the sequence, Latin IV focuses on translating prose and poetry quickly. Reading selections usually include portions of Livy's history as well as Pliny's letters and samples of Medieval Latin. Prerequisite: CLL210 or equivalent (S)

CLL330 Readings in Roman History (3)

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: CLL120 (V)

CLL340 Virgil's Aeneid (3)

This course will focus on the first six books of Virgil's epic masterpiece, providing practice in both reading and scansion. Attention will be given to the work's Greek and Latin precedents as well as its importance for the Augustan programme. Prerequisite: CLL210 (V)

CLL350 Augustan Rome: Tyranny or Republic? (2)

This course examines the principate of Octavian Augustus from the battle of Actium in 31 B.C. until Augustus' death in A.D. 14. By reading contemporary texts both in Latin and in translation, students will engage the question of whether Augustus re-established Republican constitutional government in fact or only in form. Prerequisite: CLL220 (V)

CLL360 Plautus on Stage (2)

During the first half of this course, five plays of the great 2nd century B.C. Roman comedian Plautus will be read in translation (as well as selections in Latin). Discussion will focus on the moral and literary elements of Plautus' characters and storylines and the difficulties of staging. The second half will involve rehearsal and set design for the production of one of these plays (to be chosen by the class). Prerequisite: CLL120 or equivalent. (V)

CLL370 The Writings of Augustine (3)

This course examines the life and thought of Augustine of Hippo through reading extended portions of his writings in Latin and English. The focus will be on his contribution to the development of Christian doctrine and on his insight into the intersection of the Classical and Christian worldviews. Readings will be taken from Confessions, De Doctrina Christiana, and De Civitate Dei. A major term paper will be required. Prerequisite: CLL220 (V)

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Classical Liberal Arts

CLA200 Rhetoric (3)

The third in the trivium of language arts (core courses in critical thinking), rhetoric aims at teaching students to speak and to write the truth persuasively. To this end, students will compose and deliver speeches as well as analyze and evaluate important orations, both classical and modern, according to the classical rhetorical canons of invention, arrangement, and style. Prerequisites: ENGL110 and CLA205 (S)

CLA205 Logic (3)

Students will gain proficiency in handling rhetorical tropes and fallacies and be introduced to deductive reasoning. This course includes some symbolic logic. (F)

CLA310-320 Biblical Worldview and Pedagogy I and II (6)

The purpose of these classes is to provide students with some of the foundational skills necessary for being an effective teacher. Topics include biblical foundations for a philosophy of teaching, integrating the Christian worldview into teaching, teaching various age groups, methods of teaching in a technological society, effective measures and evaluations, and the teacher as a Christian role model. Prerequisites: Junior level standing, admission to Classical Liberal Arts major CLA310 is a prerequisite for CLA320. (F for CLA310, S for CLA320)

CLA410-440 Practicum/Apprenticeship (Various)

Practicum and apprenticeship comprise 20 hours of the Classical Liberal Arts Education major. All work is supervised by Classical Liberal Arts faculty. Students may develop unit curricula in several disciplines for various grade levels. They have the opportunity to participate in a supervised home education setting or a classical Christian academy. Prerequisites: Junior level standing, admission to Classical Liberal Arts major (B)

CLA441 Faith and Reason Integration Essay (1)

The integration essay is a one-credit practicum project that students complete demonstrating their understanding of the integration of their faith with their major area of study. Prerequisite: Senior level standing (B)

Economics

ECO320 Economics for the Citizen (3)

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. (F)

ECO331 Public Economics (3)

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 to the ultimate impact of these decisions. Prerequisite: ECO320 (S)

ECO350 Money and Banking (2-3)

Monetary theory, including the nature of money and monetary exchange and theories of monetary policy. The topics include the legal and institutional framework of money and banking in the U.S., the money supply process, and the practice of monetary policy. Prerequisite: ECO320 (V)

ECO430 International Economics (2-3)

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. Prerequisites: ECO320, Instructor's permission (V)

Government

GOV210 Constitutional Law (3)

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. (F)

GOV220 State and Local Government (3)

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. Prerequisites: HIS110-120 (S)

GOV230 The Congress (3)

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. Prerequisites: HIS110-120 (F)

GOV240 Freedom's Foundations I (3)

This course traces the development of the concept of freedom from its roots in the ancient world up to the founding of America. We will examine the Hebrew, Greek, and Roman roots of liberty, the expansion of liberty in the Middle Ages and the Reformation, and the broad application of liberty by the American founding generation. Prerequisites: HIS110, 120, 130, and 140 (HIS130-140 may be taken concurrently with GOV240-241.) Note: GOV240 replaces PHI210. (F)

GOV241 Freedom's Foundations II (3)

A continuation of GOV240, this course takes up the traditional concept of liberty as understood by the American founders and contrasts it with various rival conceptions of "liberty." Students will study the claims of the French revolutionaries, Marxism, American Progressivism, scientism, and nihilism, with an eye toward understanding contemporary American views of liberty. Prerequisite: GOV240 Note: GOV241 replaces PHI220. (S)

GOV310 The Presidency (3)

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 the 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. Prerequisites HIS110-120 and GOV240-241 (B)

GOV325 Principles of Policy Analysis (2 or 3)

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. Prerequisite: Instructor's permission (V)

GOV330 Comparative Politics (3)

A region-by-region study of contemporary political systems with special focus on history, geography, and culture and the kinds of political systems these variables produce. There is particular emphasis on various nation-states. Students will gain considerable knowledge of each

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system for the purpose of attempting to answer the fundamental question of the course: “Why does a particular country have the type of government it has?” Prerequisites: HISI10, I20, I30, I40, GOV240-241, and GOV210 (F)

GOV335 Campaigns and Elections (2 or 3)

An introduction to campaigning and the electoral process as it currently functions in the United States. Topics will include campaign management, candidate and issue promotion, and campaign finance laws and their implications. Prerequisite: Instructor’s permission (V)

GOV341 Foreign Policy: Theory and Practice (3)

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: GOV330 (S)

GOV370 Empirical Research Methods (3)

The purpose of the course is to make the student an effective consumer and producer of empirical research, with an emphasis on the intuitive understanding of empirical work and the application of statistical principles to research. Topics include statistical analysis, the presentation and interpretation of data, theory of probability and basic sampling distributions, and statistical inference, including principles of estimation and tests of hypotheses. Prerequisite: ability to do second-year high school algebra (B)

GOV410 Directed Research and Writing—Internship (various)

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. All off-campus internships are graded on a pass-fail basis. (B)

GOV420 Directed Research and Writing-Project (various)

In these individual, apprenticeship-style courses, students will be tasked with research and writing projects, all supervised and graded by professors according to their areas of expertise. Students may enroll in a number of credit hours on an elective basis so that they may pursue more deeply their individual interests, and all students will serve some time in a semester as fellows tasked with conducting whatever research the department’s research director requires. All projects will be “real world” and “real time” projects, such as tracking and analyzing current legislative proposals or campaign issues at all levels of government. Whenever practical, students will conduct research for entities and individuals outside the College who request it, and research will be made available to the general public via the internet. (B)

GOV42I Faith and Reason Integration Essay (1)

The integration essay is a one-credit Directed Research and Writing project that students complete demonstrating their understanding of the integration of their faith with their major area of study. Prerequisite: Senior level standing (B)

GOV445 Ethics and Public Policy (2 or 3)

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. Prerequisite: Instructor’s permission (V)

GOV450 Education Policy and Politics (2 or 3)

Students in this course will study the impact of relevant education policy-making bodies such as local school boards, state and federal agencies of education, on current issues of education policy, including school violence, multiculturalism, gender equity, and school choice, among others. Prerequisite: Instructor’s permission (V)

GOV465 Ethics and International Relations (2 or 3)

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: Instructor's permission (V)

GOV470 Latin American Politics (2 or 3)

This course is designed to introduce students to the major political, economic, social, and cultural issues that characterize the region, and the historical factors that gave rise to the current economic problems and struggles between democratic and non-democratic forces. There is a use of several countries as case studies, with Mexico as a key case study because of its proximity to the United States. Prerequisite: Instructor's permission (V)

GOV475 Major European Governments (2 or 3)

This is an in-depth study of the governments of Great Britain, France, and Germany. Special focus on history, geography, and culture as these have influenced the building of the political system of each country. Students will gain considerable knowledge of each system for the purpose of attempting to answer the fundamental question of the course: "Why does a particular country have the type of government it has?" Prerequisite: Instructor's permission (V)

GOV480 Politics of Developing Nations (2 or 3)

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: Instructor's permission (V)

History

HISI10 History of the United States I (3)

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. Prerequisite for all history courses and GOV240 (F)

HISI120 History of the United States II (3)

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. Prerequisite: HISI10
HISI120 is the prerequisite for GOV240 and all history courses, except HISI10. (S)

HISI130 History of the Western World I (3)

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. HISI130 is the prerequisite for GOV240 (must be taken concurrently) and all History courses except HISI10 and I20 (F)

HISI140 History of the Western World II (3)

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. Prerequisite: HISI130
HISI140 is the prerequisite for GOV241 (must be taken concurrently) and all History courses, except HISI10, I20, and I30 (S)

HIS300 Topics in History (3)

Topics in History is offered as one of the following three courses. **Twentieth-Century Europe:** This course examines European political, diplomatic, intellectual, and economic trends from World War I until the end of the twentieth century. **Age of Revolution:** This course is

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a study of revolution from the eighteenth century through the twentieth century. The French Revolution, American Revolution, and Russian Revolution will be emphasized. **Biography as History:** This course views history through the eyes of the biographer with an emphasis on the period between 1700 and the present. Prerequisites: HIS110, 120, 130, and 140, Junior level standing (F)

HIS310 Civil War Era (3)

This course is an examination of the primary events and controversies that led to the American Civil War, the significant battles and political decisions during the course of the war, and its effects on later American history. An emphasis also will be given to the political thought and writings of Abraham Lincoln. Prerequisites: HIS 110-120 (V)

HIS315 Nineteenth-Century Europe (3)

This course examines political, diplomatic, economic, and social developments from Napoleonic Europe until the turn of the twentieth century. Prerequisites: HIS110, 120, 130, and 140 (V)

HIS320 Renaissance and Reformation (3)

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. Prerequisites: HIS 130-140 (V)

HIS325 Modern Germany (3)

This course examines the period from German unification in 1870 to the present. The emphasis is on Germany's political and diplomatic development. Prerequisites: HIS110, 120, 130, and 140 (V)

HIS330 Twentieth-Century Russia (3)

This course explores the development of communism in Russia during the twentieth century, focusing on the origins of the Leninist state, Stalinism and its aftermath, and the demise of the Soviet Union. Attention is devoted to the impact of communism on Russian economic, social, intellectual, and political life. Prerequisites: HIS110, 120, 130, and 140 (S in alternating years)

HIS335 United States in the Twentieth Century (3)

This course examines American history from the McKinley presidency until the end of the twentieth century with an emphasis on the most significant intellectual, diplomatic, and political events of the period. Prerequisites: HIS110, 120, 130, and 140 (V)

HIS340 Stalinism (2)

This course deals with the origins and development of Stalinism in the Soviet Union between 1920 and 1953. Special attention is given to collectivization, the Great Terror, World War II, and the beginning of the Cold War. Prerequisites: HIS110, 120, 130, and 140 (V)

HIS345 History of England (3)

This course will examine political, economic, intellectual, religious, and social aspects of English history from the Celtic invasion and Roman Britain to the present. Prerequisites: HIS130-140 (V)

HIS360 Middle Ages (3)

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. Prerequisites: HIS 130-140 (V)

HIS370 Historical Research (3)

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. Prerequisites: HIS110, 120, 130, and 140, Junior level standing (F)

HIS379 History of Islam (3)

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 Wahabbism, Shiite radicalism, and Islamofascist movements like El Qaeda. Prerequisites: HIS110, I20, I30, and I40 (V)

HIS380 Modern Middle East (3)

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. Prerequisites: HIS110, I20, I30, and I40 (V)

HIS399 History Internship (I-3)

Internships hours may be earned at museums or archives. Credits are applied to elective hours and are pass/fail. HIS110, I20, I30, and I40, Junior level standing (V)

HIS400 Historiography (3)

This course is a survey of the historiographical literature from ancient times through the twentieth century. Prerequisites: HIS110, I20, I30, I40, and 370, Junior level standing (S)

HIS415 The New American Nation (3)

This course is a study of the founding documents of America and how they were interpreted and acted upon during the first fifty years of independence. Documents covered include the Declaration of Independence, the Articles of Confederation, and the Constitution. Key events up to and including the celebration of the fiftieth anniversary of independence are covered. Prerequisites: HIS110, I20, I30, and I40 (V)

HIS430 Whittaker Chambers (3)

This course is a study of the life and writings of Whittaker Chambers, one of the key—yet largely unknown—figures of twentieth-century America. Knowledge of Chambers and his writings also will include analysis of Marxism, the underground Communist movement in America, and the drama of the Chambers-Alger Hiss case. Prerequisites: HIS 110, I20 (V)

HIS450 American Diplomatic History (3)

This course traces the rise of the United States to its position as a global power in the twentieth century. It concentrates on events from the end of the eighteenth century to the conclusion of the Cold War. Prerequisites: HIS110, I20, I30, and I40 (S in alternating years)

HIS455 European Diplomatic History (3)

This course studies European diplomacy from the time of the Congress of Vienna through the establishment of the European Union. Prerequisites: HIS110, I20, I30, and I40 (V)

HIS480 Directed Study (I-3)

Directed Study is designed for History majors to do independent study in a specialized area of the discipline. Prerequisites: Junior level standing, HIS110, I20, I30, I40, and 370. Instructor's permission is required. (B)

HIS490 Directed Research & Writing (8)

Directed Research and Writing is an 8-credit project done during a History major's last semester. The student completes a major research paper under the direction of a History faculty member. Prerequisites: HIS370, 400, Senior level standing (B)

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HIS49I Faith and Reason Integration Essay (I)

The integration essay is a one-credit Directed Research and Writing project that students complete demonstrating their understanding of the integration of their faith with their major area of study. Prerequisite: Senior level standing (B)

Journalism

JRN200 Journalism I (3)

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 also 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. (F)

JRN210 Journalism II (3)

This course will introduce the student to some of the subcategories of news writing--such as profiles, spot news, columns--while continuing to help students develop a biblical view of the role of a journalist in society and professional competency in the basic journalistic skills. To this end, students will find, report and write publishable news stories for the Patrick Henry Herald and local markets. Students will also study how news media interact with and help shape contemporary culture and politics. Prerequisites: JRN 200 (S)

JFN300 Journalism History (2)

To help students gain a sense of where journalism is now, this course will introduce them to the major periods in journalism history, particularly the Christian roots of American journalism. Students will also see the opportunities that exist in journalism today by seeing how past generations of journalists created new and influential media institutions. This class will also focus on how journalists' worldviews affected their journalism, and consider the relationships between worldviews, reporters, and culture. (F)

JRN310 Print Media Graphics (2)

The primary purpose of this course is to introduce Adobe design software and the basic principles of newspaper layout and design so students are qualified to perform basic layout tasks. Students in this class will also be involved in designing and updating the templates for PHC's student newspaper. Prerequisites: JRN200, 210 (F)

JRN320 Media Law (2)

This course will introduce students to the basic legal issues of everyday journalistic practice, such as libel and defamation, and fair comment, focusing on print media. It will also discuss the history of the development of the concept of "freedom of the press" and the First Amendment, as well as contemporary legal cases relating to press freedom. (S)

JRN415-445 Journalism Apprenticeship (various)

Apprenticeship activities for the Journalism track include working on the student newspaper, and internship with a publication in the Purcellville, VA, area, the Washington, DC area, or in a student's hometown, as well as freelance projects under the mentorship of the program director. The student may choose how to spend the remaining hours of the apprenticeship. Prerequisites: JRN200, 210 (B)

JRN446 Faith and Reason Integration Essay (I)

The integration essay is a one-credit Directed Research and Writing project that students complete demonstrating their understanding of the integration of their faith with their major area of study. Prerequisite: Senior level standing (B)

Literature

ENGI10 Research and Writing (1)

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. (F)

LIT210 Western Literature I (3)

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. (S)

LIT220 Western Literature II (3)

This course will deal with representative masterpieces of Neoclassicism, Romanticism, Nineteenth-Century Realism and Naturalism and the Modern Age. An important work of contemporary American fiction is included. Prerequisite: LIT210 (F)

LIT300 Topics in Literature (3)

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. Prerequisites: LIT210, 220, Junior level standing. (S)

LIT305 American Literature (3)

As a historical survey, this course rounds out the study of literature from this perspective. There is an emphasis on both creative and critical writing. Prerequisites: LIT210, 220 (V)

LIT310 English Literature Seminar I (3)

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. Prerequisites: LIT210, 220, Junior level standing (F)

LIT320 English Literature Seminar II (3)

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. Prerequisites: LIT210, 220, Junior level standing (S)

LIT340 Poetry (3)

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. Prerequisites: LIT210, 220 (V)

LIT345 Drama (3)

The history and elements of drama, realistic and nonrealistic drama, tragedy and comedy, as well as a look at film as a major contemporary form of drama, are emphasized. Prerequisites: LIT210, 220 (V)

LIT360 The Novel (3)

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. Prerequisites: LIT210, 220 (V)

CPW330 Nonfiction Writing (3)

This course is designed to introduce students to both the writing and marketing aspects of freelance writing. Topics covered will include writing devotions, testimonies, personality profiles, interviews, feature articles, reviews of movies/CDs/books, and aspects of such specialty markets

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as humor and travel. Students will learn how to discover proper markets for manuscripts, how to format and submit manuscripts, how to understand the basics of royalties and copyrights, and how to expand shorter works of nonfiction into possible book projects. Prerequisite: Junior level standing (V)

CPW340 Fiction Writing (3)

This course is designed to teach students how to structure and write short stories and novels. Attention will be given to selecting a marketable genre, developing three-dimensional characters, establishing a setting, creating a plot and subplot for the story, writing realistic dialogue, mastering symbolism/flashback/back-story concepts, and preparing all materials in proper manuscript format. Students will learn about copyrighting their stories, working with literary agents, and earning advances and royalties. Prerequisite: Junior level standing (V)

LIT370 Shakespeare (3)

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. Prerequisites: LIT210, 220 (V)

LIT380 Linguistics (3)

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. Prerequisites: LIT210, 220 (V)

LIT390 Milton (3)

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. Prerequisites: LIT210, 220 (V)

LIT410 Chaucer (3)

This course includes an introduction to Middle English. All of *The Canterbury Tales* and several of Chaucer's minor works are read. Prerequisites: LIT210, 220 (V)

LIT420 Worldview in Literature (3)

Six major novels presenting six major worldviews as they have unfolded in the West, from Christian theism to the New Age are examined. Prerequisites: LIT210, 220 (V)

LIT430 Selected Works of Charles Dickens (3)

Several novels make up the heart of this major author course, but students also read a full-length biography. Prerequisites: LIT210, 220 (V)

LIT440 Christian Values of J.R.R. Tolkien (3)

This course is a study of Tolkien's major fiction, some important minor works, his essay, "On Fairy Stories," and a full-length biography, with emphasis on Christian values evident in Middle Earth. Prerequisites: LIT210, 220 (V)

LIT450 The Literature of the Bible (3)

The usefulness of a distinctively literary approach to the Bible is central, as we explore Biblical epic, heroic narrative, tragedy, poetry, and drama. Prerequisites: LIT210, 220 (V)

LIT460 U.S. History Through Fiction (3)

Ten historical novels which span the major eras of U.S. history are read as literary works not simply historical documents. Prerequisites: LIT210, 220 (V)

LIT470 Russian Literature (3)

Russia's greatest writers, from Pushkin to Solzhenitsyn, are introduced. There is at least one major novel of Tolstoy or Dostoevsky. Prerequisites: LIT210, 220 (V)

LIT480 Directed Study (I-3)

Directed Study is designed for Literature Majors to do independent study in a specified area of literature. Prerequisites: LIT210, 220, LIT310, Junior level standing. Instructor's permission is required. (B)

LIT490 Directed Research and Writing (8)

Directed Research and Writing may be done as one 8-credit project or a series of smaller writing projects. Prerequisites: LIT310, 320, Junior level standing (B)

LIT491 Faith and Reason Integration Essay (1)

The integration essay is a one-credit Directed Research and Writing project that students complete demonstrating their understanding of the integration of their faith with their major area of study. Prerequisite: Senior level standing (B)

Mathematics

MAT100 Algebra and Trigonometry for Physics (3)

This course reviews what is needed for basic physics. The first part of the course covers the concepts of elementary and intermediate algebra, including the properties of real numbers, exponents and radicals, polynomials, solving linear and quadratic equations and linear inequalities, and graphical representation of data in the Cartesian plane. The second part of the course covers the concept of a function, including graphs of functions and the inverse of a function, and specific categories of functions, such as linear functions, polynomial and rational functions, and the trigonometric functions. (V)

MAT105DL College Algebra and Trigonometry (3)

This course is based on the biblical foundations of knowledge in general, and mathematical knowledge in particular. God's creation of the universe provides the worldview necessary for the proper understanding of mathematics. Along with teaching the fundamental concepts of algebra and trigonometry, this course will include a Christian perspective on the foundations of mathematics. The topics that will be covered include: the fundamental concepts of algebra, equations and inequalities, functions and graphs, polynomial functions, exponential and logarithmic functions, and trigonometric functions. (V)

MAT210 Euclidean Geometry (3)

This course covers basic concepts of geometry and principles of logical and geometric reasoning. The concepts studied include line and angle relationships, parallel lines, triangles, quadrilaterals, circles, and polygons. Concepts of geometric reasoning such as constructions, postulates, theorems, and corollaries are examined. Principles of logical reasoning such as truth tables and arguments are presented. Selected persons and concepts important in the history of mathematics are briefly presented periodically during the course. (S)

Music

MUSI01 Chorale (1/2)

The College Chorale is a voice ensemble devoted to the rehearsal and performance of sacred music for mixed voices. A half credit may be earned each semester. (B)

MUSII0-115-210 Beginning, Intermediate, and Advanced Piano (1 each)

Weekly private lessons teach repertoire, sight-reading, technique, style, and theory. Diligent practicing is expected. There will be opportunities to perform in group piano classes and recitals. (B)

MUS200 Orchestra (2)

Orchestra is an instrumental ensemble for rehearsal and performance. A maximum of 2 elective credits may be earned during a student's academic career. (V)

MUS400 Music History and Appreciation (3)

This course exposes students to the greatest musical masterpieces of the past millennium and gives them sufficient music theory and historical analysis to inspire their appreciation of these masterpieces. (S)

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Philosophy

PHI205 Philosophy (3)

This course examines the principal ethical thinkers of Western philosophy beginning with Plato and Aristotle and continuing through St. Augustine, Thomas Aquinas, Immanuel Kant, and Soren Kierkegaard. Various points of similarity and difference between these philosophers and biblical pattern for moral living will be examined closely. Prerequisite: CLA205 (S)

PHI230 Philosophy of Plato & Aristotle (3)

This course introduces students to Platonic and Aristotelian philosophy. Students will read and engage in their own critical evaluation of important Platonic and Aristotelian arguments. The goal of this course is for each student to be able to explain the fundamental agreements and disagreements between Platonism and Aristotelianism as well as the foundational differences between these classical pagan positions and later classical Christian and modern philosophies. Prerequisite: PHI205 (V)

PHI300 Topics in Philosophy: Metaphysics (3)

This course examines contemporary arguments about perennial topics such as being, substance, soul, good, truth, knowledge, identity, time, and creation. In light of these arguments, we will examine recent disputes about the resurrection, salvation, and the Trinity. Our principal text will be Moreland and Craig's *Philosophical Foundations for a Christian Worldview*. Prerequisites: PHI205, Junior level standing (F)

PHI320 Medieval Philosophy (3)

This course examines important figures of the medieval period, with focused attention on Augustine and Thomas Aquinas. Key inquiries of the philosophies of faith, still relevant to us today, examine the relation between faith and reason, theology and philosophy, free will, language, the soul, and God. Prerequisite: CLA 205 (V)

Political Theory

POL305 American Political Thought (3)

This class will trace the development of American Political Thought from the Founding period to modern times. In so doing, this course will track the development of liberty, freedom, and natural rights in the American context with emphasis on those like Locke, Montesquieu, Sydney, Wilson, Calhoun, Jefferson, Madison, Adams, Lincoln, Jaffa, and Strauss. Prerequisites: PHI205 and GOV240-241 (F alternating years)

POL310 Ancient and Medieval Political Theory (3)

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. Prerequisites: PHI205 and GOV240-241 (F alternating years)

POL315 Modern and Contemporary Political Theory (3)

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. Prerequisites: PHI205 and GOV240-241 (F alternating years)

POL405 Conservative Political Theory (3)

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. Prerequisites: PHI205 and GOV240-241 (S alternating years)

POL410 Christian Political Theory (3)

This course will compare and contrast the political writings of various Christian traditions including Reformed, Catholic, and Anabaptist with an emphasis on modern developments. Thinkers such as Luther, Calvin, Kuyper, Maritain, Simon, and Yoder will be considered. Prerequisites: PHI205 and GOV240-241 (F alternating years)

POL415 Democracy: Prospects and Challenges (3)

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 non-democratic contexts. Prerequisites: PHI205 and GOV240-241 (S alternating years)

POL490 Directed Research and Writing—Internship (various)

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. All off-campus internships are graded on a pass-fail basis. (B)

POL491 Faith and Reason Integration Essay (1)

The integration essay is a one-credit Directed Research and Writing project that students complete demonstrating their understanding of the integration of their faith with their major area of study. Prerequisite: Senior level standing (B)

POL495 Directed Research and Writing—Projects (various)

In these individual, apprenticeship-style courses, students will be tasked with research and writing projects, all supervised and graded by professors according to their areas of expertise. Whenever practical, students will conduct research for entities and individuals outside the College who request it, and research will be made available to the general public via the internet. (B)

POL499 Directed Research and Writing—Senior Thesis (8)

Directed Research and Writing is an 8-credit project done during a Government (political theory) major’s last semester. The student completes a major research paper under the direction of a faculty member. Prerequisite: Senior level standing (B)

Science

SCI220 Physics with Lab (4)

Physics is the most fundamental of all the physical sciences and 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: proficiency in algebra and trigonometry (B)

SCI230 Biology (3)

This course covers the molecular foundations of biology, the biology of the cell, molecular and classical genetics, the origin of life, the relationship between organisms, a brief survey of the kingdoms, and selected mammalian organ systems. Students will learn the basic concepts in biology that serve as a foundation for understanding and interpreting observations about the natural world. (B)

SCI230L Biology Lab (1)

This lab introduces the scientific method and biological techniques. It includes a broad range of topics, such as biochemistry, cell biology, plant and animal anatomy, and genetics. (B)

SCI320 Molecular Nutrition (3)

This course covers topics such as metabolism of the macronutrients (carbohydrates, fats, and proteins), functions of vitamins and minerals, the use of energy at rest and while exercising, and

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the impact of nutrition on the development of disorders such as diabetes and cardiovascular disease. The main purpose of this course is to bring students to an understanding of biological research in general and nutrition research in particular. To this end, students will read primary literature in the field and each student will write a research paper. Students will analyze the nutrient content of their own diets and design healthful diets. (V)

SCI330 Neuroscience (3)

This course covers the anatomy and molecular physiology of the human nervous system, as well as selected functions of the brain, including language, memory, learning, sensory perception, and emotion. It also covers the philosophy of the mind, language, and perception from a Christian perspective. Prerequisite: SCI230 (V)

Spanish

SPA110 Spanish I (3)

Spanish I is an introductory language course. Emphasis is placed on the study of grammar and the acquisition of basic reading, writing, speaking, and listening comprehension skills. (V)

SPA120 Spanish II (3)

Spanish II is a continued development of the concepts introduced in Spanish I. Emphasis is placed on the study of grammar and the acquisition of basic reading, writing, speaking, and listening comprehension skills. Prerequisite: SPA110 (V)

SPA210 Spanish III (3)

Intermediate Spanish is a continuation of the skills acquired in Spanish II. Developing reading, writing, speaking, and listening comprehension skills is emphasized. Prerequisite: SPA120 (V)

SPA220 Spanish IV (3)

Intermediate Spanish is a continuation of the skills acquired in Spanish III. Developing reading, writing, speaking, and listening comprehension skills is emphasized. Prerequisite: SPA210 (V)

Strategic Intelligence

INT310 History of American Intelligence (3)

This course provides an understanding of the role intelligence plays in U.S. foreign policy and examines the various intelligence disciplines with attention to the strengths and weaknesses of each. The course also explores the history of American intelligence, causes of intelligence failures, and the need for adequate oversight. This course is limited to those in the Strategic Intelligence track. (F)

INT320 Intelligence Research and Analysis (3)

An introduction to the standard research and analytical tools, techniques, and theories of the intelligence community. Topics include interdiction and warnings, predictive analysis, association matrices, estimated intelligence, and data visualization. Prerequisite: INT310 (S)

INT326 Intelligence, Law Enforcement, and Civil Liberties (3)

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. (S)

INT350 Counterintelligence (3)

Students will learn the history and fundamentals of American counterintelligence activities. Attention will be given to significant successes and failures of counter-intelligence, to policy, practice, and organization, and to future counter-intelligence challenges and needs with special emphasis on counterterrorism activities. Prerequisite: INT310 (F)

INT360 Counterterrorism (3)

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: INT310 (F)

INT410-440 Research and Analysis-Internship (various)

As a part of the strategic intelligence education, all students are expected to participate in one or more off-campus internships. Internships will provide opportunities for students to apply their knowledge gained from the classroom in the field and learn the discipline's best practices under the supervisor of experienced practitioners. Prerequisite: INT310 (V)

INT420 Research and Analysis-Special Projects (various)

These credits consist of individualized projects in the fields of intelligence and foreign policy. These experiences seek to integrate the skills learned in the traditional classroom setting into "real world" tasks. Students will collect, analyze, and report on data under the supervision of a faculty member and, in some cases, a qualified field practitioner. Prerequisite: INT310 (V)

INT421 Faith and Reason Integration Essay (1)

The integration essay is a one-credit Directed Research and Writing project that students complete demonstrating their understanding of the integration of their faith with their major area of study. Prerequisite: Senior level standing (B)

LIBRARY RESOURCES AND SERVICES

The mission of the Patrick Henry College Library is to glorify God by actively supporting the curricular programs at the College with quality information resources and services. This is accomplished by:

- Evaluating, acquiring, organizing, disseminating, and preserving information resources.
- Teaching users lifelong information management skills based on an informed biblical worldview.

Located on the lower level of Founders Hall, the Library is the central site for traditional print, audio-visual, and electronic information resources supporting the research needs of the Patrick Henry College community. The Library serves as the heart of PHC's academic program and functions as a full partner with College faculty and staff in the pursuit of academic excellence.

With its emphasis on applying new technologies to library services, the PHC Library operates as a "virtual library" for the campus community. In addition to housing resources such as print materials, microforms, audio-visual items, software, and archival materials, it also provides easy access to remote electronic collections on the Web. The Library's web-based integrated online library system, Voyager, offers a computerized catalog of locally held resources and also functions as a gateway to other catalogs and full-text databases. The facility seats about 50, including individual networked study carrels, networked reading tables, a conference/groups study room, and a media room.

The main library collection consists of approximately 24,000 volumes in a variety of media. In addition, users have access to over 40,000 academic "ebooks" available via the Web. The Library subscribes to over 5,000 periodical titles that appear on paper,

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microform, and online formats. Professional librarians and fully trained support staff provide reference advisory services, bibliographic instruction, and information management training to both individuals and groups. More complete and current information may be found in the PHC Library Guide and at www.phc.edu/library. Library Guides may be picked up at the Circulation counter.

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. PHC is a member of the Online Computer Library Center (OCLC), which grants our users the ability to borrow over 50 million items held in more than 27,000 member libraries worldwide.

Special collections in the Library include legal serials and materials related to the history of PHC.

PATRICK HENRY COLLEGE BOARD OF TRUSTEES

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PATRICK HENRY COLLEGE ADMINISTRATION

Michael Farris, J.D., Chancellor and Founding President of PHC, 2000-2006; J.D., Gonzaga University Law School; Founder and Chairman, Home School Legal Defense Association

Graham Walker, Ph.D., President, Ph.D. in Political Philosophy, Notre Dame, 1988; Vice President for Academic Affairs and Dean, Oklahoma Wesleyan University, 2002-2006

Senior Executives

Raymond Bouchoc, Ph.D., College Chaplain; Assistant Professor of Biblical Studies; Ph.D. in Biblical Studies, Southeastern Baptist Theological Seminary

Earl Hall, Vice President for Operations and Infrastructure; M.S. in Management, University of Colorado

W. Blake Hudson, Vice President for Development; B.S. in Industrial Engineering, Mississippi State University

Laura McCollum, Ed.D., Dean of Institutional Assessment and Assistant Professor of Education; Ed.D. in Curriculum and Instruction, Seattle Pacific University

Gary Mason, Vice President for Student Life; M.Div., Asbury Theological Seminary

Gene Edward Veith, Ph.D., Vice President for Academic Affairs and Academic Dean, Professor of Literature; Ph.D. in English, University of Kansas; Cultural Editor of *World Magazine*, 1996-2006; Dean of the School of Arts and Sciences, Concordia University, 1990-1998

N. Daryl Wolking, CPA, Chief Financial Officer; B.S. in Accounting, Northern Kentucky University

Senior Administration

Jeffrey Burtner, Director of Information Technology Services; B.S. in Business Administration, Western Carolina University

Barbara Finlay, CEBS, Director of Human Resources; B.A. in Mathematics, Montclair State University

Charlessa Gates, Director of the Library; M.L.S., Emporia State University

Steven Hake, Ph.D., Chairman of the Department of Classical Liberal Arts and Professor of Literature; Ph.D. in English Literature, Binghamton University; M.A. in English Literature, Yale University; M.Div., Westminster Theological Seminary

David Halbrook, Director of Communications; M.A. in Christian Communications, Louisiana Baptist University; B.S. in Journalism, University of Colorado

Stephen M. King, Ph.D., Chairman of the Department of Government and Associate Professor of Government; Ph.D. in Political Science, University of Missouri-Columbia

Rebekah Knable, Director of Admissions; B.S. in Business Administration, Old Dominion University

Marian R. Sanders, Ph.D. (on sabbatical during the 2006-2007 academic year), Associate Dean of Academic Affairs and Associate Professor of History; Ph.D. in History, Ohio University

Rich Shipe, Director of Distance Learning; Grove City College

Rodney Showalter, Registrar; M.E.D. in Educational Leadership in Higher Education Administration, College of William and Mary

Patrick Henry College Staff

Cheryl Banks, Administrative Assistant, Academic Affairs

Janna Bowman, Director of Events

George Clay, Executive Director, PHC Foundation

Sandra Corbitt, Associate Dean of Students for Women's Concerns and Assistant Director of Admissions

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Alyssa Cowell, Library Assistant
Art Cox, Graphic Designer
Gregory Davis, Computer Support Manager
Geoff Edling, General Services Officer
Jeffrey Good, Database Administrator
Naomi Harralson, Staff Writer
Kara Holthaus, Operations Assistant
Judah Kiley, Executive Assistant to the President
Michelle Lewis, Accountant
Jenny Nelson, Student Billing Administrator
Mark Richard, Financial Aid Administrator
Ned Ryun, Director of Government Apprenticeship
Craig Smith, Director of Response Marketing
Susanna Smith, Bookstore Manager
Daniel Soares, Lotus Notes Administrator
Amanda Taylor, Executive Assistant to the Chancellor
John Terryberry, Grounds Manager
Tiffany Thompson, Admissions Counselor
Martha Walter, Gift Processing Coordinator
Scott Wheaton, Student Activities Coordinator and Office Administrator
John Zareva, Development Officer

APPENDIX A: SUMMARY OF COSTS AND FEES

Summary of Costs and Fees 2006-2007 Academic Year On-Campus Program

Tuition	\$16,000/academic year
Tuition for credit hours over 18 per semester	\$490/credit hour
Tuition for credit hours over 36 per year (including summer)	\$490/credit hour
Tuition for credit hours under 12 per semester (part-time)	\$490/credit hour
Tuition for high school students (limited to 2 courses per semester)	\$260/credit hour
Audit Fee (On-Campus, Admitted)	\$255/course
Audit Fee (On-Campus, Non-degree-seeking)	\$475/course
Room and Board	\$5,730/academic year
Tuition Deposit (non-refundable after 5/1 for fall, 12/1 for spring)	\$200
Housing Security Deposit	\$250
Medical Insurance (not waived)	\$312/academic year
Foreign Language Proficiency Test	\$100
Late Registration Fee (after 5/18/06 for fall, after 12/14/06 for spring)	\$50
Automobile Registration Fee	\$40/semester
Bike Fee	\$10/academic year

All Distance Learning Courses

Tuition	\$260/credit hour
Audit Fee	\$130/course
Tuition Deposit (non-refundable)	\$100

APPENDIX B: FINANCIAL AID OFFERINGS FOR 2006-2007 ACADEMIC YEAR

Merit					
	Award name (Maximum no. of awards)	Eligibility	Duration	Annual Amount	Renewability
Leadership Awards	General George Hubert Krieger Scholarship (1)	Our most selective scholarship, awarded to those rare applicants who show superior excellence in both academic scholarship and Christian leadership.	4 years	Up to full tuition	Outstanding Christian leadership and cumulative 3.0 GPA
	Abraham Lincoln Award (4)	Awarded to students who demonstrate outstanding commitment to principled leadership as evidenced by application materials.	4 years	\$2,000	Demonstrated leadership and cumulative 3.0 GPA
	William A. Wilberforce Award (4)	Awarded to students who have demonstrated the ability to remain true to their convictions and to inspire others to live courageously as evidenced by application materials.	4 years	\$2,000	Demonstrated leadership and cumulative 3.0 GPA
	Epaphras Church Leadership Award (6)	Awarded to students who have shown committed involvement in the service and leadership of their local church as evidenced by application materials.	4 years	\$1,500	Demonstrated leadership and cumulative 3.0 GPA
Scholastic Awards	Patrick Henry Awards (SAT scores represent a combination of an applicant's Critical Reading and Math scores)	SAT 1550-1600 or ACT 35-36 and exemplary application materials	4 years	Up to 65% of tuition	Cumulative 3.0 GPA
		SAT 1500-1540 or ACT 34 and exemplary application materials	4 years	Up to 55% of tuition	Cumulative 3.0 GPA
		SAT 1450-1490 or ACT 33 and exemplary application materials	4 years	Up to 45% of tuition	Cumulative 3.0 GPA
		SAT 1400-1440 or ACT 32 and exemplary application materials	4 years	Up to 35% of tuition	Cumulative 3.0 GPA
		SAT 1350-1390 or ACT 30-31 and exemplary application materials	4 years	Up to 25% of tuition	Cumulative 3.0 GPA
		SAT 1300-1340 or ACT 29 and exemplary application materials	4 years	Up to 20% of tuition	Cumulative 3.0 GPA
Debate Awards (see note #2)	Samuel Adams Debate Award (3)	Winner in National Home School Debate Tournament in the categories of Lincoln Douglas or Team Debate	4 years	Full tuition	Participation in PHC debate and cumulative 3.0 GPA
	James Madison Debate Award (3)	2nd Place finisher in National Home School Debate Tournament in the categories of Lincoln Douglas or Team Debate	4 years	\$1,500	Participation in PHC debate and cumulative 3.0 GPA
	Daniel Webster Debate Award (3)	3rd Place finisher in National Home School Debate Tournament in the categories of Lincoln Douglas or Team Debate	4 years	\$1,000	Participation in PHC debate and cumulative 3.0 GPA
	John Jay Debate Award	Participant in National Home School Debate Tournament	1 year	\$500	Non-renewable
Education Awards	Noah Webster CLA Award (1)	Awarded to a meritorious student intending to major in Classical Liberal Arts who has an aptitude and desire to influence the youth of our society for Christ by teaching in a home school, classical Christian school, or in other venues, or writing curricula. Preference will be given to those who have been using their teaching gifts in church, home schooling, or tutoring.	4 years	\$1,500	Cumulative 3.0 GPA

Merit (continued)

Award name (Maximum no. of awards)	Eligibility	Duration	Annual Amount	Renewability	
Education Awards (continued)	Publius Government Award (6)	Awarded to meritorious students intending to major in Government. Preference will be given to those who have been involved in government through volunteering on campaigns and in state and local government.	4 years	\$1,500	Cumulative 3.0 GPA
	Herodotus History Award (1)	Awarded to a meritorious student intending to major in History. Students desiring to be considered for this award must, as part of their application for admission, submit an education sample of an essay or research paper on a historical topic or person.	4 years	\$1,500	Cumulative 3.0 GPA
	Nathaniel Willis Journalism Award (1)	Awarded to a meritorious student intending to major in Journalism. Preference will be given to students with a demonstrated interest and past experience in journalism whose application materials, including essays and writing samples, show significant potential.	4 years	\$1,500	Cumulative 3.0 GPA
	C.S. Lewis Literature Award (1)	Awarded to a meritorious student intending to major in Literature. Students desiring to be considered for this award must, as part of their application for admission, submit an education sample of an essay or research paper on a literary topic.	4 years	\$1,500	Cumulative 3.0 GPA
	Leonidas Classical Language Award (1)	Awarded to a meritorious student who has demonstrated excellence in preparation for the study of Latin and/or Greek and who intends to further that study through applicable courses at PHC.	4 years	\$1,500	Cumulative 3.0 GPA

Need (contact the Financial Aid Office for complete details)

Student Employment	Demonstrated financial need	Reviewed annually	\$7.00/hour	Cumulative 2.0 GPA. Need verified annually.
Need Grant	Demonstrated financial need	Reviewed annually	Reflects documented need	Cumulative 2.0 GPA. Need verified annually.

Other

HSLDA Member Grant	Active member family in Home School Legal Defence Association	4 years	\$1,000	Cumulative 2.0 GPA
Servants' Scholarship	Students whose parents are employed by full-time Christian ministry with demonstrated financial need.	Reviewed annually	Reflects documented need	Cumulative 2.0 GPA
Elijah Scholarship	Children of widows/widowers with demonstrated financial need.	Reviewed annually	Reflects documented need	Cumulative 2.0 GPA
Wachovia Student Loan	Requirements established by Wachovia Bank www.educaid.com	Reapply annually, as needed		

