

2018-2019

# Integrated Social Studies Handbook

Secondary School Teaching Licensure

**MALONE UNIVERSITY**

LAST UPDATED 9/03/18

FOR MORE INFORMATION

[www.malone.edu/academics/undergraduate/majors-minors/integrated-social-studies/](http://www.malone.edu/academics/undergraduate/majors-minors/integrated-social-studies/)



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**DEPARTMENT OF HISTORY/PHILOSOPHY/SOCIAL SCIENCES (HPSS)**

**INTEGRATED SOCIAL STUDIES  
Departmental Major Handbook  
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## **MALONE UNIVERSITY IDENTITY AND MISSION STATEMENT**

Malone University is a Christian university for the arts, sciences, and professions in the liberal arts tradition, affiliated with the Evangelical Friends Church.

The mission of Malone University is to provide students with an education based on biblical faith in order to develop men and women in intellectual maturity, wisdom, and Christian faith who are committed to serving the church, community, and world.

<https://www.malone.edu/about/mission-foundational-principles-doctrinal-statement/>

## **MALONE UNIVERSITY FOUNDATIONAL PRINCIPLES**

A Christian university for the arts, sciences, and professions, Malone grounds its educational mission in the biblical call to seek Christ's Kingdom First in all things. As we work out our calling, we put into action foundational principles that reflect our Christian faith, our Evangelical Friends heritage, and our desire to seek truth. These foundational principles help guide our work over time in the face of changing external exigencies and are the means by which we articulate what is and has been intrinsically important to the institution.

## **INTEGRATED SOCIAL STUDIES MAJOR MISSION STATEMENT**

The Integrated Social Studies major prepares students to obtain state licensure enabling them to teach social studies courses in grades 7-12, to demonstrate knowledge in history and social sciences content fields, to plan instruction, to practice teaching, and to affect their students' learning—in order to enable them to serve the church, community, and the world as effective teachers.

## **GPA REQUIREMENT**

Students pursuing the Integrated Social Studies major must maintain a minimum 2.75 major and cumulative GPA to progress through the teacher licensure program. Candidates are required to earn a minimum grade of C (2.0) for all EDUC and SPED courses and may repeat a course only once. To register for education courses at the 300 level or above, acceptance into Teacher Education is required. See details of the assessment requirements and criteria for teacher licensure programs in the School of Education and Human Development.

## **PROGRAM GOALS, AND LEARNING OUTCOMES**

1. **Goal:** Prepare students to demonstrate knowledge in history and social sciences content fields.  
**Outcome:** Students will:
  - pass the required content area courses
  - complete an additional assessment based on National Council of Social Studies standards
2. **Goal:** Prepare students to demonstrate an ability to plan instruction.  
**Outcome:** Students will:
  - complete the Teacher Education Proficiencies Portfolio
3. **Goal:** Prepare students for successful student teaching.  
**Outcome:** Students will:
  - complete the Formative Evaluation for Student Teachers

4. **Goal:** Prepare students to demonstrate how their instruction affects student learning.  
**Outcome:** Students will:
  - o complete the Evaluation of Candidate Work Sample
  - o complete the Social Studies Unit Assignment
5. **Goal:** Prepare students to master social studies content areas required for state licensure to teach social studies in grades 7-12.  
**Outcome:** Students will:
  - o pass the social studies content knowledge portion of the Ohio Assessments for Educators exam

**INTEGRATED SOCIAL STUDIES MAJOR AT MALONE UNIVERSITY**

The Integrated Social Studies major is a 45-hour interdisciplinary teaching major comprised of a 39-hour core and a 6-hour concentration area and a 35-hour professional education requirement. It prepares students to teach in Ohio Secondary Schools in the fields of history, government, and sociology.

<b>39-hour core of the major includes:</b>	<b>35-hour professional education requirement:</b>
ECON 202 - Principles of Macroeconomics <b>OR</b> <u>ECON/POL 347 - International Political Economy</u> HIST 111 - World History I: The Ancient World to 1500 HIST 112 - World History II: The Modern World HIST 211 - American History I: Colonial Era to Civil War HIST 212 - American History II: Gilded Age to Present HIST 362 - Ohio History and Government (w) HIST 442* - History Senior Seminar POL 201 - Introduction to American Government POL 212 - Introduction to World Politics POL 301 - Political Philosophy SOC 201 - Introduction to Sociology SOC 340 - Sociology of Gender <b>OR</b> <u>HIST 445 – Women in American History (w)</u> SOSOC 200 - Globalization and Cultural Geography  *Please note, only history majors are required to take the Senior Comprehensive Examination that is administered in HIST 442	EDUC 112 - Teaching in a Diverse Society EDUC 122 - Learners in a Diverse Society EDUC 232 - Psychology of Human Learning EDUC 267 - Content Reading Strategies EDUC 327 - Communication, Collaboration, Advocacy EDUC 416 - Curriculum, Assessment, and Instruction EDUC 417 - Management Strategies in Education EDUC 429 - Teaching ISS in the Secondary School EDUC 460 - Student Teaching Seminar EDUC 465 - Differentiation through Data-Driven Decisions EDUC 498 - Student Teaching

**Students must choose one of the following three 6-hour concentrations:**

**History Concentration:**

Any two 300- or 400- level History courses, one of which must be non-Western (nw).

**Political Science Concentration:**

Any two 300- or 400- level Political Science courses.

**Sociology Concentration:**

Any two 300- or 400- level Sociology courses.

**INTEGRATED SOCIAL STUDIES REQUIREMENTS AND SUGGESTED TIMELINE OVERVIEW OF THE MAJOR  
SOCIAL STUDIES CORE, PROFESSIONAL EDUCATION, AND CONCENTRATION AREA**

<b>Social Studies Core</b>			
<b>Course Number</b>	<b>Course Title</b>	<b>When OFFERED:</b>	<b>When to TAKE:</b>
ECON 202 <b>OR</b> ECON/POL 347	Macroeconomics <b>OR</b> Global Economy	<i><b>ECON 202:</b> Offered every semester <b>ECON 347:</b> Offered every odd-year Fall</i>	
HIST 111	World History: Ancient World	<i>Offered every Spring</i>	<i>Spring of Freshman year</i>
HIST 112	World History: Modern World	<i>Offered every semester</i>	<i>Fall of Freshman year</i>
HIST 211	American History I	<i>Offered every Fall</i>	<i>Fall of Freshman year</i>
HIST 212	American History II	<i>Offered every Spring</i>	<i>Spring of Freshman year</i>
HIST 362	Ohio History and Government	<i>Offered every odd-year Spring</i>	<i>Spring of Sophomore or Junior year</i>
HIST 442*	Senior Seminar	<i>Offered every Fall</i>	<i>Fall of Senior year</i>
POL 201	Introduction to American Government	<i>Offered every semester</i>	<i>Fall of Freshman year</i>
POL 212	Introduction to World Politics	<i>Offered every semester</i>	<i>Spring of Freshman year</i>
POL 301	Political Philosophy	<i>Offered every Fall</i>	<i>Fall of Sophomore year</i>
SOC 201	Principles of Sociology	<i>Offered every semester</i>	<i>Freshman or Sophomore year</i>
SOC 340 or HIST 445	Sociology of Gender or Women in American History	<i><b>SOC 340:</b> Offered every odd Spring <b>HIST 445:</b> Offered every odd Fall</i>	
SOSC 200	Globalization and Cultural Geography	<i>Offered every Fall</i>	<i>Fall of Sophomore year</i>

*\* Please note, only history majors are required to take the Senior Comprehensive Examination that is administered in HIST 442.*

<b>Professional Education</b>			
<b>Course Number</b>	<b>Course Title</b>	<b>When OFFERED:</b>	<b>When to TAKE:</b>
EDUC 112	Teaching in a Diverse Society		<i>Fall of Sophomore year</i>
EDUC/SPED 122	Learners in a Diverse Society	<i>Offered every semester</i>	<i>Fall of Sophomore year</i>
EDUC 232	Psychology of Human Learning	<i>Offered every semester</i>	<i>Spring of Sophomore year</i>
EDUC 267	Content Reading Strategies		<i>Spring of Sophomore year</i>
EDUC 327	Communication, Collaboration, and Advocacy	<i>Offered every semester</i>	<i>Junior year</i>
EDUC 416	Curriculum, Assessment, and Instruction	<i>Offered every Fall</i>	<i>Fall before student teaching</i>
EDUC 417	Management Strategies in Education	<i>Offered every Fall</i>	<i>Fall before student teaching</i>
EDUC 429	Teaching Integrated Social Studies in the Secondary School	<i>Offered every Fall</i>	<i>Fall before student teaching</i>
EDUC 460	Student Teaching Seminar	<i>Offered every semester</i>	<i>Final semester</i>
EDUC 465	Differentiation through Data-Driven Decisions	<i>Offered every semester</i>	<i>Final semester</i>
EDUC 498	Student Teaching	<i>Offered every semester</i>	<i>Final Semester</i>
<b>Choose ONE of the Following Areas of Concentration:</b>			
History	Any two 300- or 400-level History courses, one of which must be non-western (nw).		
Political Science	Any two 300- or 400-level Political Science courses.		
Sociology	Any two 300- or 400-level Sociology courses.		

### **SENIOR COMPREHENSIVE EXAM**

Students graduating as history majors are required to pass the senior comprehensive examination. This will be taken in conjunction with HIST 442, Senior Seminar, which is offered every Fall Semester. Students will be prepped and mentored before taking the examination. Juniors who plan to graduate a year early or participate in an off-campus study program during Fall Semester of their senior year should enroll in HIST 442 during Fall Semester of their third year.

**GENERAL EDUCATION REQUIREMENTS AND COURSE SUGGESTIONS FOR ISS MAJORS:**

Component		Course	Semester	
<b>Foundations of Faith and Learning</b>				
<b>Course Number</b>	<b>Course Title</b>		<b>When OFFERED:</b>	<b>When to TAKE:</b>
GEN 100	The College Experience		<i>Offered every Fall</i>	
BIBL 100	Introduction to the Bible		<i>Offered every Semester</i>	
THEO 211	Introduction to Theology		<i>Offered every Semester</i>	
Philosophy Menu	<b>Select:</b> PHIL/POL 301: Political Phil. Integrated Social Studies Requirement		<i>Offered every Fall</i>	<i>Fall of Sophomore year</i>
<b>Foundational Skills</b>				
ENG 145	English Composition		<i>Offered every Semester</i>	
COMM 110	Communication Skills		<i>Offered every semester</i>	<i>Spring of Freshman Year</i>
MATH/PSYC 140	Introduction to Statistics		<i>Offered every Semester</i>	
Math Proficiency	<i>Math Proficiency OR MATH 130</i>		<i>Offered every Semester</i>	
<b>Engaging in Human Experience</b>				
<b>Understanding Persons</b>				
Component Menu	<b>Select:</b> SOC 201: Principles of Soc. Integrated Social Studies Requirement		<i>Offered every semester</i>	<i>Freshman or Sophomore year</i>
<b>Literature</b>				
ENG 200	Literature and Society		<i>Offered every Semester</i>	
<b>Fine Arts</b>				
Fine Arts Menu	Select from General Education Fine Arts menu			
<b>Engaging in Cultures and Institutions</b>				
<b>World History</b>				
HIST 112	World History II Integrated Social Studies Requirement		<i>Offered every semester</i>	<i>Fall of Freshman year</i>
<b>American Cultures and Institutions</b>				
Component Menu	<b>Select:</b> POL 201: Intro to Amer. Govt. Integrated Social Studies Requirement		<i>Offered every semester</i>	<i>Fall of Freshman year</i>
<b>Global Connections</b>				
Component Menu	<b>Select:</b> POL 212: World Politics Integrated Social Studies Requirement		<i>Offered every semester</i>	<i>Spring of Freshman year</i>
<b>Engaging the Created Order</b>				
Science Class	Select from General Education Science menu			
<b>Capstone</b>				
GEN 460	Select from General Education Faith in the World menu		<i>Offered every Semester</i>	<i>Senior Year</i>



## **INTEGRATED SOCIAL STUDIES CORE DESCRIPTIONS:**

### **ECON 202 - Principles of Macroeconomics (3) (OR ECON 347)**

A study of macroeconomics taking a broad view of the American economy, exploring topics such as money, total output and spending, national income, inflation, unemployment, and economic stabilization methods. This course meets the Understanding Persons in Society requirement of the general education program. Offered each semester.

### **ECON/POL 347 – The Global Economy (3) (OR ECON 202)**

This course explores the current system of globalized consumption, production, trade, finance, and ecology that shapes our daily economic lives. Critical reflection on Christian participation in that economy is also a key part of the course. Cross-listed with POL 347. Offered Fall 2019 and alternate Fall semesters.

### **HIST 111 - World History I: The Ancient World to 1500 (3)**

A study of the ancient Middle Eastern, Asian, Mediterranean, and European civilizations from the Paleolithic period to the Age of European Discovery. A liberal arts approach will be utilized that incorporates a comparative examination of the political, intellectual, social, and cultural contributions of each period and culture. Introduces students to historical analysis and critical thinking skills. Offered each spring.

### **HIST 112 - World History II: The Modern World (3)**

Examines major world civilizations from the Age of Discovery to the present. Special attention will be given to the Industrial Revolution, rise of nationalism and imperialism, the major world wars, communist revolutions, the Cold War, and the various ethno-religious tensions in the post-Cold War era. A liberal arts approach will be utilized that incorporates a comparative examination of the political, intellectual, social, and cultural contributions of each period and culture. Introduces students to historical analysis and critical thinking skills. Offered each semester.

### **HIST 211 - American History I: Colonial Era to the Civil War (3)**

Surveys the major cultural, political, economic, social, and religious themes in American history from the pre-Columbian era through the era of Reconstruction. Special attention will be given to the development of colonial societies, the formation of American political institutions, the structure of slavery, the growth of reform movements, the conflicts that provoked the Civil War, and the changes brought about by that war. Offered each Fall.

### **HIST 212 - American History II: Gilded Age to the Present (3)**

This course surveys the major cultural, political, economic, social, and religious themes in American history from the Gilded Age to the present. Special attention will be given to industrialization, political reform, twentieth-century wars, women's rights, civil rights, the Cold War, and cultural conflicts. Offered each Spring.

**HIST 362 - Ohio History and Government (w) (3)**

The study of Ohio's history and government will provide the students with an up-close look at the society with which they live and work. There will be an examination of all levels of government from the state down to the local unit. Prerequisite(s): HIST 111 or 112. Offered Spring 2019 and alternate Spring semesters.

**HIST 442 – History Senior Seminar**

A study of the nature and development of history as a discipline, of various philosophies of history, and of historiographical principles and methods. Includes a research component in which students are required to collect, analyze, and interpret historical data. Required of all history majors and minors, and integrated social studies majors. Prerequisite(s): HIST 111 or 112, and 211 or 212, and junior or senior standing. Offered each Fall.

**HIST 445 - Women in American History (w) (3) (OR SOC 340)**

This course studies the significance of women in diverse areas of American society, from the colonial era to the present. While some attention will be given to notable individuals, emphasis will be placed on the role that women have played in all aspects of American life, including social structures, religion, politics, the economy, and cultural developments. Prerequisite(s): HIST 111 or 112. Offered Fall 2019 and alternate Fall semesters.

**POL 201 – Introduction to American Government (3)**

An introduction to the basic documents, structures, and processes of American Government. Includes a detailed study of the Constitution and how it changes over time, as well as key documents from the founding period, and current issues in government. Offered each semester.

**POL 212 – Introduction to World Politics (3)**

An historical introduction to basic themes of modern world politics, with particular attention to problems of war and peace. Examines alternatives to war, including economic order, security arrangements, ethics, international law, and international organization. Offered each semester.

**POL 301 – Political Philosophy (3)**

An examination of key ideas and figures dealing with foundational issues of political life, with a particular focus on themes of order, freedom, justice, and power. Cross-listed with PHIL 301. Offered each Fall.

**SOC 201 – Introduction to Sociology (3)**

Sociology is the systematic study of society and group interaction; this course provides an introduction to the major theories, tools of inquiry, and areas of study within the discipline. Key figures within the sociological tradition are identified and their contribution to understanding the social world and human interaction assessed. Offered each semester.

**SOC 340 - Sociology of Gender (3) (OR HIST 445)**

The course focuses on perceptions of gender and uses sociological analysis to examine issues related to male/female interaction and identity. Theoretical perspectives will be explored along with a focus on gender roles. A section on media representations of masculinity and femininity will also be included. Prerequisite(s): SOC 201. Offered Spring 2019 and alternate Spring semesters.

**SOSC 200 – Globalization and Cultural Geography (3)**

A study of major world regions, exploring cultural diversity in a globalizing world. Offered each Fall.

**PROFESSIONAL EDUCATION CORE DESCRIPTIONS:****EDUC 112 – Teaching in a Diverse Society (3)**

An introduction to teaching emphasizing the opportunities and challenges of educating children in an increasingly diverse society. Social, historical, cultural, and economic factors are considered as teacher candidates develop a personal philosophy of education which includes the influence of a Christian worldview on professional practice. Includes 30 hours of field experience. Prerequisite(s): COMM 110; PSYC 121. Co-requisite(s): EDUC 122.

**EDUC/SPED 122 – Learners in a Diverse Society (3)**

This course emphasizes the philosophical, historical, and legal foundations of special education with particular consideration given to the principles and practices of inclusion. A personal philosophy regarding the acceptance and professional commitment to individuals with exceptional learning needs will be developed. Characteristics of learners with exceptionalities will be explored. Co-requisite(s): EDUC 112. Offered each semester.

**EDUC 232 – Psychology of Human Learning (3)**

A course which focuses on the psychology of early through adolescent human development and topics related to how learning occurs and key differences among various types of learners including the influences of gender, intelligence, personality, learning style preferences, cultural backgrounds, and exceptionalities. Instructional implications of learning theory are also examined including behaviorism, constructivism, moral development, and opportunities for developmentally appropriate technology integration into the classroom setting. Prerequisite(s): EDUC 112, 122. Offered each semester.

**EDUC 267 – Content Reading Strategies (3)**

This course provides a multidisciplinary support of reading development with an emphasis on content area reading with diverse learners in mind. Attention is given to the development of skills in comprehension, vocabulary, word identification, the reading and writing process, grammar skills, and effective strategies for reading instruction across the content areas. This course is required for students pursuing Adolescence to Young Adult licensure (i.e., Integrated Language Arts, Integrated Mathematics, Integrated Social Studies, Life Science Education, Life Science/Chemistry Education) or Multi-age Licensure (i.e., Music Education). Includes 30 field hours. Prerequisite(s): EDUC 122. Cross-listed with SPED 267.

### **EDUC 327 – Communication, Collaboration, and Advocacy (2)**

This course emphasizes essential knowledge and strategies concerning diverse family needs and appropriate methods to address them through effective communication, decision making, and professional and community relationships. Avenues of advocacy for all students, regardless of individual differences and the various roles that support students and families across all levels of education are also addressed. Attention is given to ethical and professional practices for confidential and responsible communication. Includes 20 hours of volunteer-related experience approved by the course instructor. Prerequisite(s): EDUC 232. Offered each semester.

### **EDUC 416 - Curriculum, Assessment, and Instruction (2)**

The focus of this course is the alignment of curricular goals, assessment, and instructional design. Candidates develop a theoretical and practical understanding of contemporary curriculum and the application of backward design to develop a meaningful synergy between instructional intentions and assessment. Topics include measurement statistics to appropriately interpret standardized test scores; knowledge and application of educational standards; the development of authentic assessment activities; and the social, legal, and ethical implications of testing. Prerequisite(s): EDUC 232, 327. Co-requisite(s): EDUC 417. Offered each Fall.

### **EDUC 417 – Management Strategies in Education (2)**

Course content focuses on conceptual models of discipline, management methods and strategies, systematic interventions, and classroom procedures/routines that lead all students, including students with mild to moderate educational needs, to make constructive social/behavior choices. Other topics include legal requirements and social/behavior planning in the IEP process, methods to teach social skills, and strategies to motivate students. Ethical considerations inherent in behavior management are also considered. Prerequisite(s): EDUC 232, 327. Co-requisite(s): EDUC 416. Offered each Fall.

### **EDUC 429 – Teaching Integrated Social Studies in the Secondary School (4)**

A comprehensive social studies methods course which integrates the broad areas of history, economics, political science, and sociology, with applications for instruction at the secondary level. Attends to NCSS standards and Ohio academic content standards for social studies. This course includes 60 hours of field experience. Prerequisite(s): EDUC 232, 327. Co-requisite(s): EDUC 416, 417. Offered each Fall.

### **EDUC 460 – Student Teaching Seminar (1)**

The student teaching seminar meets once a week during the student teaching semester. The seminar encourages reflection and provides opportunities for students to interact regarding their student teaching experiences. Discussions on issues and trends affecting the profession and preparations for the professional role will occur. The professional portfolio and student teaching work sample capstones are developed and submitted. Offered each semester.

### **EDUC 465 – Differentiation through Data-Driven Decisions (2)**

This course is a focused, clinical and class experience that prepares teacher-candidates to meet the needs of diverse learners by collecting, analyzing, and using data to differentiate instruction. Co-requisite(s): EDUC 460. Offered each semester. This course occurs during the first three (3) weeks of the Student Teaching Semester.

### **EDUC 498 – Student Teaching (10)**

For those seeking teacher licensure, this course is a full-time clinical experience providing opportunities to observe, plan, conduct, and evaluate instruction in a school setting and receive professional feedback from university supervisors and experienced cooperating teachers in the appropriate licensure area for a minimum of 12 weeks. Attendance at additional duties associated with the teaching role is expected (i.e., parent-teacher conferences, professional meetings, etc.). Those registering for student teaching must also register for EDUC 460 - Student Teaching Seminar. Application for student teaching should be made in November preceding the academic year in which student teaching is to be completed. Prerequisite(s): Acceptance as a candidate for clinical experience and satisfactory completion of all professional education course work. Co-requisite(s): EDUC 460. Cross-listed with SPED 498. Offered each semester.

**HISTORY CONCENTRATION COURSE DESCRIPTIONS**    **Select 2 of the following and at least one must be a non-Western (nw):**

### **HIST 321 - The Civil War and Reconstruction (w) (3)**

This course examines the causes, course, and impact of the Civil War and Reconstruction. It studies the sectional divisions, the motivations of ordinary people who fought in the war, military strategies, political activities, and the ways that African Americans affected the causes, course, and purposes of the war. It examines how Reconstruction shaped sectional differences, economic structures, race relations, political issues, and cultural ideals. Finally, the course looks at how the history of the Civil War itself has been written, including the differences between popular and academic histories, the meanings that various people attach to the war, and how the Civil War functions today in the memories of many Americans. Prerequisite(s): HIST 111 or 112. Offered Fall 2018 and alternate Fall semesters.

### **HIST 323 - The Quakers (w) (3)**

A study of the origins of Friends, the early evangelistic and missionary movements, quietism, schisms, revivals, and modernization. Attention will be given to the place of Evangelical Friends Church-Eastern Region in the history of Friends. Prerequisite(s): HIST 111 or 112. Cross-listed with THEO 323. Offered Fall 2018 and alternate Fall semesters.

**HIST 324 - Medieval Europe (w) (3)**

A study of the emergence of Europe, the Byzantine Empire, the Islamic Caliphate after the Fall of the Roman Empire in the West. Political, social, economic, and cultural developments are examined. Special attention is given to Christianity in the Middle Ages, including religious thought, practices, and the development of monasticism and the papacy. Prerequisite(s): HIST 111 or 112. Offered Fall 2018 and alternate Fall semesters.

**HIST 335 - Religion in America (w) (3)**

This course examines the emergence and development of diverse religious traditions in American history, including Puritans, Quakers, evangelicals, African American Christians, Catholics, Jews, Pentecostals, mainline Protestants and others. By studying the beliefs, spirituality, and practices of ordinary people, it examines how religion has embedded itself in popular American culture. Particular attention will be given to the role of civil religion in the United States, the historical shift from Protestant domination to a more secular culture, the stance taken by religious groups toward diversity in American society, and the relationship between “outsider” religious groups and the American institutional establishment. Offered each Spring.

**HIST 341 - African History (nw) (3)**

This course surveys the history of sub-Saharan Africa from the ancient kingdoms to the present day. This course includes the development of African kingdoms, traditional African institutions, the Atlantic slave trade, colonialism, missionaries and African Christians, nationalism, apartheid in South Africa, and recent African states. Prerequisite(s): HIST 111 or 112. Offered Fall 2019 and alternate Fall semesters.

**HIST 356 - History and Politics of the Modern Middle East (nw) (3)**

An overview of the modern Middle East, focusing on the historical roots of conflict, the formation of modern states, the Arab-Israeli conflict, economic development issues, political Islam, and the role of women. Prerequisite(s): HIST 111 or 112 or permission of the instructor.  
Cross-listed with POL 356. Offered Spring 2020 and alternate Spring semesters.

**HIST 358 - History and Politics of East Asia: China and Japan (nw) (3)**

In the last quarter of the 20th Century, the nations of East Asia - China, Japan, North and South Korea, and Taiwan - emerged as major political and economic players on the global stage. The course surveys the history and cultural traditions of East Asia, with particular emphasis on China and Japan. It will focus on imperial China and the shogunates of Japan, the rise of nationalism in post- Qing China and post-Tokugawa Japan, revolution and modernization, recurring tensions between China and its East Asian neighbors, the rise of “tiger economies,” and an introduction to East Asian culture from feng shui to manga. Prerequisite(s): HIST 111 or 112. Cross-listed with POL 358. Offered Spring 2019 and alternate Spring semesters.

**HIST 360 - Classical Greece and Rome (w) (3)**

A study of Greece and Rome from the Bronze Age through the Fall of the Roman Empire in the West. Political, intellectual, and cultural developments will be studied. Emphasis is placed on the emergence of the Greek city-state; the cultural and political achievements of Classical Greece and Rome; Alexander the Great and the Hellenistic world; and the rise and decline of Roman powers. Prerequisite(s): HIST 111 or 112. Offered Spring 2019 and alternate Spring semesters.

**HIST 366 - History of Christian Missions and World Christianity (w or nw) (3)**

This course surveys the history of the Christian missionary movement and the emergence of new movements of world Christianity from the time of the early church to the present. Special attention will be given to issues of culture, authority and indigenous Christian movements that have emerged in the transmission of faith. It will also highlight the implications of the recent shift of the center of Christianity from the northern to the southern half of the globe. Cross-listed with THEO 366. Offered Spring 2019 and alternate Spring semesters.

**HIST 373 – Urban and Local Studies (3)**

This course examines the interdisciplinary field of urban studies, analyzes the growth and changing landscapes of American cities and urban spaces, and focuses in particular on political and social issues, with historical themes. The course explores the local urban experience in Canton, and Stark County, Ohio, and considers the interrelationship between the university and the city that serves as its home. Cross-listed with SOC 373. Offered Spring 2020 and alternate Spring semesters.

**HIST 381 - History of Latin America (nw) (3)**

A survey of the cultural, political, economic, social, and religious forces that have shaped Latin America from its pre-Columbian era to the present. Special attention is given to pre-Columbian cultures, cross-cultural encounters, the relationship between religion and society, inequities of wealth, U.S./Latin American relations, and Hispanic immigration to the U.S. Prerequisite(s): HIST 111 or 112. Offered Spring 2020 and alternate Spring semesters.

**HIST 436 - Early Modern and Modern Europe (w) (3)**

A survey of the history of Europe from the Renaissance to the present. Political, social, and intellectual developments are examined. Particular attention is paid to the Renaissance, Reformation, and Enlightenment; the French Revolution and Napoleonic Age; the rise of industrialization and nationalism; and the major events of the twentieth century, including the two world wars, the Holocaust, the Cold War, and the fall of communism in Europe. Prerequisite(s): HIST 111 or 112. Offered Spring 2020 and alternate Spring semesters.

**HIST 445 - Women in American History (w) (3)** (*For History Concentration ISS, this course cannot be both an upper level course and fulfill your diversity requirement.*)

This course studies the significance of women in diverse areas of American society, from the colonial era to the present. While some attention will be given to notable individuals, emphasis will be placed on the role that women have played in all aspects of American life, including social structures, religion, politics, the economy, and cultural developments. Prerequisite(s): HIST 111 or 112. Offered Fall 2019 and alternate Fall semesters.

**HIST 455 - U.S. Since 1945 (w) (3)**

This study examines the political, economic, and cultural developments of the United States since World War II. Topics include the development of the Cold War, American culture in the 1950s, the Civil Rights movement, the Korean and Vietnam wars, cultural changes of the 1960s, Watergate, and the Reagan era. Prerequisite(s): HIST 111 or 112. Offered Fall 2018 and alternate Fall semesters.

**HIST 461 - History of World Religions (nw) (3)**

A study of the history of the main religions of the world, with particular emphasis on Indigenous Religions, Hinduism, Buddhism, Confucianism, Daoism, Shinto, Judaism, Islam, and Ba'hai. This course will focus on the most important beliefs and practices of each religious tradition. Students will learn about the founders and key individuals as well as examine portions of the sacred text(s) of several major religious traditions. Experiencing sacred music and places of worship of the world's major religions will enable the development of a deepened understanding of other religions. Also emphasized will be cross-cultural engagement and a Christian response to interaction with adherents of other religions. Cross-listed with THEO 461. Offered Fall 2019 and alternate Fall semesters.

**POLITICAL SCIENCE CONCENTRATION COURSE DESCRIPTIONS**    **Select 2 of the following:**

**POL 305 – American Constitutional Law (3)**

An advanced study of prominent themes and cases dealing with Constitutional issues. In addition to studying the role of the Supreme Court, the class will also cover theories of interpretation, substantive due process, the formation of rights and their relationship to public order, and the division of powers. Offered Fall 2018 and alternate Fall semesters.

**POL 312 – Social Welfare Policy Analysis (3)**

This course develops a framework for understanding and evaluating social welfare policy at the national, state, local and agency levels, for analyzing policies related to certain population groups, and for understanding methods of achieving change in social policy. Discussion of policy making from a generalist perspective is introduced. Techniques for advocacy, as well as NASW Policies as reflected in *Social Work Speaks*, are discussed and analyzed. Social justice for those who have faced historic oppression within the United States is emphasized. Cross-listed with SWK 312. Offered each Spring.



**POL 316 – American Political Thought (3)**

An overview of the particular contributions of American theorists to political thinking from the Colonial period to the present. Special foci include theories of democracy, the struggle for equal participation, and the limits of politics. Offered Spring 2019 and alternate Spring semesters.

**POL 325 – The President and Congress (3)**

An advanced study of the main institutions of American government, particularly focusing on the Presidency and Congress, as well as how these institutions interact with and influence other governing and non-governing institutions such as the bureaucracy, media, and political parties. Offered Spring 2020 and alternate Spring semesters.

**POL 331 – United States Foreign Policy (3)**

Introduction to individual, domestic, and foreign influences on the making of international security and economic policies; study of decision making from World War II to the post-Cold War era; frequent discussion of current issues in light of historical and analytical perspectives developed in the course. Offered Spring 2019 and alternate Spring semesters.

**POL 340 – War, Peace, and Revolution in the Christian Tradition (3)**

This course explores various historical and theoretical Christian positions in regards to issues of war and peace from pre-Constantinian pacifism to modern versions of just war theory. It examines both classical and contemporary issues relating to building, maintaining, and restoring peace in domestic and global contexts. Cross-listed with THEO 340. Offered Fall 2019 and alternate Fall semesters.

**POL 342 – Terrorism, Insurgency, and Cyber-War (3)**

In a globalizing world, violence is taking on new forms. This is a study of political violence by global terrorist groups and sub-state insurgents, with attention to the morality of counter-terrorism and counter-insurgency policies and practices. The course also explores cyber-war activity and the ethics of responding to it. Offered Fall 2018 and alternate Fall semesters.

**POL/ECON 347 – The Global Economy (3) *(If enrolled in ECON 202 to fulfill economics requirement)***

This course explores the current system of globalized consumption, production, trade, finance, and ecology that shapes our daily economic lives. Critical reflection on Christian participation in that economy is also a key part of the course. Cross-listed with ECON 347. Offered Fall 2019 and alternate Fall semesters.

**POL 356 - History and Politics of the Modern Middle East (3)**

An overview of the modern Middle East, focusing on the historical roots of conflict, the formation of modern states, the Arab- Israeli conflict, economic development issues, political Islam, and the role of women. Prerequisite(s): HIST 111 or 112 or permission of the instructor. Cross-listed with HIST 356. Offered Spring 2020 and alternate Spring semesters.

**POL 358 - History and Politics of East Asia: China and Japan (3)**

In the last quarter of the 20th Century, the nations of East Asia - China, Japan, North and South Korea, and Taiwan - emerged as major political and economic players on the global stage. The course surveys the history and cultural traditions of East Asia, with particular emphasis on China and Japan. It will focus on imperial China and the shogunates of Japan, the rise of nationalism in post- Qing China and post-Tokugawa Japan, revolution and modernization, recurring tensions between China and its East Asian neighbors, the rise of "tiger economies," and an introduction to East Asian culture from feng shui to manga. Prerequisite(s): HIST 111 or 112. Cross-listed with HIST 358. Offered Spring 2019 and alternate Spring semesters.

**POL 363 - Political Theology (3)**

This course seeks to explore the biblical and non-biblical theological foundations of civil society, law, and international relations. The course contains both a historical element, focusing on the history of Christian thinking about the political realm, and a normative element, focusing on the current debates and issues concerning Christianity and politics. Cross-listed with THEO 363. Offered Fall 2018 and alternate Fall semesters.

**SOCIOLOGY CONCENTRATION COURSE DESCRIPTIONS    Select 2 of the following:****SOC 310 – Prejudice, Discrimination, and Inequality (3)**

A study in the strains experienced by various minorities in the United States, particularly the black population, within both historical and contemporary contexts. Emphasis is upon understanding the limitations in practice of the American democratic ideal. A further purpose is to promote an awareness of recent changes in the status and attitudes of minorities in light of that ideal. Prerequisite(s): SOC 201 or SWK 222. Offered each Fall.

**SOC 340 - Sociology of Gender (3) *(For History Concentration ISS, this course cannot be both an upper level course and fulfill your diversity requirement.)***

The course focuses on perceptions of gender and uses sociological analysis to examine issues related to male/female interaction and identity. Theoretical perspectives will be explored along with a focus on gender roles. A section on media representations of masculinity and femininity will also be included. Prerequisite(s): SOC 201. Offered each Spring.

**SOC 355 - Sociology of Religion (3)**

Examines the major sociological theories of the nature and role of religion in society and charts a progression of sociological thought. This course considers the classical work of Durkheim, Weber and Marx, secularization theory, and rational choice theory. It also explores organizational/denominational typologies. Prerequisite(s): SOC 201. Offered Fall 2018 and alternate Fall semesters.

### **SOC 373 – Urban and Local Studies (3)**

This course examines the interdisciplinary field of urban studies, analyzes the growth and changing landscapes of American cities and urban spaces, and focuses in particular on political and social issues, with historical themes. The course explores the local urban experience in Canton, and Stark County, Ohio, and considers the interrelationship between the university and the city that serves as its home. Cross-listed with HIST 373. Offered Spring 2020 and alternate Spring semesters.

### **DEPARTMENT STYLE GUIDE: Chicago Manual of Style or American Psychological Associations (APA) Style**

There are numerous styles of writing academic essays. History professors require the use of the Chicago style of documentation and formatting. Any formal research paper or assignment required in the history courses (courses with the HIST prefix) will use this style of writing. Citations and references must adhere to this format.

In education and some political science and sociology classes, students may use the APA style of documentation. Please check with your professor to ensure that you are adhering to the proper style of documentation for any of your classes.

For information on the Chicago Manual of Style, see:

<http://www.chicagomanualofstyle.org/home.html>

For more information about the American Psychological Association Style (APA), see:

<http://www.apastyle.org/>

Reference books for these and other styles of documentation may be accessed via the Malone University Library.

Amy Yuncker-McCoy serves as the Integrated Social Studies major reference librarian. She can be reached at 330-471-8317

### **DEPARTMENTAL GRADING SYSTEMS AND MEANS OF EVALUATION**

<b>Grading Scale</b>	<b>Letter Grade</b>	<b>Means of Evaluation</b>
94 – 100	A	Students will be evaluated upon the following criteria: <ul style="list-style-type: none"><li>• Papers</li><li>• Quizzes and/or threaded discussions, or questions on reading</li><li>• Group or individual projects and presentations</li><li>• Attendance</li><li>• Exams</li></ul>
90 – 93	A –	
87 – 89	B+	
84 – 86	B	
80 – 83	B-	
77 – 79	C+	
74 – 76	C	
70 – 73	C-	
67 – 69	D+	
64 – 66	D	
60 – 63	D-	
0 – 59	F	

## **ADVANCED PLACEMENT**

As described in the University Catalog, University credit may be earned through a variety of ways including such methods as examination, proficiency examinations, professional training, and experiential learning.

Both advanced credit and experiential learning credit are available to assist qualified students to meet general education requirements. Please refer to the University Catalog for details on these programs.

## **ACADEMIC ADVISING**

Each student at Malone is assigned a faculty member in their major as a personal academic adviser and is able to receive one-on-one advice from that faculty member.

Along the way, and in support of our faculty advisers, the Academic Advising office (located in the Center for Student Success) offers a variety of helpful services.

Work begins with new students as they transition from high school or another college/ university to Malone.

Upon receipt of the course registration report, schedules are created for the first semester of enrollment for all Malone traditional undergraduate students. Specifically, the office provides the following:

- Begin the student's first semester with the appropriate introductory courses for their declared major
- Explore various majors and career interests
- Examine how academic strengths fit into those career objectives
- Present various testing options available in gaining academic credit
- Provide individual services designed to assist in achieving academic goals

**New students** visit the Center to make schedule changes (add/drops) in the first semester of enrollment. Continuing students process course add/drops through the Office of the Registrar (also in Founders Hall).

**All students** visit the Center to request changes in academic majors and minors. The office will process those changes and assign students to the appropriate faculty academic advisers.

**Students with undeclared/undecided majors** meet each semester during advising week with Deborah Black, the academic adviser in the Center for Student Success. She will help create a schedule for the following semester and transition students to faculty academic advisers when they are ready to declare a major.

## **ACADEMIC PETITION PROCEDURE**

Due to special or unique circumstances, a student may need to amend or alter the requirements within his/her academic program. The academic petition process provides the means for this kind of request and the petition itself serves as the official documentation for any such change that is approved. The process is as follows: 1) Obtain the Academic Petition Form from the Office of the Registrar. 2) Fill out the form according to the instructions and obtain the signature of the Chair of the Department involved in the request. 3) Return the signed form to the Office of the Registrar. Final approval will be granted only at the discretion of the Office of the Provost.

**STUDENT TEACHING:**

During your final semester at Malone University, you will be placed in a local middle school or high school for your student teaching experience. You must meet all Integrated Social Studies prerequisites and apply for acceptance into the Teacher Education program at Malone. See the Education Department and your academic adviser for more details.

You also have the opportunity to student teach abroad if you wish. See Dr. Moses Rumano, Chair of the Department of Education, and Ryan Donald, Director of the Center for Cross-Cultural Engagement, for more information.

**STUDENT ORGANIZATION:**

Integrated Social Studies majors are encouraged to participate in the History and Social Sciences Student Club, also known as the Dead Presidents Society. The Dead Presidents Society provides opportunities for building community within the department and cultivating friendships. DPS sponsors a variety of annual events, including the following:

- September – Welcome Back S’mores gathering at the Fire Pit
- September – RUSH & Selection of the “Dead President” of the year
- October – Trip to Washington, DC during Fall Break every other year
- October or November – Cemeteries and Cider field trip
- January – State of the Union watch party
- March/April – Alumni professional nights for future teachers, law students, grad students, and public policy/non-profit professionals
- April – Annual Senior Awards Banquet – free for seniors, \$5.00 for non-graduating majors
- Movie nights, field trips, and other events throughout the academic year

Membership is free and voluntary. Any major may serve on the Leadership Council. *(All Stuckey Memorial Scholarship recipients are required to serve on the Leadership Council.)*



**ACADEMIC STANDING:**

For purposes of continuation in the university, the cumulative grade point average is computed on all post-secondary work taken at Malone. Any student who does not meet the standard of minimum acceptable progress adopted by the faculty will be placed on academic probation for the following semester.

All students must have an average of two quality points per semester hour on all work taken at Malone – the equivalent of a C average – as a minimum requirement for approval in a major and for graduation. In other words, an acceptable cumulative grade point average for all students is 2.0. However, students with freshman\* classification are provided an exception as follows:

Hours attempted	Required gpa for good standing
1-19	1.70
20-39	1.80
40-59	1.90
60 or more	2.00

\* the grade point averages noted in the above chart do not apply to students granted conditional admission. A student granted conditional admission should REFER TO THE GPA EXPECTATION OUTLINED IN THE TERMS OF HIS/HER ENROLLMENT CONTRACT.

**ACADEMIC PROBATION:**

Probation is an emphatic warning to the student that the quality of work must improve if the student plans to graduate. When a student’s cumulative grade point average falls below 2.00 or, in the case of freshmen, below the standards described above the student will be placed on academic probation for the following semester. Students placed on academic probation are permitted to register for a maximum of 13 credits for each semester in which they are on academic probation. Exceptions can be granted only with the approval of the registrar. Students on probation are advised to curtail extracurricular activities and work schedules.

**CONTINUATION ON ACADEMIC PROBATION:**

The student who achieves satisfactory progress, but still falls below the minimum standard, will be continued on academic probation.

**REMOVAL FROM ACADEMIC PROBATION:**

A student will be removed from academic probation at the end of the semester that the cumulative grade point average is above the minimum.

**ACADEMIC SUSPENSION:**

Failure to achieve satisfactory progress during the probation semester will result in academic suspension, which implies complete separation from the university for at least the subsequent regular semester. The university suspends any student who fails to earn at least a 1.0 gpa during any semester, regardless of classification or number of hours completed, or any student who is so indifferent or incompetent that neither the student nor university benefits.

A student suspended has the right to appeal the decision to the admissions and retention committee.

Suspended students applying for re-admission must present evidence in support of the request.

**ACADEMIC DISMISSAL:**

Any student who has been academically suspended two times will have academic dismissal recorded on the permanent record which implies complete and permanent separation from the university.

**WITHDRAWALS:**

Failure to attend class or merely giving notice to the instructor will not be regarded as official notice of withdrawal and will result in a student receiving a grade of F for the class or classes involved. The student must pay in full for classes which are not officially dropped.

**WITHDRAWAL FROM A COURSE:**

Approved course withdrawals in the first 4 weeks are processed in the Office of the Registrar. (Instructor signature required after 2nd week.) Such withdrawals will not appear on the transcript. Tuition refunds are prorated according to withdrawal date (see Fee Payment Policies ). Beginning with the fifth week, all course withdrawals will appear as a grade of W (withdrawal) on the transcript. Such withdrawals must be approved by the course instructor with a recommendation from the student's academic adviser. It remains the student's responsibility to keep the academic advisers aware of such actions throughout the semester. Course withdrawals will not be approved after the ninth week of the semester except for unusual reasons such as extended illness. Exceptions must be approved by the Provost.

Courses offered on an accelerated basis or during a summer session may not be dropped after 3/5ths of the scheduled duration of the class. Exceptions must be approved by the Provost.

**WITHDRAWAL FROM THE UNIVERSITY:**

If a student must withdraw from all courses and leave the University, an official withdrawal form from the Office of the Registrar must be completed. This official withdrawal form must be approved, processed and returned to the Office of the Registrar no later than the last day of classes during the semester. No withdrawal will be approved or processed during the week of final examinations. (See Fee Payment Policies for refund policy.)

## **GRADUATION TIMETABLE**

A candidate for the baccalaureate degree must:

- Be accepted in a major. The required departmental major gpa necessary for approval in the major must be maintained throughout the entire degree program. If the average drops below the required departmental gpa, approval in the major will be in abeyance until the minimum is reached again.
- Accumulate a minimum of 124 semester hours with a cumulative grade point average of not less than 2.75. The residency requirement as stated in the university catalog must also be met (see Residency Requirement below).
- Complete a minimum of 39 hours at the 300 and/or 400 level.
- Complete all degree requirements which are in effect at the University. These requirements shall include but not be limited to general education and major requirements and/or senior-level testing specified by each academic department.
- File an application for graduation with the Office of the Registrar. The application deadline is November 1 for candidates who plan to complete by the end of a spring semester or a summer session, or May 1 for candidates who plan to complete degree requirements by the end of a fall semester.
- Pay in full the account in the Business Office.
- Discharge all other obligations (fines, credentials, etc.) at the University.

## **RESIDENCY REQUIREMENT**

To graduate, a student must complete at least thirty semester hours at Malone University. The 30 hours cannot be comprised in any part by Credit-for-Life-Experience or credit by examination.

At least twelve hours of one's major must be completed at Malone. With the permission of the appropriate Department Chair, Dean, and the Provost, proficiency may be established by examination and the hour requirements modified. Not more than ten semester hours of transient study may be incorporated as part of the last thirty hours of a degree program, except in clinical laboratory science.

## **SECOND DEGREES**

A student desiring a second baccalaureate degree must complete a total of at least 154 hours. This represents at least thirty hours of additional work; twenty-four hours of this shall be done in residence. The student must also meet all the graduation requirements of each degree.

## **GRADUATION HONORS:**

Honors at the time of graduation are given to persons with the following grade point averages: Summa Cum Laude, 3.90-4.00; Magna Cum Laude, 3.70-3.89; Cum Laude, 3.5-3.69. These honors are based upon the cumulative grade point average of all work attempted at all post-secondary institutions attended prior to graduation. To qualify for honors, transfer students must have completed sixty or more semester hours of graded work in residence with a minimum cgpa of 3.5 at Malone University.



## **PREPARING FOR GRADUATE SCHOOL**

There are limitless opportunities for Integrated Social Studies alumni to pursue graduate studies in education, history, political science, sociology, public policy, public history, museum studies, or law.

## **ALUMNI SERVICES**

In addition to assistance from the Office of Alumni Relations and Alumni Association, History, Philosophy, and Social Sciences professors are available to write letters of references, offer graduate school advice, or provide mentoring advice for ISS graduates. In addition, the department sponsors an alumni book club every summer. Founded by the Class of 2013, Malone alumni meet three times every summer to talk books, but without the homework! A sampling of selections includes: *The Revenge of Geography: What the Maps Tell Us About Coming Conflict and the Battle Against Fate*, *Americanah*, *A Man Called Ove*, *The Twilight of the American Enlightenment: The 1950s and the Crisis of Liberal Belief*, and *Palace Walk: The Cairo Trilogy*, among others.

## HISTORY, PHILOSOPHY, SOCIAL SCIENCES DEPARTMENT FACULTY INFORMATION



### **Dr. David Beer**

- Associate Professor of Political Science; Associate Director of the Center for Christian Faith and Culture
- Dr. Beer earned his A.B. in Government from Georgetown University and his M.A. and Ph.D. in Political Theory from Catholic University of America.



### **Dr. Jay Case**

- Professor of History
- Dr. Case earned his B.A. in History and Social Studies from Taylor University. He earned his M.A. and Ph.D. in History from the University of Notre Dame.



### **Dr. Shawn Floyd**

- Professor of Philosophy
- Dr. Floyd earned his B.A. and M.A. in Philosophy from Baylor University and his Ph.D. from Saint Louis University.



### **Dr. Deborah Kwak**

- Assistant Professor of Sociology
- Dr. Kwak earned her B.A. in Political Science and French from Calvin College. She earned two M.A. degrees – one in Sociology and the other in International Peace and Conflict Studies, and her Ph.D. in Sociology and Peace Studies from the University of Notre Dame.



**Dr. Gregory Miller**

- Professor of History; Associate Provost for External Partnerships and Programs
- Dr. Miller earned his B.A. in Historical Theology from Oral Roberts University, his M.A. in Medieval History from the University of Tulsa, and his Ph.D. in Religious Studies and History of Christianity from Boston University.



**Dr. Jacalynn Stuckey**

- Professor of History; Chair, Department of History, Philosophy, and Social Sciences
- Dr. Stuckey earned her B.A. in History from Malone College, two M.A. degrees from The University of Akron – one in Urban Studies and the other in History, and her Ph.D. in History from Case Western Reserve University.



**Dr. Scott Waalkes**

- Professor of International Politics
- Dr. Waalkes earned his B.A. in Political Science from Calvin College and his M.A. and Ph.D. in Foreign Affairs from the University of Virginia.

# **APPENDICES**

**ACADEMIC GRIEVANCE PROCEDURE**

The purpose of this grievance procedure is to provide undergraduate Malone students an opportunity to process grievances regarding academic issues (e.g., course grades, class procedures, or academic integrity). A student wishing to pursue an academic grievance should follow the procedure described below.

INFORMAL PROCESS

Initially the student shall present his or her academic grievance informally in a meeting with the appropriate faculty member and his or her immediate supervisor (i.e., the chair of his or her department; or if the school has no chairs, the dean of the school). In the case of a grievance against a department chair, such informal meeting shall be with the department chair and the appropriate dean; and for a grievance against a dean, the meeting shall be with the dean and the Provost. The purpose of any such meeting shall be to seek clarification and resolution through a discussion of the student's grievance. The student, faculty member, and/or other appropriate academic official shall suggest means of bringing the grievance to resolution. If a satisfactory resolution of the matter is not reached in that manner, the student may then enter the formal process described below.

FORMAL PROCESS

1. Following the informal grievance process, the student must submit the grievance in writing to the faculty member and his or her immediate supervisor, provided the appropriate conditions are met (see "conditions for filing and handling grievances" below). The student, the faculty member, and his or her supervisor shall meet to review the matter.
  - a. If the faculty member against whom the grievance has been filed is a regular faculty member in an academic department with a chair, then the immediate supervisor is the department chair.
  - b. If the faculty member against whom the grievance has been filed is in a school without chairs, then the immediate supervisor is the Dean of the school.
  - c. If the faculty member against whom the grievance has been filed is a department chair, then the immediate supervisor is the Dean of his or her school.
  - d. If the faculty member against whom the grievance has been filed is a dean, then the immediate supervisor is the Provost.

Conditions for filing and handling grievances

The student must submit the academic grievance in writing to the immediate supervisor of the faculty member (as defined above). This grievance shall be submitted no later than thirty (30) class days from the date final grades were issued by the Registrar for the course in question. The grievance shall include statements of the grounds for the grievance, supporting evidence and suggested steps to resolve the matter. In the event the grievance is related to a final grade, one or more of the following conditions must be met for a formal grievance to be filed:

- a. The student shall provide written evidence that the assigned grade was based on arbitrary, unlawful, or non-academic criteria.
- b. The student shall provide written evidence that the assigned grade did not accurately reflect his or her fulfillment of course requirements and/or course policies, as stated in the course syllabus (for example, class attendance, grade standards, or penalty for late or incomplete work), or other applicable requirements of the University.

A copy of the grievance shall be given to the appropriate faculty member. Within ten (10) class days of the receipt of the written grievance, the immediate supervisor shall meet with the student and with the faculty member against whom the grievance has been filed to review the matter. The immediate supervisor shall respond in writing to the student and the faculty member, indicating his or her decision and recommendations regarding the matter, within ten (10) class days of meeting with the student. In the event the formal grievance involves a course grade, the immediate supervisor may recommend that the faculty member change the grade, or that the faculty member review course and/or grading requirements and re-evaluate the grade accordingly, or the immediate supervisor may determine that there is insufficient evidence to support the grievance.

2. Either the student or the faculty member against whom the grievance has been filed may appeal in writing to the next appropriate administrator, provided the appropriate conditions are met (see “conditions for filing and handling appeals” below). The next appropriate administrator is determined as follows:
  - a. If the grievance has first been submitted to a department chair, the written appeal shall be submitted to the dean of that chair’s school.
  - b. If the grievance has first been submitted to a dean, or if the grievance has been ruled upon by a dean and subsequently appealed by either the student or the faculty member against whom the grievance has been filed, the written appeal shall be submitted to the Provost.

Conditions for filing and handling appeals

Either the student or the faculty member may appeal the decision of the immediate supervisor in writing to the next appropriate administrator who will render a decision in writing within thirty (30) calendar days of receiving the written notice of appeal. A copy of the appeal notice, which must include copies of the grievance and appealed decision shall be given to the party against whom the appeal has been filed, the immediate supervisor who heard the initial grievance, and (if applicable) any other appropriate administrator who has handled the appeal (e.g., a dean or the Provost). After reviewing the appeal notice and accompanying documents, this next appropriate administrator may summarily dismiss the appeal if he or she determines that the appeal clearly is without merit, or if he or she determines that the above-stated conditions for filing a grievance have not been satisfied. If the appeal is summarily dismissed by this administrator there is no further basis for appeal. If he or she has not summarily dismissed the appeal, he or she may meet with the student, faculty member, and/or appropriate administrators who heard the appeal previously to seek further information regarding the merits of the appeal and to assist in making his or her determination.

3. In the event that an appeal has been ruled upon at the Provost level and has not been summarily dismissed by the Provost, either the student or the faculty member against whom the grievance has been filed may appeal the decision of the Provost in writing, to the Academic Council with a copy to the Provost. Following receipt of such appeal notice, if all previous steps of the formal grievance process have been taken, and the grievance has not been summarily dismissed, the Provost within thirty (30) calendar days, shall convene a meeting of the Academic Council which shall act as a review panel for the matter. The Academic Council shall request that Student Senate appoint two student participants and one alternate (to serve if one of the appointees has a conflict of interest or cannot otherwise attend) as ad hoc members for the sole purpose of hearing the appeal. Prior to the meeting, materials, including, but not limited to, the following, shall be distributed to members of the Academic Council: the student's written grievance (a copy of which shall have been provided to the appropriate faculty member, department chair, dean, and Provost), and any evidence provided by the student in support of it, along with an account by the faculty member, presenting his or her decisions and rationale regarding the matter, and any pertinent information provided by the Provost including the communication regarding his or her decision concerning the resolution of the matter. Neither the Provost, the dean, nor any other directly involved official shall have a vote in this proceeding, nor shall any such official participate in the meeting of the Council concerning said appeal, unless called in by the Academic Council as a resource person. Council members who have a conflict of interest in the matter shall recuse themselves from the discussion and deliberations of the Academic Council concerning such matter. Acting in its capacity as a review panel, the Academic Council is not empowered to change a grade given by a faculty member, or to force a faculty member to change a grade. In grievance cases related to a final grade, the Academic Council may take one of three actions:
  - a. The Council may recommend that the faculty member change the grade.
  - b. The Council may recommend that the faculty member review course and/or grading requirements and re-evaluate the grade accordingly.
  - c. The Council may deny any requested grade change.

The Academic Council will submit its recommendations in writing to the student, and to the faculty member, department chair, dean, and Provost within fifteen (15) calendar days of the above-described meeting of the Council.

### *Integrity – Academic*

Personal integrity is a behavioral expectation for all members of the Malone University community: faculty, staff, and students. We are called to personal integrity by the desire and obligation to model our lives after that of Jesus Christ. As noted in the biblical Principles underlying the statement of Malone University Community Responsibilities, "Love for and accountability to God are the primary motivation for Christian conduct." Christ calls us in John 14:15 to keep his commandments and in Ephesians 5:8-9 we are reminded to walk as children of the light showing truth as a fruit of the Spirit. Academic integrity is that part of personal integrity which encompasses all activities in the learning process. It is the consistent demonstration of honorable behavior in all academic endeavors.

There are times, for example, when pressure to minimize work load, increase academic standing, or assist other students may lead to actions that breach academic integrity, and thereby personal integrity as well. Participation in academic activities and/or submission of academic work that includes any form of deception is an inappropriate response to that pressure. Appropriate resources for responding to this pressure are available by consulting with faculty.

Collaborative study endeavors are both permitted and encouraged under certain circumstances. However, it is essential for faculty, staff, and students to have a common understanding of the factors that distinguish acceptable and unacceptable academic behaviors. The list of examples given below describes situations in which academic integrity is not being maintained. It is provided to help clarify academic behaviors that must be avoided. While it does not constitute an exhaustive list, it is sufficiently comprehensive to inform even those students who might otherwise compromise academic integrity unintentionally, unconsciously or as a result of lack of knowledge.

I. Exemplary, Non-Comprehensive Definitions and Explanations Regarding Unacceptable Academic Conduct

A. Plagiarism<sup>1</sup>

1. submitting as one's own work, part or all of an oral or written assignment which is copied, paraphrased, or purchased from another source, including world wide web and other online sources, without proper acknowledgement of that source. In written assignments, using three or more words in succession from a source without quotation marks and proper acknowledgement can be considered plagiarism.
2. submitting as one's own, course work which has been prepared or extensively revised by someone else

B. Accomplice in Plagiarism

1. allowing one's work to be copied
2. doing work for another student
3. maintaining a file of papers with the intent that others may review them or use them for submission
4. offering aid that differs from or exceeds that which is expressly approved by the instructor for any exam or course activity
5. disseminating confidential information

C. Disruption of Learning

1. destroying educational resources and materials



2. removing, destroying, or otherwise compromising the academic work of another student

#### D. Academic or Scientific Misconduct

1. misrepresenting attendance or reason for absence
2. using information or accepting aid which is not approved by the instructor; this may include but is not limited to
  - a. using notes during a closed-book test
  - b. soliciting information about the contents of an assignment or test
  - c. looking at another student's test paper during testing
3. accessing and/or disseminating unauthorized material
4. falsifying data or information for a course activity
5. submitting work that was already done for a previous course without prior approval of the instructor of the current course
6. submitting the same work for two concurrent courses without prior approval of both instructors

### II. Faculty Responsibility in Upholding Malone University's Academic Integrity Policy

#### A. Responsibility to Inform Students

1. Faculty members are responsible for clearly communicating the Academic Integrity Policy to students. This is accomplished through two primary methods:
  - a. providing information about the policy, and about the importance of reading and understanding the policy, at the beginning of each course
  - b. informing all incoming students of the policy through such vehicles as The College Experience course (GEN 100), freshman orientation, and orientation meetings for graduate and other non-traditional programs.
2. In order to clearly communicate expectations regarding academic integrity for each individual course, faculty members' syllabi should contain at least the following information:
  - a. Definition of Academic Integrity and/or reference to definition and explanation in the Catalog or Student Handbook. NOTE: If a faculty member's definition of academic

integrity differs in any way from that published in the Catalog or Student Handbook, the difference(s) must be clearly articulated in the syllabus.

- b. Examples of academic dishonesty specific to the course
  - c. Explanations of the specific sanctions to be imposed. Sanctions could include a required rewrite of a plagiarized paper with a reduction of grade or failure of a test where cheating occurred. The maximum sanction available to be imposed by a faculty member is failure of the course. All incidents of infringements of academic integrity by an undergraduate student (including degree-completion students) are to be reported to the Provost or his designate who may take further action in the case of multiple infractions (section III. A.1. b.) and may consult with and advise the faculty member throughout the process.
  - d. Reference to appeal process in Catalog
  - e. Faculty should clearly and completely discuss the above information and encourage students to seek clarification concerning the policy on the first day of class and throughout the course.
- B. Responsibility to Be Aware of Violations - Malone University faculty members are responsible for encouraging academic integrity, while simultaneously being vigilant in observation and intervention when academic integrity may be compromised. Possible actions include remaining in the classroom to monitor student behavior during examinations, arranging classroom seating to avoid crowded conditions during examinations, providing cover sheets for students to use during examinations, actively investigating suspected cases of plagiarism, etc.
- C. Responsibility to Address Suspected Violations
- 1. Malone University faculty members are responsible for taking steps to investigate suspected violations, and discussing the incident with the student(s) involved. Though this process may result in the decision to impose sanctions, faculty should approach it with the intent to manifest Christian love, seeking a balance of justice and grace, and demonstrating concern for the moral and intellectual development of the student(s).
  - 2. If a violation of the Academic Integrity Policy is suspected, the faculty member must meet with the student(s) to discuss the incident and determine to the faculty member's satisfaction whether or not a violation of the Academic Integrity Policy has occurred.
  - 3. If a student is accused of violating academic integrity, but subsequently the faculty member determines that the student is innocent, or if insufficient evidence exists to justify further action, the student should be informed of this determination in writing. Appropriate confidentiality will be maintained with respect to documents and information related to the accusation.

4. If the faculty member determines that a violation of academic integrity has occurred, a report should be filed with the Provost's Office and a duplicate of the report provided to the student and the appropriate Dean/Department Chair. The report should contain the following information:
  - a. Complete description of incident
  - b. Date of meeting with the student
  - c. Conclusions reached as a result of the meeting
  - d. Sanctions imposed
  - e. Recommendations to the Provost regarding whether or not additional action should be taken
  - f. Description of the appeals process available to the student or reference to this process as published in the Catalog or Student Handbook
  - g. Student and faculty signatures and date indicating that the report has been delivered to the student
5. The faculty member should keep originals of tests, papers, etc. that provide evidence of the violation.
6. The student, after meeting with the faculty member, may respond to this report if he or she desires. The student may initiate an appeal by submitting in writing his or her response to the situation to the appropriate Dean/ Department Chair with a duplicate of this letter to the Provost and faculty member. The student and department should proceed with the grievance procedure, formal process, as outlined in the Catalog.

### III. Continuation of the Process in Upholding the Academic Integrity Policy

#### A. Initial Involvement of the Provost

1. After the submission of a faculty report in the Provost's Office, the Provost may take either of the following actions:
  - a. If no other reports exist, no appeal has been made, and the Provost deems that the faculty member's corrective action was appropriate, the report will be filed within the office. If future reports are received pertaining to the same student, the Provost will then have access to previous reports and may choose to proceed to the step described in Subsection (b) below. The contents of this file will be purged based upon the established retention of records policy governing such reports<sup>2</sup>.

b. If the Provost's file indicates that the student has committed a serious violation of the Academic Integrity Policy, or that there have been multiple violations by said student, the Provost may submit a request for a hearing before the Academic Council concerning such violation(s). The purpose of this Academic Council hearing is to determine whether additional University-level action is justified by the serious or repeated nature of academic integrity violations. Previous actions taken with regard to the student's academic violation(s) will be upheld. If the Academic Council determines that a student's record of violation(s) is of sufficient seriousness that action at the University level is warranted, then the Academic Council will take action to impact the student's current and future status at Malone University, such as suspension or expulsion.

B. Final Involvement of the Provost - the student may request an appeal of the Academic Council's decision. The Provost will review an appeal submitted by the student, all documentation provided to the Council, and the written conclusions of their deliberations and recommendations. The action of the Provost will be considered final.

<sup>1</sup>Confusion can arise in distinguishing between collaborative work and plagiarism. The following excerpt from *The Writer's Community* (by David J. Klooster and Patricia L. Bloem, Martin's Press, 1995) is intended to help resolve any potential misunderstandings:

"All good writing builds on the work of previous writers, but the best writing enriches that work, departs from it, transcends it, or even changes it, helping readers to see what came before in new ways. Writers on any subject need to know what others have said about the topic, and if they are to contribute to that conversation, they need to say something new...An original thinker moves the conversation forward by helping the participants see something new. A plagiarist pretends to be original and thereby risks holding the conversation back or even halting it altogether. For any conversation to become a true discussion, the speakers and listeners must be able to trust one another. Plagiarism breaks that trust...What is finally at stake, it seems to us, is that a relationship of trust exists between the reader and writer, and any deception or misrepresentation or dishonesty on the writer's part - or the writers' parts - violates that trust. Plagiarism, one form of this violation, is a serious offense, not first of all because it is stealing, but because it is dishonesty. Integrity is at stake."

<sup>2</sup>Files/reports will be maintained by the Provost for a period of at least five (5) years after the last date of the student's enrollment or at least one (1) year after the student's actual graduation, whichever last occurs.

**FALL SEMESTER 2018**

Aug. 27 Mon.	Classes Begin
Sept. 3 Mon.	Labor Day - Classes in session
Sept. 25 Tues.	Last Day to Drop a Term-A Class
Sept. 28-29 Fri.-Sat.	Homecoming
Oct. 12 Fri.	Midpoint of the Semester
Oct. 18-19 Thurs.-Fri.	Fall Midsemester Break
Oct. 22 Mon.	Classes Resume; Term-B Classes Begin
Oct. 25-31 Thurs.-Wed.	Faculty Advising
Oct. 29 Mon.	Last Day to Drop a Full-Semester Class
Nov. 1-5 Thurs.-Mon.	Registration for Spring 2019
Nov. 20 Tues.	Last Day to Drop a Term-B Class
Nov. 21-25 Wed.-Sun.	Thanksgiving Break
Nov. 26 Mon.	Classes Resume
Dec. 7 Fri.	Classes End
Dec. 10-13 Mon.-Thurs.	Final Examinations

**SPRING SEMESTER 2019**

Jan. 7 Mon.	Classes Begin
Jan. 21 Mon.	Martin Luther King Day Observance - No Classes
Feb. 5 Tues.	Last Day to Drop a Term-A Class
Feb. 25 - June 24	Open Registration for Summer 2019
Feb. 26 Tues.	Midpoint of the Semester
Mar. 4-8 Mon.-Fri.	Spring Break Week
Mar. 11 Mon.	Classes Resume; Term-B Classes Begin
Mar. 12 Tues.	Last Day to Drop a Full-Semester Class
Mar. 13-20 Wed.-Wed.	Faculty Advising
Mar. 21-25 Thurs.-Mon.	Registration for Fall 2019
Apr. 9 Tues.	Last Day to Drop a Term-B Class
Apr. 18 Thurs.	Good Friday class schedule runs on Thursday
Apr. 19-22 Fri.-Mon.	Easter Break
Apr. 23 Tues.	Classes Resume
Apr. 26 Fri.	Classes End
Apr. 29 - May 2 Mon.-Thurs.	Final Exams
May 3 Fri.	Baccalaureate
May 4 Sat.	Commencement

**SUMMER SEMESTER 2019**

May 6 - Aug. 9	Summer Semester (14 weeks)
May 6 - June 21	Term A (7 weeks)
May 27 Mon.	Memorial Day (no classes)
June 4 Tues.	Last Day to Drop a Term-A Class
June 24 - Aug. 9	Term B (7 weeks)
July 4 Thurs.	Independence Day (no classes)
July 8 Mon.	Last Day to Drop a Full-Semester Class
July 23 Tues.	Last Day to Drop a Term-B Class
Aug. 26 Mon.	Fall 2019 Classes Begin

\*Calendars/schedules for graduate and online courses may vary from this calendar.

## **2019-20 TENTATIVE ACADEMIC CALENDAR FOR UNDERGRADUATE PROGRAMS\***

### **FALL SEMESTER 2019**

Aug. 26 Mon.	Classes Begin
Oct. ?-? Fri.-Sat.	Homecoming
Oct. 11 Fri.	Midpoint of the Semester (Day 35 of 70)
Oct. 17-18 Thurs.-Fri.	Fall Midsemester Break (Offices closed Friday only)
Oct. 21 Mon.	Classes Resume; Term-B Classes Begin
Oct. 24-30 Thurs.-Wed.	Faculty Advising
Oct. 28 Mon.	Last Day to Drop a Full-Semester Class
Oct. 31-Nov. 4 Thurs.-Mon.	Registration for Spring 2020
Nov. 27 - Dec. 1 Wed.-Sun.	Thanksgiving Break
Dec. 2 Mon.	Classes Resume
Dec. 6 Fri.	Classes End
Dec. 9-12 Mon.-Thurs.	Final Examinations

### **SPRING SEMESTER 2020**

Jan. 13 Mon.	Classes Begin
Jan. 20 Mon.	Martin Luther King Day Observance - No Classes
Mar. 2 - June 29	Open Registration for Summer 2020
Mar. 3 Tues.	Midpoint of the Semester (Day 36 of 72)
Mar. 9-13 Mon.-Fri.	Spring Break Week
Mar. 16 Mon.	Classes Resume; Term-B Classes Begin
Mar. 18-25 Wed.-Wed.	Faculty Advising
Mar. 23 Mon.	Last Day to Drop a Full-Semester Class
Mar. 26-30 Thurs.-Mon.	Registration for Fall 2020
Apr. 9 Thurs.	Fri. Class Schedule Runs on Thurs.
Apr. 10-13 Fri.-Mon.	Easter Break
Apr. 14 Tues.	Classes Resume
May 1 Fri.	Classes End
May 4-7 Mon.-Thurs.	Final Examinations
May 8 Fri.	Baccalaureate
May 9 Sat.	Commencement

### **SUMMER SESSIONS 2020**

May 11 - Aug. 14	Summer Semester (14 weeks)
May 11 - June 26	Term A (7 weeks)
May 25 Mon.	Memorial Day
June 29 - Aug. 14	Term B (7 weeks)
July 3 Fri.	Independence Day (Observed)
Aug. 24 Mon.	Fall 2020 Classes Begin

\*Calendars/schedules for graduate and online courses may vary from this calendar.

**COUNCIL FOR CHRISTIAN COLLEGES & UNIVERSITIES BEST SEMESTER PROGRAMS FOR HPSS Majors**  
Web address: [www.bestsemester.com](http://www.bestsemester.com)

***International Study Opportunities:***

The Australia Studies Centre (ASC) Recommended Credits = 16. The Australia Studies Centre (ASC) is offered in partnership with Christian Heritage College (CHC), a CCCU affiliate member in Carindale, a suburb of Brisbane, Queensland. The ASC is designed to integrate the firsthand observation and study of Australian culture, history, religion, politics and Indigenous cultures together with experiential service learning and formal instruction in Business, Liberal Arts, Christian Ministries, Education and Humanities, Social Sciences and Christian Studies. Coursework in select STEM fields is also available through Queensland University of Technology (QUT).

Latin American Studies Program (LASP): Recommended Credits = 16-18. LASP is designed to extend your program of study by providing experiential learning not available on your home campus. All students take immersive Spanish classes (based on your written and oral placement exam). These are foundational for building relationships and gaining insight into Latin American cultures. In all classes, assigned readings, guest speakers, and learning trips are carefully planned to develop critical reflection about your surroundings. Sharing a *cafecito*, working alongside a local small business owner, and having three unique homestays will all expand your view of the cultures of this vibrant region. Costa Rica

Middle East Studies Program (MESP): Recommended Credits = 15-18. MESP students learn first-hand from locals who live out the subject matter. You will live, work, eat, play, and travel among these people, becoming a member of their neighborhoods. By the end of the semester, your life will have become entangled with theirs—their cultures, languages, passions and joys. We are committed to this Christ-centered approach, aiming to serve, process, and evaluate your immersion as you grow in your understanding of what it means to be an incarnational follower of Jesus in a land that needs such followers now. Jordan

Northern Ireland Studies Program (NIS): Recommended Credits = 15-16. NIS is designed to extend your program of study by providing experiential learning not available on your home campus. All students are required to take the Peacemaking and Reconciliation in Northern Ireland course.

Oxford Scholars' Semester (OSS): Recommended Credits = 17. SSO is an intensive study experience. While all majors may apply, it requires a 3.7 GPA at minimum. Designed specifically for students seeking an academically rigorous and robust experience, SSO seeks to brighten the brightest of minds. In tutorials, students meet one-on-one with acclaimed Oxford scholars to go head-to-head on topics chosen from hundreds of subjects within the disciplines of history, literature, languages, philosophy, musicology, art, science, and more. Alumni often report returning to their home campuses, graduate schools or careers feeling akin to athletes having trained at high altitudes, now capable of performing at levels more challenging with new capacity and relative ease.

The Uganda Studies Program (USP): Recommended Credits = 13-16. The Uganda Studies Program (USP) partners with Uganda Christian University (UCU) to extend your program of study through both experiential and classroom learning. Apply to one of our three different academic emphases – Social Work Emphasis (SWE), Global Health Emphasis (GHE), or General Studies Emphasis (GSE) – for a semester marked by academic excellence, authentic relationships, and transformational learning. Through courses at UCU, internships in the surrounding communities, field trips throughout Uganda, and cross-cultural relationships with professors and peers, you'll dig deeper into your academic discipline and start to see how these intercultural experiences impact your own life and vocation.



## ***Internship and Off-Campus Study Opportunities within the United States***

American Studies Program (ASP): Recommended Credits = 15-16. At ASP, your ability to share your similarities while respecting your differences may just be the one test you never knew you'd be taking. Whether it's public policy or strategic communication, you will engage in what it means to be in community and to be a leader. These questions have shaped our political system for over two centuries. You'll continue this conversation as you interact in a dozen on-site visits with expert scholars and policy makers. Internships, professional mentorship and service opportunities prepare you for an extraordinary and unique D.C. experience.

Website: <http://www.bestsemester.com/locations-and-programs/washingtondc/asp>

American Studies Internships: Credits = 8-9. (Possible Credit: Internships are typically related to the student's major field of study.) No city has a stronger collection of internship opportunities with leading national and international organizations than Washington, D.C. For over 40 years, ASP students have been securing high-intensity, high-impact placements with Congressional offices and committees, federal agencies, international businesses, law firms, think tanks, and global relief-and-development organizations. The list of sites at which our alumni interned when they were ASP students is impressive and ever-growing. Students work four days a week for an average of 28 hours.

Website: <http://www.bestsemester.com/locations-and-programs/washingtondc/asp/academics/practicum-courses>

American Studies Track Courses: Credits = Four 3 hour credit options. Whether strategic communication or public policy brings you to ASP, you will join a leadership community bound by a shared commitment to learn how to translate your campus convictions into real-world application. Come to D.C. to catch a vision for what it takes to lead institutions against the injustices facing our nation and our world.

Website: <http://www.bestsemester.com/locations-and-programs/washingtondc/asp/academics>

White House Internship Program: Washington, D.C. The White House Internship Program's mission is to make the "People's House" accessible to future leaders from around the nation. The White House Internship Program is a public service leadership program that provides a unique opportunity to gain valuable professional experience and build leadership skills. This hands-on program is designed to mentor and cultivate today's young leaders, strengthen their understanding of the Executive Office, and prepare them for future public service opportunities.

Website: <https://www.whitehouse.gov/get-involved/internships/>

### ***Local Internship Opportunities:***

City of Canton Mayor's Internship Program: The Mayor's Office offers an internship program for students interested in gaining experience in the administration of local government. Our goal is to provide individuals practical work experience to complement their academic studies. This internship program offers real work experience, while exposing participants to the diverse functions and operations of a municipal government. <https://cantonohio.gov/mayor/?pg=655>

Massillon Museum: Massillon, Ohio. Internships are available on a first-come first-serve basis. Applications for college-credit internships must be submitted at least 30 days before the semester starts, and supervisor approval may be required. Submitting an application does not necessarily guarantee that an internship will be granted. Staff will do their best to work with you and determine if the schedule and space will allow for a specified number of internships each semester.

<http://www.massillonmuseum.org/internships>

McKinley Museum: Canton, Ohio. The purpose of the Internship Program at the McKinley Presidential Library & Museum is to provide a rich, hands-on learning experience for a student who is interested in pursuing a career in the museum field. Reading assignments have been carefully chosen to provide background information on several aspects of the museum field. As a whole, they will give the intern an overview of the kinds of activities museum professionals perform in their jobs. Hands-on projects at the Museum will give the intern the practical work experience that can be extremely valuable when pursuing admittance to a graduate program, or in obtaining a first job. Projects may include giving tours, developing educational programs, creating a small exhibition, cataloging museum collections, or working on special events. All interns are required to attend at least TWO special events during the internship. The intern may choose to work at the event, or simply attend as a guest. A list of options will be supplied to the successful candidate. <https://mckinleymuseum.org/contact-us/internships/>

### ***Summer Off-Campus Programs and Internships:***

Gilder Lehrman Institute of American History Internships at the Institute provide strong foundations in various aspects of the museum, archives, and education professions as well as an introduction to working in a nonprofit organization. <https://www.gilderlehrman.org/content/internships>

Oxford Scholars' Semester (OSS): Recommended Credits = 6. OSP fuels intellectual development at all levels of education: undergraduate, post-graduate, professorial, and beyond. Engage one-on-one with Oxford's acclaimed and widely-published faculty in scholarship guided by Oxford's primary pedagogy: the tutorial. Allow Oxford University to change the way you read books, write sentences, and think; then travel the nation's diverse, historical landscapes with a sharp new mind and the guidance of your tutors. <http://www.bestsemester.com/locations-and-programs/oxford/osp/academics>

Historic Trades Internships at Mount Vernon: Each year, Mount Vernon's Department of Historic Trades accepts a select number of applicants for summer internships. With focus on the Pioneer Farm and George Washington's Distillery & Gristmill, these internships provide an excellent opportunity for undergraduate students to become immersed in 18th-century history, agriculture, and industry. After completing a brief training program, interns will work as full-time Historic Trades Interpreters for a period of 10 weeks under the direction of our professional interpretive staff. Interns live on the grounds of George Washington's Mount Vernon estate during the internship. In addition, interns participate in special field trips to other historic sites and museums in the region. Previous field trips have included Monticello, Popes Creek, the Mary Washington House Kenmore and other locations throughout Virginia. <https://www.mountvernon.org/the-estate-gardens/historic-trades/internships/>

Prison Fellowship Founded by Chuck Colson in 1976, Prison Fellowship has become the world's largest ministry to prisoners, ex-prisoners, and their families. We believe that communities can be safer through a more restorative approach to all those affected by crime. We work with prisons, churches, and legislators toward this vision—with an emphasis not on locking bad people up, but on bringing good people home. If you'd like to join us in this mission of restoration, please consider applying for one of our exciting summer internships—which provide excellent experience for both undergraduate and graduate students. Prison Fellowship offers a professional—working environment within the national office of our Christian ministry located in Lansdowne, Virginia, near Washington, D.C. <https://www.prisonfellowship.org/resources/careers/internships/>