



2018-2019

History Handbook

HPSS Department



MALONE UNIVERSITY

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FOR MORE INFORMATION

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DEPARTMENT OF HISTORY/PHILOSOPHY/SOCIAL SCIENCES (HPSS)

HISTORY

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.

HISTORY MAJOR MISSION STATEMENT

The history program trains students to identify, describe, and analyze forces that have shaped societies over time, in order to serve the church, community and world.

GPA REQUIREMENT

Students pursuing the History major must maintain a minimum 2.5 GPA in the major. All seniors pursuing the History major are required to pass senior comprehensive examinations.

PROGRAM GOALS, AND LEARNING OUTCOMES

- Goal:** By carefully considering the development and interplay of factors such as culture, politics, religion, gender, race, and economics, students should learn to understand the contextual basis for major issues facing different societies.

Outcome: Students will demonstrate an ability to contextualize and effectively analyze the role that two of six factors (culture, politics, religion, gender, race, and economics) played in specific historical societies.
- Goal:** By examining primary sources and various historical narratives, students should learn to sort through competing interpretations of the past in order to arrive at an informed and well-reasoned understanding of historical developments.

Outcome: Students will demonstrate an ability to explain how historians' use of source material and intellectual assumptions produce particular historical narratives.
- Goal:** Students should be able to articulate a well-reasoned explanation of what difference faith makes in the work of the historian and apply their understanding to the interpretation of historical texts.

Outcome: Students will demonstrate an ability to identify and critique varying interpretive frameworks and explain how faith does or does not inform those frameworks.

HISTORY MAJOR AT MALONE UNIVERSITY

The History major trains students to identify, describe, and analyze forces that have shaped societies over time. By carefully considering the development and interplay of factors such as culture, politics, religion, gender, race, and economics, students learn to understand the contextual basis for major issues facing different societies. By examining primary sources and various historical narratives, students learn to sort through competing interpretations of the past in order to arrive at an informed and well-reasoned understanding of historical developments. Students majoring in history develop skills in research, reasoning, writing, and social analysis. Graduates enter advanced degree programs in history, Christian ministries, and law. They also pursue careers in business, government service, and human service fields.

Students pursuing a major in History must complete a total of 39 hours which includes a 21-hour core plus 18 hours beyond the core consisting of 6 other upper-level history courses, at least one of which must be in American history, one in European history, and one in non-Western history.

History majors have the choice to take courses from the following historical sequence of philosophy courses in partial fulfillment of the upper-level history electives: PHIL 354 and PHIL 355. History majors who are not minoring in philosophy may take both courses from the historical sequence of philosophy courses toward the 18 hours of required history electives. History majors who are minoring in philosophy may take only one course from the historical sequence of philosophy courses as upper-level elective credit in history.

21-hour core of the major includes:	18-hour beyond the core requirement:
HIST 106 - History Seminar 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 the Civil War HIST 212 - American History II: Gilded Age to the Present HIST 442 - History Senior Seminar One non-Western history course (nw)	Consisting of 6 other upper-level history courses, at least one of which must be in American history, one in European history, and one in non-Western history. Courses listed under "Course Descriptions" that qualify as upper-level western history courses are designated with (w) and upper-level non-Western courses with (nw).

ELECTIVES (Choose at least ONE from each category) – Need 18 credits/6 courses This is in addition to your required core Non-Western History Course					
<i>American History Electives</i>		<i>European History Electives</i>		<i>Non-Western History Electives</i>	
HIST 321	Civil War and Reconstruction	HIST 324	Medieval Europe	HIST 341	African History
HIST 323	The Quakers	HIST 360	Classical Greece and Rome	HIST 356	History and Politics of the Modern Middle East
HIST 335	Religion in America	HIST 366	History of Christian Missions and World	HIST 358	History and Politics of East Asia: China & Japan
HIST 362	Ohio History and Government	HIST 436	Early Modern and Modern Europe	HIST 366	History of Christian Missions and World Christianity
HIST 445	Women in American History			HIST 381	History of Latin America
HIST 455	US Since 1945			HIST 461	History of World Religions

HISTORY REQUIREMENTS AND TIMELINE OVERVIEW OF THE MAJOR

HISTORY CORE AND ELECTIVE REMINDER

Social Studies Core			
Course Number	Course Title	When OFFERED:	When to TAKE:
HIST 106	History Seminar	<i>Offered every odd-year Fall</i>	<i>Fall of Freshman or Sophomore Year</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 or Sophomore Year</i>
HIST 212	American History II	<i>Offered every Spring</i>	<i>Spring of Freshman or Sophomore year</i>
HIST 442*	Senior Seminar	<i>Offered every Fall</i>	<i>Fall of Senior year</i>
Non-Western Requirement #1			
Upper Level Non-Western Requirement #2			
Upper Level American History Requirement			
Upper Level European History Requirement			
Upper Level Additional History Elective			
Upper Level Additional History Elective			
Upper Level Additional History Elective			
* History majors are required to take the Senior Comprehensive Examination that is administered in HIST 442.			

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 History Majors:

Component	Course	Semester
Foundations of Faith and Learning		
GEN 100	The College Experience	
BIBL 100	Introduction to the Bible	
THEO 211	Introduction to Theology	
Philosophy Menu	Choose from component menu	
Foundational Skills		
ENG 145	English Composition	
COMM 110	Communication Skills	
MATH/PSYC 140	Introduction to Statistics	
Math Proficiency	<i>Math Proficiency OR MATH 130</i>	
Engaging God's World		
Engaging in the Created Order		
Science Class	Choose from component menu	
Engaging in the Human Experience		
Understanding Persons in Society	Choose from component menu	
ENG 200	Literature and Society	
Fine Arts Menu	Choose from component menu	
Engaging in Cultures and Institutions		
HIST 112	World History II: Modern World <i>**Fulfills history major requirement</i>	<i>Fall or Spring of freshman year</i>
American Cultures & Institutions	Suggestion: HIST 335 <i>** Fulfills History Major elective</i>	<i>Sophomore, junior, or senior year</i>
Global Encounters	Suggestion: HIST/POL 356 or HIST/POL 358 <i>** Fulfills History Major elective</i>	<i>Sophomore, junior, or senior year</i>
Capstone		
GEN 460	Select from Faith in the World menu	<i>Senior Year</i>

HISTORY CORE COURSE DESCRIPTIONS:

HIST 106 – History Seminar (3)

This seminar introduces history majors to how historians study the past and the role that history plays in society today. Students will be introduced to the methodology of history, such as the use of sources, research methods, the role of interpretation, and Christian approaches to the discipline. The seminar also explores issues of vocation for history majors, examining the role that Christian faith might play in one's calling as a history major and options for what one might do with a history degree. Students are expected to take the course during their first spring semester at Malone. 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 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.

HISTORY CONCENTRATION COURSE DESCRIPTIONS Select 6 of the following and at least one must be in American history, one in European history, and one in non-Western (nw) history: *(Please note that this is in addition to the required one non-Western (nw) required core requirement)*

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 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 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)

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.

PHILOSOPHY OPTIONS FOR UPPER LEVEL HISTORY ELECTIVES:**PHIL 354 – Ancient and Medieval Philosophy (3)**

A study of classical and medieval philosophical thought, with special attention to Plato, Aristotle, Augustine, Boethius, Anselm, Maimonides, and Aquinas. Prerequisite(s): Any 200-level philosophy course. Offered Fall 2019 and alternate Fall semesters.

PHIL 355 – Renaissance and Modern Philosophy (3)

A study of the major philosophical developments from the Renaissance to the nineteenth century. We will give special attention to the end of scholasticism, the rise of modern science, and the writings of Descartes, Hobbes, Locke, Berkeley, Hume, Kant, and Nietzsche. Prerequisite(s): Any 200-level philosophy course. 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 other style may be accessed via the Malone University Library.

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

DEPARTMENTAL GRADING SYSTEMS AND MEANS OF EVALUATION

Grading Scale	Letter Grade	Means of Evaluation
94 – 100	A	Students will be evaluated upon the following criteria: <ul style="list-style-type: none">• Papers• Quizzes and/or threaded discussions, or questions on reading• Group or individual projects and presentations• Attendance• Exams
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 INTERNSHIP OPPORTUNITIES:

Malone students have participated in a number of off-campus and study abroad programs including:

Coalition of Christian Colleges and Universitys' Best Semester which offers semester-long study programs in Australia, Costa Rica, Los Angeles, the Middle East, Nashville, Northern Ireland, Oxford University in Britain, Uganda, and Washington, DC. Talk to your academic adviser if you might be interested. For more information see: <http://www.bestsemester.com/>

Bliss Institute in partnership with The University of Akron: ISS majors concentrating in political science may participate in short or semester-long internships in Washington, DC, Columbus, or in Stark County. For more information, see Dr. David Beer, Associate Professor of Political Science.

Local and summer internships: Malone students have completed internships at the City of Canton Mayor's Office, Massillon Museum, McKinley Presidential Library and Museum, National First Ladies Library and Museum, Canton Classic Car Museum, Stark County Courthouse, North Canton Historical Society, Hale Farm and Village, and Mount Vernon, among others. See your academic adviser for more information on these and other internship opportunities.

See Appendix III for more detailed information about Best Semester and other off-campus study opportunities. See your adviser and Ryan Donald, Director of Malone University's Center for Cross-Cultural Engagement, for more information about studying in any off-campus program or a short-term service-learning opportunity.

STUDENT ORGANIZATION:

History 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 history alumni to pursue graduate studies in history, education, international studies, law, museum studies, political science, or public policy, public history, or ministry.

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. Plagiarism¹

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 reports².

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.

¹Confusion 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."

²Files/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

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/>