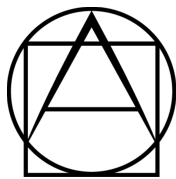




Antioch College, Yellow Springs, Ohio.

Antioch College



Curriculum Catalog

2016 – 2018

ANTIOCH COLLEGE CURRICULUM CATALOG

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Yellow Springs, OH 45387
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Catalog of Entry

Though academic program and graduation requirements of the College may change while a student is enrolled, it is expected that each student will meet the requirements outlined in the catalog that is in effect at the time he or she entered Antioch. The “catalog of entry” is considered applicable for students who leave the College and whose interrupted course of study is not longer than five years.

Catalog Changes

The curriculum catalog is a general summary of programs, policies and procedures for academic and student life, and is provided for the guidance of students. However, the catalog is not a complete statement of all programs, policies, and procedures in effect at the College. In addition, the College reserves the right to change without notice any programs, policies and procedures that appear in this catalog. The 2016-2018 edition of the curriculum catalog was published and distributed beginning Fall 2016. Anyone seeking clarification on any of this information should consult with the registrar.

Statement of Non-Discrimination

Antioch College is committed to a policy of equal opportunity and non-discrimination on the basis of race, color, national origin, religion, sex, age, disability, or sexual orientation, as protected by law, in all educational programs and activities, admission of students and conditions of employment. Questions or concerns about this College policy should be directed to the Human Resources Office. Students who have learning disabilities should contact the Center for Academic Support Services.

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A Message from the President



Dear Student,

It is a true pleasure to write you from Antioch College in Yellow Springs, Ohio.

For more than 166 years, our College has been dedicated to discovering new and better ways of living and learning in the world. That spirit of invention and innovation imbues all aspects of an Antioch education, which is grounded in rigorous academics, shared community and our signature work-based learning program known as co-op. This experience is designed to prepare our graduates to apply their learning over their lifetimes.

Antioch sets a high bar for us all. From its earliest times, there is a rich history of justice-focused social activism,

community-oriented entrepreneurship, and student-centered educational experimentation. Today, building on that history, the College's faculty, students, staff and alumni are engaged in a project every bit as bold as those of the past. It's called FACT—Framework for Antioch College's Transition—and it looks to fundamentally redesign the educational/ operational model of the College by integrating a highly distinctive set of resources (a radio station, organic farm and food programs, a nature preserve, co-op partnerships, multi-generational living communities and more) into a cohesive laboratory for learning and exploration.

What we can make of this extraordinary place together depends on our abilities to embrace the complexities of collaboration, the messiness of democracy, the possibilities of creative action and the uses of ethical intelligence.

The poet Adrienne Rich once advised students to be sure that they actively “claimed their educations” rather than serving merely as receptacles for the knowledge given by others. The curricular resources cataloged herein are a vital part of the offerings and experiences you have at your disposal to claim and shape your education. I encourage you to explore, experiment, try, fail and then, in the words of Samuel Beckett, “fail better.” It is only through this effort that we will succeed in manifesting solutions to the world's most pressing challenges.

With warm regards,

Tom

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Mission

The mission of Antioch College is to provide a rigorous liberal arts education on the belief that scholarship and life experience are strengthened when linked, that diversity in all its manifestations is a fundamental component of excellence in education, and that authentic social and community engagement is vital for those who strive to win victories for humanity.

Vision

Antioch College will be the place where new and better ways of living are discovered as a result of meaningful engagement with the world through intentional linkages between classroom and experiential education.

An Introduction to Antioch College

The purpose of an Antioch College education is to prepare students for lives of significance and service and for engaged and effective citizenship, whether they choose to pursue graduate education or embark directly on a career.

The College believes education is a process of helping each individual to develop in his or her own way to his or her utmost capacity. An independent liberal arts college originally founded in 1850, Antioch College is imbued with the spirit of the words of its first president, Horace Mann: “Be ashamed to die until you have won some victory for humanity.”

Antioch College is the only liberal arts institution in the nation to require a comprehensive off-campus cooperative work program for all of its students. Democracy and shared governance are at the heart of Antioch College. Students are partners in developing the structure of community governance at the institution.

The College awards Bachelor of Arts and Bachelor of Science degrees. The general education program includes courses in the arts, humanities, sciences and social sciences; global seminars in which students critically analyze global problems through an interdisciplinary study of resources and systems; theme-based writing and quantitative skills seminars; work portfolio courses delivered online while students are on cooperative education work assignments; and the senior reflection paper.

As they advance in their studies, students declare a major in one of eleven areas of concentration or work with faculty to devise self-designed majors. Coursework in the major builds upon students’ experiences in the general education curriculum while providing students with pathways to deepen their knowledge or further develop their passion in a particular area of study.

History

Antioch College was established as a coeducational, nonsectarian liberal arts institution by a vote of the Christian Connexion in Marion, New York, in October 1850. Two years later, William Mills donated land in Yellow Springs, Ohio. The College opened its doors in the fall of 1853, with public education pioneer Horace Mann as its first president.

In 1978, having developed or taken over several graduate programs, the Board of Trustees reincorporated the entire institution as Antioch University. By 1994 Antioch University would trim down to five federated campuses, of which the original College was one ostensibly equal component among its progeny. Dissipation of energy and resources, cultural differences, weak leadership, and factionalism, however, would bedevil Antioch College throughout its experience as a unit of Antioch University, culminating in the dramatic decision by Antioch University to announce, in 2007, the intention to suspend the College's operations.

More than two years of negotiations concluded in September 2009 when an alumni-led group, the Antioch College Continuation Corporation, purchased the College and its assets. The inaugural class of the newly independent Antioch College enrolled in Fall 2011.

Authorization

Antioch College is authorized by the Ohio Department of Higher Education to award Bachelor of Arts and Bachelor of Science degrees.

Antioch College is a member of the Great Lakes Colleges Association, a consortium of thirteen private liberal arts colleges located in Indiana, Michigan, Pennsylvania, and Ohio.

Antioch College is accredited by the Higher Learning Commission.

Antioch College is no longer affiliated with Antioch University.

The Antioch College Community

The Antioch College Community is defined as students, staff, and faculty currently enrolled in or employed at the college. Together we work to fulfill our mission and live our vision every day both inside and outside the classroom.

Antioch College attracts students from throughout the United States, including Ohio, New York, California, Texas, Pennsylvania, Colorado, Illinois, Kentucky, Maine, New Mexico, North Carolina, Oregon, Virginia, Wisconsin, and Florida. Most students who attend Antioch College complete rigorous secondary education, including International Baccalaureate, Advanced Placement, and honors programs.

Our students are National Merit Scholar finalists and semifinalists, accomplished artists and musicians, and serious scholars. Many students who come to Antioch College have completed some college coursework prior to applying to Antioch College, spent some time studying or traveling abroad, or speak at least one foreign language. Current students speak Spanish, Japanese, French, Hindi, Hazaragi, and Dari. The College is proud of its record of recruiting students from a wide variety of backgrounds, orientations and interests.

A large number of students have done work in sustainability. Their biographies include stints farming in developing countries, working in agriculture and biodiversity, village construction and environmental conservation in Central America and South America, and organic farming in South America. Their academic interests are also wide ranging: ecological or sustainable architecture, sustainability and rural development, animation, African American studies, creative writing, philosophy, literature, and more.

Through engagement with all aspects of campus life, students have the opportunity to practice deliberative action, intercultural awareness, social engagement, and strategies of sustainability. This learning is linked in a holistic way to classroom study, cooperative education, and community experience.

Like the students at Antioch College, faculty and staff represent diverse backgrounds, interests and fields of study. Within the faculty there are practicing artists and scholars representing cutting edge work in diverse disciplines. Students and faculty interact both in and out of the classroom; in project based learning, in the dining hall over shared meals, through the

advising process and at our bi-weekly Community Meetings. These opportunities for conversation outside of the formal conventions of the classroom create opportunities for all members of the community to learn from one another

The staff and faculty at Antioch are comprised of nationally searched tenure track professors as well as local Yellow Springs community members and past college employees who bring a rich and nuanced understanding of our enterprise. Legacy and history are important components of the new Antioch. Also important are the creative innovations that result from authentic participation on the part of members of our current community. The Antioch College Community is defined as students, staff, and faculty currently enrolled in or employed at the college. Together we work to fulfill our mission and live our vision every day both inside and outside the classroom.

Honor Code

Our shared life at Antioch College is guided by respect for the Honor Code, which asserts that all social and academic relationships be shaped by mutual trust and respect. By virtue of being a member of the Antioch community, each of us agrees to become familiar with and respect the Honor Code, which reads as follows

Antioch College is a community dedicated to the search for truth, the development of individual potential, and the pursuit of social justice. In order to fulfill our objectives, freedom must be matched by responsibility. As a member of the Antioch College community, I affirm that I will be honest and respectful in all my relationships, and I will advance these standards of behavior in others.

Residence Life

One of the most basic forms of community on the Antioch College campus is the residence hall system. With few exceptions, students live in the residence halls where they learn about democratic processes, conflict resolution, problem solving, facilitation skills, mutual respect, and sharing.

The residence hall system at Antioch College aims to empower students to practice life skills that translate beyond the walls of the dormitory and provide a sense of home to a diverse student population. Residential life emphasizes building a culture of respect and compassion in students' living spaces, a sense of stewardship towards facilities, and empowerment to impact how all students experience life on campus.

Resident life managers oversee dormitory spaces, provide support for students in the residence, and mentor resident assistants, who act as peer supports on their halls, create social opportunities for residents, model good citizenship, and act as first line liaisons between students and Student Life staff.

Hall meetings are mandatory and held regularly throughout the term. The residence halls are also sites for academic learning and co-op preparation. Study groups, co-op prep workshops, language learning, independent group meetings and tutoring all take place within this vital living/ learning space.

Governance

Governance still plays a vital educational role at Antioch College. As a “laboratory for democracy,” Antioch College seeks to provide students with an unusually holistic and rewarding learning experience through ongoing participation in shared governance and other aspects of student life. This active participation in community can not only foster an accelerated maturation process as students learn to take on increasing responsibility for their surroundings, but also empowers students with the vision and skills necessary to affect important change in the world.

Community Council is the legislative body of Community Government. It is comprised of two faculty, two staff and four student members, elected at large and by constituent vote. There is also a Council President, usually a student, elected at large. Community Council sets the agenda for Community Meeting and works closely with the Office of Student Life. Community members participate democratically by electing their Community Council members, serving on committees and task forces, attending bi-weekly Community Meetings and proposing and revising policies.

Independent Groups are created by community members to focus on particular interests and can request funding for their activities through Community Government. Independent Groups include Debate Club, Biomedical Society, and Outdoor Club among others. The creation of an Independent Group can occur during any term and is done through a proposal process. (For constitution, by-laws and more information on Community Government, see the Antioch College Student Handbook.)

Community Standards

Community Standards Board is the judicial arm of Community

Government and is comprised of staff, faculty, and students who have been endorsed by Council and have received appropriate training. Restorative justice is the foundational philosophy of Community Standards Board and all judicial processes within the college. Restorative Justice promotes an understanding of the underlying causes of an offense, the effects on those who have been harmed, and concern for all parties' need for healing and reparation. Community Standards Board processes all violations of community standards. (For more information on Community Standards Board, see the Antioch College Student Handbook.)

While the Honor Code provides a fundamental ground for community standards here at Antioch College, the community has developed and enacted additional policies to address awareness and understanding of relevant living and learning issues. These include the Smoking Policy, the Alcohol and Drug Policy, and the Student Social Media Policy. In recognition of complex problems that are inherent in our culture and that become challenging aspects of college life, we have also adopted the historic Sexual Offense Prevention Policy (SOPP) and the Racial Discrimination Prevention Policy (RDPP). Both of these policies require special processes within the judicial system and both require the college to provide training and support. Antioch College is in compliance with all federal regulations regarding campus safety and issues of equity including the Clery Act and Title IX. (To review all campus policies and community standards, please see the Antioch College Student Handbook or visit the College's website at www.antiochcollege.org.)

College Resources

Student Services

Academic Support Services

The Center for Academic Support Services provides student success advising and programing through peer mentoring, basic skills coaching, first year workshops, tutoring and entry assessments in mathematics and writing for all students.

Early Alert Warning System

The Early Alert Warning System allows Academic Support Services to assist students who are having academically related problems in their classes. Faculty members submit early alert reports detailing excessive absences, poor study habits, failure to complete assignments, etc. Staff will contact students by e-mail, phone, and/ or letter requesting a meeting to address areas of weakness or difficulty. Staff will also connect with the First Watch Academic Intervention Committee (FWAIC) to arrange for appropriate support and intervention.

Tutorial Services

Connecting students to tutorial services offered on campus is an important contributor to academic success. Some students require alternative learning resources that go beyond the regular classroom experience; therefore, the Center for Academic Support Services connects students to supplemental tutorial support to enhance skills related to mathematics, foreign language, and writing. Additionally, peer educators are assigned to first-year students to reiterate the importance of attending tutoring sessions while continuing to attend classes and meet with professors on a regular basis to discuss any course content concerns and overall academic progress.

The Writing Institute

The Writing Institute supports Antioch College's mission and learning outcomes by providing members of the College community with opportunities for focused study of the writing craft. Our programs include writing assessment, tutorials, and cross-disciplinary consultations as well as academic and creative writing workshops. Additionally, the Institute helps connect the community, through workshops and public readings, to

a variety of published authors from different genres. While on or off campus, students can ask questions or request a consultation by contacting writing@antiochcollege.org.

Disability Services

Antioch College welcomes students with disabilities as part of our diverse student body. In order to provide equal access to education in accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, Antioch College will provide reasonable academic accommodations for students with documented disabilities. To receive academic accommodations, students must supply documentation in accordance with office guidelines, register with Disability Services, and are then responsible for utilizing approved accommodations in the manner outlined by the Associate Director of Student Support Services. Students are strongly encouraged to register with Disability Services prior to the start of the quarter in order to ensure all accommodations are in place prior to the beginning of classes. Questions regarding these services should be directed to the Associate Director of Student Support Services in the Center for Academic Support Services.

Counseling Services

Counseling Services is considered to be an integral part of health and wellness at Antioch College. Free counseling services are available to all students currently enrolled at the college. The campus counselor provides psychological assistance, psychoeducation, social supports, crisis intervention, assessments, and referrals to off-campus mental health resources. Staffing for Counseling Services includes at least one full-time and one part-time counselor. Individual and couples counseling, as well as consultation and in-service trainings for faculty and staff on significant issues related to student mental health are available. In addition, phone and e-mail consultations may be available to students on co-op on a case-by-case basis. All services are confidential and within the ethical and legal guidelines of the Ohio Counselor, Social Work, Marriage and Family Therapy Board. Contact information for Counseling Services can be found on the campus website under Campus Life: Residence Life.

Career Communications

The Office of Career Communications provides direct support for students and recent graduates as they make preparations for graduate school, develop applications for nationally competitive awards, pursue career opportunities, and/ or endeavor to establish themselves within

various communities of practice. The office does this by helping students document their accomplishments and piecing together compelling stories of success achieved through both campus-centered and field-based experiential programs.

Operating within the Cooperative Education (Co-op) Program, the Career Communications Coordinator works closely with faculty and staff members across campus to promote a collaborative approach to career service efforts throughout the Antioch community. The coordinator supports the growth of students' written, oral, and digital communication skills—one of the College's primary sets of Liberal Arts Learning Outcomes (LALOs). Toward this end, students are offered coaching sessions and workshops on a wide range of topics including creative resume refinement, cover-letter writing, web-presence development, interview preparation, and social media techniques.

Externally, the Career Communications Coordinator facilitates a variety of networking events with employers and other groups of stakeholders off-campus. Serving as the Co-op Program's primary liaisons with the Antioch College's Office of Communications, the coordinator also works to ensure the proper integration of communications efforts and engages external groups through various forms of media.

Office of Student Life

The Office of Student Life is committed to enhancing the learning and personal growth of all students by fostering an appreciation of diversity and inclusion, encouraging personal and civic responsibility, and providing opportunities for leadership development. Residence life, counseling, governance, health and wellness, events, Student Life courses, and community outreach all reside within this office.

The Student Life staff consists of the Dean of Student Life, two Assistant Directors of Residence Life & Education, and an Associate Director of Residence Life & Services. All staff in Student Life work within a team model, sharing responsibility to provide supports for students in a variety of ways including leadership development, crisis management, linkage to medical and other resources, and engagement with issues of campus climate. The Office of Student Life strives to uphold the mission of Antioch College, which states “authentic social and community engagement is vital for those who strive to win victories for humanity.”

Office of Student Life Services:

Residence Life	Medical Services
Student Conduct	Restorative Justice
Public Safety	Counseling Services
Title IX	Bike and Car Registration

Curricular Assets

Olive Kettering Library

The Olive Kettering Library is named in memory of the wife of the late Antioch trustee, inventor, and engineer Charles F. Kettering, who developed the automobile self-starter and high-octane gasoline. The library is a member of OhioLINK, the Ohio Private Academic Libraries (OPAL) consortium, and the Library Council of the Southwestern Ohio Council for Higher Education (SOCHE).

The library houses a collection of more than 325,000 volumes, including extensive files of bound periodicals, many of which date back to the nineteenth century. In addition, it offers more than 900 periodicals. A library of more than 4,000 phonograph records is also available for circulation, as well as videotape and CD and DVD collections. Antiochiana, the College archive, contains papers and publications significant to historians and researchers.

Coretta Scott King Center

The Coretta Scott King Center for Cultural and Intellectual Freedom honors the legacy of Antioch's renowned alumna Coretta Scott King in hosting programming and initiatives that support cultural and intellectual freedom on Antioch's campus. The CSK Center is the site of training, the speaker's series, lectures, and performances that educate the community about diversity, assist in advancing social responsibility among the community, and enrich the College's curriculum.

Antioch Farm

The Antioch Farm, which features food forests, annual gardens, a hoop house, chickens, ducks, sheep, bees, and composting, provides opportunities for students to learn the tenets and practices of ecological agriculture. Food harvested from the farm is used in the Antioch Kitchens.

Glen Helen Ecology Institute

The Glen Helen Ecology Institute is a special program of Antioch College. It directs the stewardship of Glen Helen Preserve and provides experiential environmental learning opportunities for Antioch College students and the public. The principal components of the Ecology Institute include:

Glen Helen Preserve, a 1,000-acre nature preserve given to the College by Hugh Taylor Birch, an 1869 Antioch College alumnus, as a living memorial to his daughter, Helen. Adjacent to the campus of Antioch College, Glen Helen consists of woods, wetlands, waterways, fields, unique geologic formations, and historic and culturally significant sites. Glen Helen is managed as an educational nature preserve and is open to the public during daylight hours. The preserve safeguards 2 1/2 miles of the National Scenic Little Miami River, as well as the Yellow Spring that gives the nearby town its name. Its 20-mile network of trails connects to John Bryan State Park and Clifton Gorge State Nature Preserve.

Trailside Museum, which offers displays on science and history education, is the gateway for visitors to Glen Helen. The museum was built by Antioch students in the 1950s. It is operated by student workers and community volunteers.

Outdoor Education Center offers residential environmental learning programs to 4th-6th grade children during the academic year, and summer “Ecocamps” programs. School-year based internships in environmental education and outdoor school administration are offered to undergraduates and recent graduates.

Raptor Center is designed to educate the public about the ecological value of birds of prey. Injured hawks, owls, vultures, and their kin are brought to the center for rehabilitation.

Herndon Gallery

The Herndon Gallery in South Hall offers four exhibitions each year featuring regional, national and international artists. To enhance student learning, the exhibitions are organized around curricular themes. The Artist in Residence program provides cultural programming and opportunities for students and the local community to engage with

contemporary art-making practices. The Herndon also serves as a venue for public lectures and events.

Science Labs

Phase 1 of the Science Building renovation was completed on schedule. The \$3.6 million investment refurbished one-third of the building's laboratories and classrooms, which were fully operational for winter 2013 classes. As evidence of the College's commitment to sustainability, the research labs are retrofitted with Green Solution Hoods that cut energy costs by 96% and reduce operating costs by 70%; eliminate associated heating and cooling costs; handle liquids and solids (including acids, bases, solvents and powders)—individually or together—with a single hood; eliminate CO2 emissions; and operate safely without polluting and contaminating the environment.

Phase 2 of the renovation will cost an estimated \$7.4 million and will restore the first two floors of the 1930s-era Science Building to its full glory. Two-thirds of the building will be fully dedicated to the teaching of science. The remaining one-third will have multi-use functions, including visual and performing arts. Mixing art and science disciplines in a single space furthers Antioch College's liberal arts mission and encourages inter- and cross-disciplinary interactions that will have a positive impact on the student learning experience.

WYSO 91.3FM Radio

In December 2012, the Boards of Antioch College and Antioch University agreed in principle to a plan that would transfer ownership of the non-commercial FM radio station WYSO to the College. The deal was finalized in July 2013, during the station's 55th anniversary year. WYSO 91.3FM began broadcasting with 10 watts of power on February 8, 1958 as a student-run station on the campus of Antioch College. Today, the station—which underwent major renovations in April 2012 and now includes state-of-the-art sound studios and equipment—operates at 50,000 watts and broadcasts 24 hours a day, seven days a week, reaching nine counties in Southwest Ohio with a potential audience of more than one million. WYSO also broadcasts in HD and streams programming live on wyso.org. It's the Miami Valley's only NPR News station and also carries local and state news. WYSO is supported by nearly 4,000 members and a distinguished roster of underwriters from all over the Miami Valley. The station provides exciting opportunities to enhance the College's curriculum and cooperative education program.

Foundry Theater

The Foundry Theater serves students, faculty, staff, and community members who believe freedom of the imagination is an essential force in a healthy, dynamic, and just society. The Foundry has a 200 seat Main Stage, fifty-seat Experimental Theater, and the Worman Dance Studio. The Foundry Theater at Antioch College delivers our vision through three main avenues:

- We seek to create and deliver original programming for public offerings; featuring the performance department, Student Life programming, and other guests of Antioch College;
- We offer the use of the facility through a market-rate program for recitals, community gatherings, and events;
- We help develop new and existing community groups through our in-kind rehearsal grant program.

Antioch Amphitheater

The Amphitheater is located on Corry St (across the street from the Glen Helen Nature Preserve). It is famous for theater productions by former students of Antioch College as well as concerts, and festivals. It has seating capacity for 400 with space for vendors outside the theater.

Other Resources

The Antioch Review

The Antioch Review, founded in 1941 by some Antioch College faculty members, is a distinguished, well-established literary journal that publishes lively and cogent essays, fiction, poetry, and book reviews from both emerging and well-known authors. Most issues combine genres, allowing readers to move back and forth within an issue or select an area best suited to their interest. There are also occasional special issues, such as all-fiction or all-poetry issues, or an issue devoted to the future of museums. *Review* writers are consistently included in *Best American* anthologies and awarded Pushcart Prizes. Its editor since 1977, Robert S. Fogarty, received the PEN/ American Center lifetime achievement award for editing in 2003. Dr. Fogarty is John Dewey Professor in the Humanities, Emeritus, from Antioch.

The Antioch Review is published quarterly and receives support from the National Endowment for the Arts, the Ohio Arts Council, and numerous Friends around the world.

The Record

The Antioch Record is the newspaper of, by, and for the Antioch College community. We continue the legacy of independent student-run publications at Antioch and are dedicated to serving as an accurate record of community life. We hope to promote informed dialogue, social engagement, and community action.

Registrar

The Office of the Registrar maintains the students' official academic record. Primary services provided by the Registrar include, but not limited to: Academic Policies, Interpretation and Enforcement, Advising Guidelines, Evaluation of Transfer Credits, Graduation Requirements, Degree Audits, Course Offering Schedules, Registration and Drop/ Add, Cross Registration, Collection and Recording of Grades and Narrative Evaluations, Maintenance of Transcripts, Verification of Enrollment, Grade Reports, Student Standing/ calculation and verification, Resource for Committees. The Office of the Registrar is committed to maintaining accurate data while protecting privacy.

Rockford Chapel

Lucy Morgan designed Rockford Chapel, built in 1931, in the style of a small Quaker Meetinghouse. The Friends Meeting added a social room, kitchen, and library in the mid-80s. The chapel is located at 515 President Street just west of Birch Hall. It is the meeting place of the Yellow Springs Friends Meeting, a welcoming faith community within the Quaker tradition, who believe that there is "that of God in everyone" and that every person has the capacity to experience divine presence and guidance. Antioch community members are welcome at Meeting for Worship at 11:15 Sunday mornings. Yellow Springs Havurah holds Shabbat services in Rockford on the first and third Saturdays of each month.

Antioch College Kitchens

Located in our residence halls, Birch Hall and North Hall, the Antioch College Kitchens are home to full-service dining for the entire College community. Antioch College Kitchens works closely with the Antioch College Farm to promote the values of sustainability that are so important to the College. All students who live in the residence halls have the opportunity to apply to work in the Antioch Kitchens in exchange for discounted board fees or pay. Student participation in Antioch Kitchens drives our adherence to the values of sustainability, economic affordability, and social justice.

Sontag Fels Student Space

Located in the former NPR affiliate WYSO's studios and offices, the Student Space at Sontag Fels is run by a different Student Space coordinator each term. There is a pool table, excellent soundproof music rooms for individual or band practice, a stage and dance floor for performances, and offices where the Antioch Record—the College newspaper—and Community Government offices are located. There is also a thriving Free Store, which recycles the community's things and clothing. Also located in Sontag Fels is the community Bike Shop, which fixes privately owned student bicycles, as well as accepts donations, which then become community bikes for anyone to borrow. The Free Store and bicycle repair team is also entirely student-driven.

Solar Farm and Central Geothermal Plant

The solar farm, situated in Antioch's South Campus, produces enough power to offset the electrical consumption of our central geothermal plant. The five-acre, one million watt solar Photo Voltaic (PV) solar farm includes a field of 3,300 solar panels adjacent to the Antioch Farm. 30% of our current campus power consumed comes from this 1 megawatt behind-the meter field installed solar farm. The solar farm will produce 1.2 million kilowatt hours of energy annually, enough power to offset the electrical consumption of our Central Geothermal Plant. The solar farm is augmented by 80% renewable energy purchases through the College's local utility in the Village of Yellow Springs

The Central Geothermal Plant, combined with Antioch College's solar array and the Village of Yellow Springs' new energy portfolio (hydroelectric and wind contracts), will power most of Antioch's campus, positioning Antioch College as among the first higher education institution in America to be fueled almost exclusively by alternative energy by 2018 (90% of the campus' electric consumption is projected to be sourced from renewable energy by that time).

Although considerably more expensive to construct than traditional alternatives, these improvements will reduce campus energy costs immensely when the campus is fully developed. Each of these renewable assets serve as model for sustainability in higher education and have been used extensively in classroom instruction, Global Seminar presentations, co-op programs and educational tours for students, community groups and sustainable energy organizations.

ITAMS

Information Technology and Media Services (ITAMS) aims to make information and media technologies work well, and to be leveraged effectively for and by the College and its subsidiaries, wherever and whenever it advances the mission, vision, and goals of the College and its subsidiaries. We strive to foster healthy expectations of technology, to emphasize that technology must fit within good business practices and processes, and to prioritize the role of technology in making information available to those who need it when they need it. We support classroom technology, business office technology and communications, networking and email, events, meetings, and when possible, student computer support.

CANVAS

Canvas is an open, easy-to-use, cloud-native learning management system from Instructure—a technology company committed to improving education by providing instructors and students modern tools and resources to empower the learning experience.

CAMS Enterprise

CAMS Enterprise, an academic enterprise resource planning (ERP) solution from Three Rivers Systems Inc., allows the College to communicate, collaborate, and better manage the entire student lifecycle from admitted students to graduates. The system uses Web technology to connect prospective students, current students, faculty, and alumni through portals to manage admissions, registration, online courses, student records, financial aid, fundraising management, alumni relations, and more.

Miami Valley Educational Computer Association (MVECA)

MVECA, a consortium of twenty-four school districts in the Miami Valley (Ohio), is one of twenty-three information technology centers licensed by the Ohio Department of Education. MVECA provides a variety of computer services, including Internet access and technical/ network support.

Hallmarks of an Antioch College Education

The core feature of an Antioch College education is the attention that is paid to each student's personal and academic growth. We commit ourselves to quality teaching and value the close relationships that come out of sustained dialogue in small group settings. The faculty, staff, and administrators of the College are all partners in every student's journey to graduation.

At Antioch College, leadership and communication skills are built through involvement in creative projects, participation in decision-making, and engagement with the broader community. Students also learn the habits and skills necessary for success in the workplace through our dynamic cooperative education program.

The Antioch College curriculum, which emphasizes language proficiency and seminars focused on critical world issues, is designed to enable students to navigate effectively across the boundaries of culture and language. The expectation is that our students will be effective citizens prepared to act on global concerns as well as engage locally.

Our legacy stretches back 160 years. What is entrusted to us is an institution renowned for making "a profound difference" in the lives of young people--of creating "effective adults," as Loren Pope wrote in *Colleges That Change Lives*.

The Liberal Arts at Antioch College

Our liberal arts curriculum is built on four academic divisions: arts, humanities, sciences, and social sciences-and is composed of general education coursework, the Cooperative Education Program and related courses, an innovative proficiency-based Language and Culture Program, major-related coursework, and additional educational curricular and cocurricular experiences.

Each division consists of two to three majors, which may also have disciplinary sub-fields. Students major in one of the listed eleven areas or, with their faculty advisor(s), devise a self-designed major.

Bachelor of Arts in the Arts

- Media Arts Major
- Performance Major
- Visual Arts Major

Bachelor of Arts in the Humanities

- History Major
- Literature Major
- Philosophy Major

Bachelor of Science in the Sciences

- Biomedical Science Major
- Environmental Science Major

Bachelor of Arts in the Social Sciences

- Anthropology Major
- Political Economy Major
- Psychology Major

Self-Designed Majors

- Bachelor of Arts or
- Bachelor of Science

Experiential Learning

Antioch graduates are prepared with the knowledge and skills to be effective in the world through classroom learning, experiential education, and deep engagement with the community. Our students come to college not to retreat but rather to engage with the world. They do that here in Yellow Springs, in diverse communities across the country, and around

the world. Our experiential education program features independent work experience or co-op (some of which is related to a student's major), embedded education, and cross-cultural and linguistic immersion experiences.

Liberal Arts Learning Outcomes (LALOs)

Knowledge and Inquiry

- Demonstrated understanding of and practical experience with concepts and modes of inquiry essential to the liberal arts and the disciplines that explore the natural, social, and cultural realms.
- Achieve depth in one or more areas of concentration.

Skill and Innovation

- Demonstrated ability to problem-solve, create, and innovate, both independently and collaboratively, in a range of fields, workplaces, technology, and media.
- Demonstrated ability to use analytic, communication, quantitative, and information skills effectively.

Critical Thinking

- Demonstrated ability to evaluate knowledge and evidence in a comprehensive and rational manner and to analyze, construct, and criticize arguments.
- Demonstrated ability to utilize different means of analysis and presentation of ideas including: reading, writing, oral presentation, visual interpretation and analysis, qualitative and quantitative analysis, and experiment.

Intercultural Effectiveness

- Demonstrated knowledge of cultures and cultural practices (one's own and others'); complex cognitive and communication skills for decision-making across cultural contexts; social skills to function effectively and respectfully in diverse groups; and personal attributes that include flexibility and openness to new ideas.

Social Engagement

- Demonstrated ability to engage as an active citizen in ethical and civil dialogue within a participatory, multicultural society concerned with the care of the planet's environment and all that resides within it.

Deliberative Action

- Demonstrated capacity to adapt knowledge, skills, and responsibilities to new settings and challenges and to reflect on the personal and social significance of learning as a guide toward a purposeful future.
- Demonstrated constructive participation in the Antioch Student Life, including its governance processes.

Written, Oral, and Quantitative Communication

- Written communication ability that demonstrates development and effective expression of ideas and arguments in writing. It involves learning how to work in a variety of genres and styles. Written communication skills and abilities develop through iterative experiences across the curriculum.
- Oral communication ability that demonstrates prepared and purposeful presentations designed to enhance knowledge, foster understanding, or promote changes in the listeners' attitudes, values, beliefs, or behaviors.
- Quantitative communication ability that demonstrates effective understanding and use of numerical and graphical information.

Requirements for the Bachelor of Arts and Bachelor of Science Degrees

Antioch College offers two degrees, the Bachelor of Arts and the Bachelor of Science. Both require a minimum of 180 quarter credits distributed among four areas: general education, major-related courses, language and culture, and electives. Additionally, students must complete at least four cooperative education experiences and achieve novice-high proficiency in a second language.

Credit Requirements for Degrees				
Degree Type	BA	BA	BS	BS
Language Track	1 yr	3 yr	1 yr	3 yr
General Education	65	65	65	65
Major	52	52	60	60
Language and Culture*	14	36	14	36
Electives	49	27	41	19
Total	180	180	180	180

* See details on the language requirement on page 57.

Additional Requirements for Degrees

Cooperative Education

Students must complete at least four co-operative education experiences. Students fulfill this requirement with full-time employment or other approved forms of experiential learning during co-op terms. (See page 48)

Language Proficiency

Students must achieve, at a minimum, novice-high proficiency in a second language. Students are strongly encouraged to pursue more advanced language study. (See page 58)

General Education Requirements

Students are required to complete at least 65 quarter credits of general education courses, composed primarily but not exclusively of foundation courses and global seminars in a diverse liberal education environment.

General Education Requirements			
Type of Course	# Classes	Credits	Total
Foundation Courses	10	4	40
Global Seminars	4	3	12
Writing Requirement*	1	2	2
Quantitative Requirement*	1	2	2
Senior Reflection Paper	1	1	1

Work Portfolio	4	2	8
		Total	65

Based on a student's background and preparation, a student may be exempted from these requirements; more information follows on 245.

Foundation Courses

Foundation courses are at the heart of Antioch's general education program, and are primarily intended as introductions to the various ways of knowing that exist within and between disciplines. To fulfill part of the general education requirement, students must take a total of ten foundation courses distributed as follows:

- Take two courses from *each* academic division.
- Take an additional two elective foundation courses from any academic division.

Students pursuing a Bachelor of Arts degree must successfully complete all ten required foundation courses by the end of their second year of study. Students pursuing a Bachelor of Science degree must complete the majority of their foundation courses by the end of their second year, and all ten by graduation. For more information, see Satisfactory Academic Progress Policy on page 287.

Foundation courses provide a common intellectual experience and a sound basis of education for students in the liberal arts. This foundation supports the creation of a strong intellectual community, which is further developed in other general education components as described below. Foundation courses also provide an introduction to the various disciplines in the curriculum and hence form the foundation for majors. They introduce disciplines critical to understanding the human experience, including life in the community. These courses focus on students' intellectual development in the core competency and literacy areas of critical thinking, reading, writing, oral presentation, visual interpretation and analysis, qualitative and quantitative analysis, experiment, and research. They provide a cross-disciplinary lens through which to view the various global issues examined in the global seminars, as well as experiences gained in other educational activities. This allows students ample opportunity to forge intellectual bonds that extend beyond the classroom, offering a more cohesive and integrated learning environment.

Foundation Courses

Arts

MEDA 101	Media, Internet, and Society
MEDA 102	Basic Media Production
PERF 103	Voice and Speech
PERF 104	Presence of the Performer
PERF 140	Storytelling
VISA 101	Visual Language: A Focus on Two Dimensions
VISA 102	Visual Language: A Focus on Three Dimensions

Humanities

HIST 105	The World Beyond: Cultural Imagination, Exchanges, and History
HIST 110	Ohio Stories
LIT 110	Literature and History
LIT 120	Literature and Science
LIT 130	Literature and Social Justice
PHIL 110	Law and Justice in the Western Tradition
PHIL 115	Eastern Thought

Sciences

BIO 105	Life: Cells and Molecules
CHEM 105	General Chemistry I
ENVS 105	Introduction to Environmental Science
MATH 102	Explorations in Mathematics and Quantitative Reasoning
MATH 105	Introduction to Statistics
SCI 101	Foundational Topics in Sciences

Social Sciences

ANTH 105	Cultural Anthropology
ANTH 110	Culture Conflict
PECO 105	Foundations of Political Economy
PECO 110	Principles of Economics
PSYC 105	General Psychology
PSYC 110	Foundations of Social Psychology

Global Seminars

Global seminars are interdisciplinary, theme-based courses designed to provide students with a broad understanding of several of the contemporary challenges facing humanity, using economic, social, political, scientific, moral/ ethical, philosophical, and other approaches.

Each seminar presents a range of diverse perspectives in a variety of formats, including interactive lectures, visiting speakers, small and large-group discussions, field trips, and student-driven projects. Antioch College faculty organize the seminars and present on some issues; additionally, some of the presenters come from outside of the immediate community and may include visiting faculty, recognized field experts, and the like. These courses are specifically designed to integrate Antioch College's long tradition of applied liberal arts learning with its socially conscious values and mission.

As a complement to the thematic courses in the global seminars, Antioch College offers students the opportunity to continue to research interests they have developed in their global seminars through courses titled Continued Studies in Global Seminar (GSC). These courses, offered only with instructors' permission, allow interested students to engage in projects, research, and fieldwork relevant to a global seminar topic they have already studied. These courses do not count towards the general education requirement, but they can fulfill open elective credits or become part of a self-designed major.

Students must complete four Global Seminars within their first two years. (For more information, see Satisfactory Academic Progress Policy on page 287.)

Global Seminar Courses

GS 110	Water
GS 120	Food
GS 130	Energy
GS 140	Health
GS 150	Governance
GS 160	Education
GSC 210	Continued Studies in Global Seminar
GSC 310	Continued Studies in Global Seminar

Writing and Quantitative Requirements

All students who graduate from Antioch College are expected to be able to write the English language with fluency and grace, and to be able to comprehend and use numerical information effectively. By the end of their second year of study, and preferably within the first year, all students must complete the college-level writing and quantitative requirements of general education.

Placement testing for quantitative skills and language proficiency occurs during new student orientation, which takes place immediately before the beginning of students' first study term on campus. Writing course placement is determined by student early submission of writing samples or through completion of an in-house writing assessment during orientation week. Students may complete college-level writing and quantitative requirements of general education in the following ways:

- Successfully complete a GSW or MATH course.
- Earn sufficiently high scores on the appropriate sections of the ACT or SAT exams for the writing requirement, neither of which may be transferred for college credit. (The quantitative requirement cannot be met by means of a high score on appropriate sections of the ACT or SAT exams.)
- Earn sufficiently high scores on certain common standardized tests, such as the AP examination.
- Complete coursework at another institution that meets the writing or quantitative requirement (see Transfer Credit Policy beginning on page 249).
- Complete coursework at Antioch College that meets the writing or quantitative requirement (consult with your academic advisor or the registrar).

In all cases, students should inquire about the possibilities of exemptions from the requirements with a faculty advisor and should not assume these requirements have been met until they receive written confirmation from the Registrar's Office.

In most cases, exemptions from the writing or quantitative requirements have associated academic credit (for example, an AP Exam which is successfully transferred). In the event a student is exempted from the writing requirement by a means that does not have associated academic credit (for example, ACT or SAT score), the academic credits for the writing requirement are added to the open elective credits pool.

GSW 105 and ENG 105 are writing based courses that are linked thematically with Global Seminars, and students must be enrolled in a Global Seminar to take them. Students will write about and make arguments surrounding the themes and topics of the Global Seminar in which they are co-enrolled.

List of Writing and Quantitative Courses:

GSW 105/ ENG 105	Writing Seminar
MATH 102	Explorations in Mathematics and Quantitative Reasoning
MATH 105	Introduction to Statistics
MATH 150	College Algebra
MATH 151	Precalculus
MATH 155	Calculus I
MATH 160	Calculus II
MATH 205	Intermediate Statistics

Senior Reflection Paper

During their last study term on campus, all students write a formal reflection paper about their educational experiences at Antioch College, in consultation with their faculty advisor(s) who formally evaluate this work. This paper focuses on the relationship and integration of the various elements of their education: classroom, co-op, and community. Students should consider how particular work, study, community, and language experiences worked together and built upon each other. Students may reflect upon specific assignments, texts, or projects, and upon various successes, failures, challenges, growth experiences, and, most importantly, continued questions and areas for future growth. Overall, students should contemplate the ways in which various aspects of their Antioch College education contributed to their overall development, their sense of themselves and their future goals, and their ability to be continuing and life-long learners.

Senior Reflection Paper Course

SRP 494 Senior Reflection Paper

Work Portfolio

During each co-op term, students enroll in work portfolio classes of ever-increasing complexity and expectation. Credit is not earned for the work but rather for completion of course requirements, which include readings, creating and maintaining a résumé, journal writing, written responses to prompts, and a series of reflection papers on the readings and work experiences. As such, it is possible for a student to satisfy the co-op requirement but fail a work portfolio course. Work portfolio courses are designed to teach students how to learn about their work or other approved experiential learning environments, to enable self-reflection, and to encourage student growth during their co-ops.

In the summer term immediately prior to matriculation in the fall, deposited students may be eligible for enrollment in a special non-credit-bearing introductory-level work portfolio focused on teaching students how to incorporate experiential education and action into their Antioch College education. This work portfolio requires a student to have an approved agriculture or food production job. Interested students should contact the Cooperative Education Program. For expectations regarding timely completion of Work Portfolios, see Satisfactory Academic Progress beginning on page 287.

Work Portfolio Courses

WORK 125T	Work Portfolio for Transfer Students
WORK 150	Work Portfolio I
WORK 250	Work Portfolio II
WORK 350	Work Portfolio III
WORK 411	The Art of the Working Artist and Creative Placemaking
WORK 425	Work Portfolio IV
WORK431	Empirical Humanities Fieldwork: Oral History Theory, Method, and Praxis
WORK 450	Work Portfolio IV: Cultural Immersion
WORK 475	Work Portfolio V
WORK 481	Researching Cultures over Co-op: An Anthropological Approach
WORK 482	Ecosociology: A Participatory Action Research Approach toward Environmental Justice

General Requirements for Majors

Building on the experiences of the general education curriculum, students develop their passion for particular areas of knowledge and expertise towards the end of their first year. As they become acquainted with the range of disciplines and areas of study available, they choose a major field for more in-depth study by the end of the fourth study term. In close consultation with their faculty advisors, students develop a planned pathway towards graduation and file a formal degree plan with the registrar's office no later than the end of their second year. Students with well-developed ideas regarding their chosen course of study, who intend to pursue a Self-Designed Major, or those who intend to major in highly sequenced majors such as many Arts and Social Sciences majors and all Sciences majors, are strongly encouraged to file formal degree plans as early as possible. Students should note that their degree plan is a living document, which should be updated regularly as they proceed on their educational pathway.

While the first two years of study are primarily focused on general education, students may begin to take major-related courses as early as the end of their first year. Most majors courses taken during these two years consist of introductory and intermediate courses intended to lay the groundwork for more in-depth study in later years. During their third year, students take a number of advanced courses, deepening their specialized knowledge. Finally, in their fourth year, students take a mixture of advanced and capstone courses, which culminates with a senior seminar and the senior project.

Some majors may require students to take specific foundation courses as prerequisites for their higher-level majors classes. The bulk of the credits in the major lie in higher-level major courses within a division and an academic discipline.

Requirements for Major Leading to a Bachelor of Arts degree

Type of Class	Number	Credits	Total
Foundation Course	0-4*	0*	0*
Courses in the Major	11	4	44
Senior Seminar	1	4	4
Senior Project	1	4	4
Total			52

Requirements for Major Leading to a Bachelor of Science degree

Type of Class	Number	Credits	Total
Foundation Course	0-4*	0*	0*
Courses in the Major	13	4	52
Senior Seminar	1	4	4
Senior Project	1	4	4
Total			60

* While some majors may require up to four foundation courses, the credit earned in foundation courses counts towards the general education requirement and not towards the major.

Electives

The electives portion of any degree is highly variable in nature, and the number of credits necessary to meet this requirement will depend on whether or not a student is pursuing the Bachelor of Arts or Bachelor of Science degree and the student's chosen language track.

Elective Credits for Degrees

Degree Type	BA	BA	BS	BS
	1 yr	3 yr	1 yr	3 yr
Disciplinary Electives	24	24	16	16
Open Electives	25	3	25	3
Total	49	27	41	19

Disciplinary electives are courses (except for senior seminar and senior project) found within the academic divisions and not part of the general education, language and culture, or student life and academic success course offerings. Students are required to take disciplinary electives in order to broaden their horizons and to obtain knowledge in fields that are not their primary academic focus. While disciplinary electives may be from a student's major discipline, students are strongly encouraged to take these electives outside of their major and division of study.

A student pursuing a BA degree has 24 disciplinary elective credits, and a student pursuing a BS has 16 disciplinary elective credits. In the majority of cases, this requirement will be met by taking 4-credit classes. However, in a limited number of cases, lower-credit-bearing majors classes may also be used—classes such as music, dance, etc., or lower-credit special-topics classes in a major such as those offered by visiting scholars. Students are strongly encouraged to consult the registrar or their academic advisor if it is not clear what counts as a disciplinary elective.

Open electives may be any course at any level that grants legitimate college-level academic credit. Examples include Student Life and academic success courses; foundation courses and global seminars beyond the general education requirement; and additional language and culture classes. Students are strongly encouraged to use open credits to broaden their educational horizons, and not simply to take more classes of the types they have already completed.

The number of credits open for electives will vary based on their specific choice of degree and language track (see page 46). Students are strongly encouraged to consult the registrar or their faculty advisor if it is not clear what counts as open elective credits.

Any situation that exempts a student from a degree requirement without granting academic credit (typically exemptions by means of placement testing) results in the credits associated with that requirement being added to the Open Elective Credits pool. Any situation that requires a student to take more than the listed number of credits to meet a requirement (such as needing more Language and Culture classes to achieve the required proficiency) results in the needed credits being taken from the Open Elective Credits pool. Once the open credits pool is exhausted, any additional classes that would fall into this category are not counted towards the 180 quarter credits needed for a bachelor's degree.

Cooperative Education Program

Antioch College promotes meaningful engagement with the world through intentional linkages between campus-centered and field-based experiential learning. For more than 90 years, a central component of Antioch's progressive education model has been its flagship Cooperative Education (Co-op) Program. Students spend a minimum of four academic terms engaged in fulltime work—generally off campus—where they have the opportunity to distinguish themselves through creativity, commitment, and hard work.

By linking the life of the mind with the practical experience of work, Co-op animates a unique liberal arts curriculum that positions students to take action in the world. Not only do Antioch students graduate with an outstanding education, an impressive resume, and compelling stories of co-op adventure in distant locales, they gain exposure to innovative workplaces and discover their unique talents as they apply themselves to real-world problems. Through sustained involvement with a variety of partner organizations throughout their college careers, students learn to navigate complex work environments, negotiate for themselves, experiment with solution-oriented approaches, and mobilize resources to affect change in diverse settings.

At the core of the Co-op experience is professional engagement—meaningful work in challenging contexts where students generally can expect reasonable compensation for their contributions. During their cooperative work terms, students take on a fulltime job for a minimum of thirty hours per week throughout the duration of an eleven-week quarter. Although paid employment is Co-op's stock-in-trade, the program is committed to broadening conceptions of the experience in response to changes in the global economy as well as the interests of the current generation of students.

The Co-op faculty recognizes that a significant number of students hope to use one or more of their cooperative work terms to pursue entrepreneurial opportunities with start-up firms, conduct research related to their majors, engage in artistic productions, position themselves for graduate study through special projects, or experiment with their own professional pursuits. It also understands that some students are interested in proposing a co-op job of their own design in order to pursue their unique ambitions, take advantage of special opportunities, or simply develop a stronger sense of their own agency.

For these reasons, by formal petition to the dean of cooperative, experiential, and international education, students may seek approval to substitute a cooperative education employment opportunity with a self-selected, paid or unpaid internship; a research appointment; or other academically or professionally significant experience that fulfill their own ambitions for learning off-campus as well as the College's work requirement.

Co-op Advising

The Co-op faculty takes a collective approach to helping students consider their various options and pursue the opportunities they hope to attain. Each student is assigned an advisor who meets with them one-on-one; however, Co-op faculty members also work together to understand students' abilities, promote their skills, and encourage them to communicate their ideas. Although it is ultimately up to an employer to decide whether or not they can offer someone a job, students know that they have the support of a professional team of educators who are actively engaged in a variety of fields and expanding options for students in strategic regions.

Participating organizations who agree to work with the College typically want and expect an Antioch student on a regular basis. As partners in the cooperative work program, they rely on Antioch College students to perform jobs and complete tasks that are essential to their organizational objectives. It is the responsibility of the Co-op advisor to develop and maintain relationships with employers, to advise students on opportunities that might be available, and to understand students' abilities and aspirations as they endeavor to gain traction in their careers.

Students who are interested in a given experience are generally advised to prepare a cover letter and résumé for the sponsoring organization or employer if they meet the minimum qualifications required. Co-op advisors help students develop their application materials, establish communications with the employer, provide a recommendation if appropriate, and then coach the student on how best to prepare for the interview process. Most employers require a phone, video-link, or in-person interview with the applicant before making a hiring decision. Timely planning and prompt follow-up on communications at this stage is required as students must present themselves well in order to secure a job.

Co-op advisors work hard to ensure that all students have the best possible chance of success by giving individualized attention to every

student as they prepare. Over the course of four years, they encourage students to position themselves for progressively challenging co-op opportunities by facilitating involvement in focused coursework, applied research efforts, interdisciplinary projects, and various community initiatives. Moreover, the Program's Career Communications Coordinator assists students with the development of long-term career strategies so that they can steer themselves toward the career opportunities, graduate schools, or communities of practice with which they hope to engage as they prepare for post-baccalaureate life.

Standard Study/ Work Sequence

	Fall	Winter	Spring	Summer
First Year	Study	Study	Co-op	Study
Second Year	Study	Co-op	Study	Study
Third Year	Co-op	Study	Study	Co-op
Fourth Year	Optional Co-op	Study	Study	

Work Portfolio Courses

The cooperative work experience is underpinned by required Work Portfolio coursework, which ensures that student action over co-op is coupled with reflection in order to promote critical awareness of social circumstances and maximize the potential for transformation. Work Portfolio courses lead students to take stock of the skills they are developing and consider how their abilities may be put to use in addressing complex issues in other contexts.

Our era is being shaped by massive demographic, economic, linguistic, and digital disruptions that are challenging long-held assumptions about the employment landscape of the 21st Century. To lead lives of significance and service in this emerging world, students must develop different skills and capacities than those of previous generations. Beyond the deep content knowledge that has always been central to Antioch's rigorous liberal arts approach, co-op students are encouraged to develop robust collaborative, cross-cultural, and interdisciplinary capacities in order to collect data, communicate ideas, and test proposed solutions to global problems.

Work Portfolio courses are intended to engage students in such processes while guiding them to reflect on their field experiences. They are also

intended to teach students how to think about their work and their other co-op experiences, to encourage self-reflection, and to promote student growth. It is the belief of the Co-op faculty that these broad goals cannot be effectively achieved unless serious attention is given to the thematic interests of our students, the methodologies that underpin the approaches of the various disciplines to which the College is committed, and the evolving fields in which students desire to gain experience.

With this in mind, the Co-op Faculty defines Portfolio Courses as having the following common characteristics:

- Portfolio Courses are experience-based courses for which the "text" examined by students consists of their own highly individualized experiences during cooperative work terms as well as their efforts to make meaning out of these experiences. Texts as such can be supported by additional readings, but the major source of content is the student's own experience.
- Portfolio courses emphasize reflection in the sense of encouraging self-awareness as well as understanding of how the integration of the theoretical and the active components of field-based learning promote student agency, effectiveness, and ability to reflect on place-based programming.
- Portfolio courses are a form of high-impact learning that contribute to the assemblage of a body of work that, following the tradition of the arts, is showcased within a standing portfolio, the contents of which are generally subject to peer critique and shared with an audience beyond the course instructor and members for the class.
- Portfolio courses emphasize the development of skills that are grounded in a disciplinary framework, relate to specific employment sectors, and can be mapped generally to communities of practice.
- Portfolio courses enable students to exercise methodological skills and build upon the modes of inquiry they have been exposed to on campus.

Portfolio courses promote integrative learning, which can be defined as the iterative process by which co-op students engage the world and encounter opportunities to make connections between the ideas to which they are exposed and the experiences they attain. They encourage students to reflect on, synthesize, and transfer their insights to complex situations during co-op, in the classroom, and within the diverse communities they

encounter throughout their college career. In this sense, students are expected to articulate a synthesis of integrative learning that builds upon their prior knowledge and perspectives and connects to meaningful experiences that inform their immediate learning goals as well as their professional trajectory.

Co-op Learning Outcome

All Work Portfolio courses are intended to foster Integrative Learning as a shared learning outcome in addition to individual course learning outcomes and the various Liberal Arts Learning Outcomes shared across the College.

Integrative Learning is defined by the Co-op faculty as the iterative process through which co-op students engage the world as they make connections between the ideas to which they are exposed and the experiences they attain. Work Portfolio courses encourage students to reflect on, synthesize, and transfer their insights to complex situations during co-op, in the classroom, and within the diverse communities they encounter. Students are expected to:

- Synthesize their learning by building upon their prior knowledge and perspectives and connecting them to meaningful experiences that inform their goals and professional trajectory.
- Identify their interests, knowledge, abilities and skills and deliberately link them to self-determined pathways and locate themselves within professional communities of practice.

Work Portfolio Requirements

Students can enroll in any one of the Work Portfolio courses that are open at the time they engage in their cooperative work term as long as they meet the co-requisite and any prerequisites identified. In order to meet the Co-op requirement necessary for graduation, all students are required to complete four approved Cooperative Education experiences and pass with a grade of “C” or better the four Work Portfolio courses (two credits each) that they are required to take concurrently while engaged in their cooperative work terms. They thus earn a minimum of eight co-op credits required for graduation.

Work Portfolio courses are generally considered to be “asynchronous” in that they are facilitated in an online environment via an electronic course management system. Students work at their own pace within the

guidelines of the assignments, the schedule of the instructor, and the due dates indicated on the syllabus. Although there is a wealth of interactions and face-to-face contact is encouraged, these courses are mediated by the student in terms of time and space, in coordination with the course instructor.

As with courses on campus, active student participation in online courses is necessary for success. Course attendance in online courses is considered in various ways:

1) Fulltime Experiential Engagement – Co-op students are required to be employed at least 30 hours per week in an approved co-op job *or* engaged in another approved experiential learning opportunity for a minimum of 30 hours per week throughout the 11-week academic term.

Leaving a position before completing the 11 weeks must be approved by the instructor and a plan for completing the experiential requirement must be formalized. Failure to do may result in a failing grade for the co-op term and requires the student to repeat the co-op.

2) Full Engagement in Portfolio Coursework - Regular communication and timely submission of assignments is required to demonstrate attendance in the online language courses as well as the reflection component of experiential courses taken online when students are engaged off campus. The most common way for a student to demonstrate this engagement is to log in to their online learning platform, participate in discussion threads, upload assignments on time, and fulfill other expectations outlined in the course syllabus in a timely fashion.

The Co-op faculty recognizes that students may operate in very different environments while taking online classes than they do in standard in-class settings. Commuting times, internet access, living situations, and other factors influence a student's ability to perform. Moreover, instructors take different approaches to the various courses offered online. If a student is unable to access the online learning platform, they should communicate with their instructor the first week of the course either by email, telephone, or U. S. mail. Their instructor will consider the logistical issues and talk with the student about how they can fulfill the terms of the course in the event that they do not have regular internet, phone, or Skype access. If the student expects that they will have a hard time communicating for whatever reason, they should print out a copy of the syllabus as well as the details of all assignments at the outset of the co-op

term. It is not uncommon for a student working in a remote setting to write out the assignments longhand and send them by regular mail.

It is imperative that students enter into communication with the instructor during the first week of the co-op term so that they will be counted as participating in the course. **Students who have not demonstrated participation in online courses during the first two weeks of the quarter will be dropped from enrollment by the registrar, which may have an impact on the awarding of financial aid for the term.**

When Problems Arise

Cooperative education experiences and Work Portfolio courses are co-requisites. Students need to be successful in both in order to receive credit for a co-op. Success with the Work Portfolio is demonstrated by meeting the requirements explained in the course syllabus. Success in the experiential component is demonstrated by holding the approved position for the duration of the co-op term.

The Cooperative Education Program understands that from time to time either a student or an employer may decide to terminate an approved position before completion of the term. Students are expected to be in contact with their co-op advisor in order to resolve issues before they become problematic; but sometimes things do not work out. Co-op partners are asked to sign a Memorandum of Understanding (MoU) formalizing the cooperative relationship. Through that document they are reminded of the protections afforded to all workers by law. Nevertheless, nothing contained within the MoU prevents an employer from terminating a student's employment if they find cause to do so as long as they operate in accordance with state and federal laws. Employers are asked to consult with a representative of the Co-op Program prior to such action, but on rare occasions such eventualities occur. Likewise, students should consult with the Co-op Program if they have problems at their workplace; however, it is within their right to renounce a position if they feel that is the right thing to do.

The Co-op Program supports a student's right to work in a safe and supportive environment and provides support to students who feel the need to leave a situation that fails to provide that. The Co-op team works hard to provide assistance to students so that they have the best possible chance of successfully completing their co-op requirement. Students are informed however that Antioch College is not in a position to provide legal counsel to resolve legal disputes between a student and an employer.

If a student does leave a position, they may propose another position/ experience for themselves in order to complete the required eleven weeks of fulltime work. It is essential that the student works closely with their co-op advisor in such cases in order to receive approval for any proposed replacement experience. It is important to note that failure to complete the required experiential component of the program results in a failing grade for the term, even if the student is making progress with the Work Portfolio component of the co-op term. It is also possible for a student to be successful on a co-op placement but fail the Work Portfolio course. In either situation the entire cooperative work term must be repeated. Put another way, in the event that a student does not succeed with a cooperative education experience **or** fails a work portfolio course, the student must complete an additional cooperative education experience *concurrently with* an additional work portfolio course before graduation.

If a student fails the Work Portfolio Transfer course (WORK 125T), their prior work will not be counted to fulfill one of the four required cooperative education experiences. The student may register for WORK 125T again, and upon successful completion, may have their prior work experience accepted as a cooperative education experience, provided it meets the requirements as discussed in the section on WORK 125T in this catalog.

Optional Fifth Co-op

Students may choose to enroll in an optional co-op term during the fall quarter of their fourth year of study. Please note that approval of the fifth co-op is not automatic. It requires (1) mandatory advising sessions and advanced planning; (2) registration for an appropriate Work Portfolio course; (3) evidence of good academic and community standing; (4) completion of extra courses in the first three years of study, possibly leading to over-crediting situations; and (5) permission of the students' classroom advisor, co-op advisor as well as the dean of cooperative, experiential, and international education. **If this fifth co-op term is to be an international and/ or language immersion experience, students must meet additional requirements articulated in the policies of both the Co-op Program Policy and the Language and Culture Program.**

Advanced planning is especially important for students who wish to pursue an international co-op. Cooperative education advisors and/ or the dean of cooperative, experiential and international education may deny a

request for an international co-op if a student has not planned sufficiently in advance (typically, a minimum of one year of advanced planning is expected). Students who wish to consider pursuing an international co-op opportunity should speak with their co-op advisor as far in advance as possible. While any student is welcome to propose an international co-op, significantly higher priority is given to students on the three-year language track. Moreover, students are required to demonstrate that their language skills are appropriate for the proposed placement. **Please note that language immersion co-ops are reserved for students who are committed to the three-year language track.**

Student Financial Responsibility during Co-op Terms

While students are on co-op terms, they are responsible for the payment of tuition to the College as well as their own room, board, and other expenses. Students are also responsible for costs associated with their travel to and from their jobs, as is the case for travel between campus and home during breaks.

It should also be understood that international co-op experiences rarely offer paid work, although at times room and board compensation can be secured. Students hoping to co-op abroad should thus expect to incur a number of costs, for which they would be responsible.

Language and Culture Program

Students satisfy Antioch College's language and culture requirements by achieving the required proficiency, not simply by taking a certain number of classes. On average, however, a student who comes to Antioch with no prior language experience should expect to take the number of courses and credits listed below. In certain cases, students may need to take more or fewer credits to achieve the required proficiency. Extra credits for additional language are taken from the open credits in the elective credits pool. Similarly, credits for language courses not needed once the proficiency level is reached are added to open elective credits.

Language and Culture Credits for Degrees

Minimum Requirement

All students are required, at a minimum, to achieve Novice-High oral proficiency in the American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview (OPI) in a second language. Antioch College currently offers study opportunities in French, Japanese and Spanish. In order to achieve Novice-High oral proficiency most students will take approximately one year, or 14 credits, in the chosen language. During the second quarter of their first year at Antioch College, students develop an individualized language-learning plan with a language faculty advisor.

Typical One-Year Language Plan

Type of Course	Number	Credits	Total
Introductory Language	3	4	12
On-line Language	1	2	2
	Total	14	

Most students will meet the minimum language requirement by achieving Novice-High in the OPI in any foreign language in which they have competence. Students with an OPI certificate of Novice-High or higher dated less than one year from matriculation at Antioch College meet the minimum language requirement.

Bachelor's Degree with a Language Focus

Students have the option of pursuing more advanced language learning leading to a Bachelor of Arts or Bachelor of Science degree with a language focus. This program of study includes the completion of one language immersion co-op, a Capstone project and the OPI exam.

Students who choose this path will develop an individualized language-learning plan that includes the necessary coursework to achieve Intermediate-High proficiency in Spanish or French, or Intermediate-Low proficiency in Japanese. This option typically means three years of language study, or 36 credits, for students who begin their language experience at Antioch College.

Students who arrive at Antioch with significant language study background can earn a degree with language focus by completing at least two 300-level courses for a minimum of 6 credit hours total. One of these courses must be face-to-face and the other must be the Capstone.

Typical Three-Year Language Plan

Type of Course	Number	Credits	Total
Introductory Language	3	4	12
Intermediate and Advanced Language	5	3	15
On-line Language	3	2	6
Language Capstone	1	3	3
Immersion Co-op	1	-	-
		Total	36

Placement

The language faculty at Antioch College recognizes that placement is a complex matter that takes into consideration a series of skills that pertain to language proficiency. Students may have areas of strength and areas that need improvement. Therefore, language placement includes a grammar, reading comprehension, writing, and oral placement examinations. All students must go through the placement process prior to beginning their first course in any new language at Antioch College.

Students with limited or no previous language experience in the language they will study at Antioch must start their language studies in their first quarter. Students who place in levels higher than Language 110 may begin

their language studies when the course in which they have placed is offered, but this must be done in conversation with their academic advisor, co-op advisor, and language advisor, since taking courses off sequence with the chosen language track can potentially conflict with co-op sequences. Students who, by placement, cannot begin their language studies in the first quarter they are at Antioch will have opportunities to maintain their language skills by participating in all of the activities the language program has in place to engage students outside of the classroom.

More advanced students who place in the 300 level are encouraged to continue studying the same language and to qualify for the 3-year equivalent language focus to their degree, but may opt to satisfy the minimum language requirement according to the steps on page 57 instead. Students who are able to place in the 200 level or higher in a language other than the ones offered at Antioch should discuss their options with the language advisor, since advancing in courses in such languages will require cross-registration at SOCHE affiliated institutions. Cross-registration has extra requirements and may not be logistically feasible. Students should not automatically expect to be able to pursue any language that is not currently offered by Antioch College, but language advisors will aid in the process of achieving all realistic student language-learning goals.

Placement is mandatory for incoming students and for students wishing to add another language to their study, but is also used as the method for ensuring the proficiency-based nature of the program. In the event that a student falls behind in the language sequence, the student must discuss their options with the language faculty, and may have the option to retake the placement test. Antioch College does not accept the results of placement exams administered at other institutions.

Normally, all language placement tests occur during new student orientation. In the event that a student is unable to complete the placement exam during the regular orientation time, the student must work with their language advisor to complete the placement exam by the end of the first week of the student's first study term on campus.

Language Learning Off Campus

Because language learning requires constant maintenance and reinforcement, students must complete language courses even over their co-op terms for as long as they continue their language study.

Language professors will work with academic and co-op advisors to develop and coordinate assignments and to find appropriate work placements and experiences that involve target language use, when possible.

Fallback Option for Students on a One-Year Language Track

If any student is twice unable to demonstrate, in an OPI, the expected language proficiency for the one-year language track, then the satisfactory completion of all 100-level courses (110, 120, 130, and 140) of the chosen language will satisfy the language requirement. This does not apply to students with documented learning challenges who have been exempted from the language requirement. This fallback option is not available to students who choose the three-year track.

Language Credit by Examination

Students may qualify for placement into higher-level language courses on the basis of foreign language placement examinations administered by Antioch College. Antioch College does not accept credit by examination in languages from other institutions. Credit for lower level courses may only be awarded when the student completes an appropriate higher-level course with a minimum grade of B. Students may qualify to receive up to a maximum of 14 credits by examination. These credits count towards the maximum number of credits a student may transfer to Antioch College (for current limits on credit please see the “Transfer of Credit” policy in the current catalog). Students may request credit by examination for language courses only once during their time at Antioch College. Credit by examination is only available in the languages that Antioch College currently offers. Students who wish to use this opportunity to earn language credits should speak to their language advisors during orientation.

In order to take advantage of this policy, students should obtain a copy of the Credit by Examination Form from the Office of the Registrar. The form must be completed and returned to the Office of the Registrar by the third week of the study term following successful completion of the appropriate level course. This form will require the signature of the coordinator of the language program and the appropriate academic advisor. For example, a student who places in Language 140 could receive credit for Language 130, Language 120, and Language 110.

Language Course Number into which student places	Course number(s) for which student receives credit	Credits awarded
110	None	0
120	110	4
140	110, 120, 130	10
210	110, 120, 130, 140	14
230	130, 140, 210, 220	11
240	140, 210, 220, 230	12
320	220, 230, 240, 310	10
330	230, 240, 310, 320	11

Student Life Courses

Student Life supports the growth of students both personally and as community members through engagement in study and practice. Student Life courses are designed to provide knowledge and skills within the college's Liberal Arts Learning Outcomes. These outcomes include Intercultural Effectiveness, Social Engagement, and Deliberative Action. Experiences within the community such as participation in governance and residence life are designed to be educational as well as supportive of the health of the community. Student Life courses are zero, one, or two credits and students can take them as electives (for open electives credit) at any time in their Antioch careers. Courses may also be open to the wider Yellow Springs and campus community.

Student Life courses fall into three categories: Contemplative Education (credit); Community Engagement (credit); and Health and Wellness (non-credit-bearing). Contemplative Education (CLCE) offerings support students in developing practices related to mindfulness, physical and emotional balance, self-awareness, and empathy. Community Engagement Courses (CLCN) provide opportunities for students to develop interpersonal, social, intercultural, and organizational skills that enhance their ability to effectively participate in the life of any community students choose to be a part of. Health and Wellness Courses (CLHW) support students' physical, mental, and emotional health. While Student Life courses are not a requirement for graduation, students are encouraged to take at least two to three Student Life courses during their Antioch career.

Contemplative Education Courses:

- CLCE 106 Yoga I (1 credit)
- CLCE 125 Mindfulness (2 credits)
- CLCE 130 Yoga I (1 credit)
- CLCE 132 Yoga II (1 credit)
- CLCE 140 To Shin Do (2 credits)
- CLCE 150 Exploring Sexuality (2 credits)

Community Engagement Courses:

- CLCN 120 Listening to Self, Listening to Others (2 credits)
- CLCN 125 Introduction to Intercultural Engagement (2 credits)
- CLCN 130 Conflict Management (2 credits)

- CLCN 135 Community Reporting Practicum (2 credits)
 CLCN 137 Career Positioning (2 credits)
 CLCN 165 Consent, Sexual Health, and Peer Education (2 credits)
 CLCN 210 Community Engagement (2 credits)

Health and Wellness Courses

- CLHW 105 Introduction to Kettlebells (0 credits)
 CLHW 105A Kettlebells Advanced (0 credits)
 CLHW 107 Zumba (0 credits)

Basic Skills Courses

Basic skills courses are designed to impart fundamental academic skills that enable academic success, student development, and lifelong learning. These courses are designed to meet students where they are, and to ensure that students develop the skills necessary to succeed in college.

Placement testing for writing, quantitative skills, and language proficiency occurs during new student orientation, which takes place immediately before the beginning of students' first study term on campus. In the event students' placement tests indicate they do not meet the minimum college-level requirements, students must enroll in the appropriate basic math or basic writing course during their first quarter of attendance. If either or both courses are not successfully completed, they must immediately be repeated the following quarter. Upon successful completion of these courses, a student would then proceed to take courses that satisfy the writing and quantitative requirements. Students should be aware that the minimum passing grade for a basic skills course is a B.

Basic Skills Courses

- ENG 090 College Writing Skills
 MATH 090 College Math Skills

Degree Programs

The Arts

The arts curriculum at Antioch College introduces students to multiple perspectives and strategies of art making, including interdisciplinary, community-based, and global contexts, both in the classroom and through work experiences.

Students will develop their own creative intelligence and hone their analytical and conceptual skills through disciplined ongoing and evolving practice. The arts curriculum provides a rich environment for students to develop a critical vocabulary for understanding and analyzing contemporary art culture, and for developing an evolving practice that investigates particular aesthetic, ethical, and representational dilemmas in arts making.

The arts curriculum is supported by several cultural and community assets that include WYSO radio station (an NPR affiliate), the Herndon Gallery, and the Foundry Theater; all located on the Antioch campus. Arts at Antioch is an umbrella committee that allows for the participation of staff, faculty, and students to assist in creating programming and interacting with the broader community. Artists in residence also afford additional opportunities for lectures and workshops with visiting artists, as well as collaboration in the studio as part of course work.

Media Arts

The Media Arts major at Antioch College is founded on the notion that media arts are inherently interdisciplinary, social pursuits. Courses in media arts integrate history and theory, a critical engagement with the field, and the skills necessary to make innovative, creative work. Though the media arts major does not track students into specialization, they can study any or all aspects of media arts taught at Antioch College: photography, video, animation, sound, and animation.

The skills acquired in Media Arts courses help students – majors and non-majors alike – to find exciting co-op jobs, where they apply their media

arts knowledge while working for innovative media professionals. They also apply their technical skills, which then continue to grow as students resume their studies on campus. Recent Media Arts co-ops include work for Skywalker Studios, Ken Burns, The Kitchen, Fraenkel Gallery, Chicago Public Radio, and many more. Additionally, Antioch's own WYSO – a NPR affiliated radio station renowned for excellent journalism, original programming, and community engagement – gives students myriad opportunities for practical experience through the Miller Fellowship program, the Community Voices course, and beyond.

Whether students choose to major in Media Arts, self-design a media rich major, or simply take a course or two, Media Arts courses grow their technical and intellectual capacity to think and work with media as they creatively engage the world.

Beyond the General Education, Language and Culture, Cooperative Education, and Electives requirements, media arts majors must complete the following:

Requirements in the Major

Total number of credits toward the major: 52

Core Requirements

8 credits toward the major

MEDA 102*	Basic Media Production*
ARTS 494	Senior Seminar in the Arts
ARTS 495	Senior Project in the Arts

* *Foundation courses and are credited in general education. This course does not count toward the number of credits required for the major.*

Additional Requirements in the Major

Media Arts History or Theory Course (choose 1)

4 credits toward the major

MEDA 190	History of Photo
MEDA 290	History of Cinema
MEDA 390	Special Topics in Film History

Introductory and Intermediate Courses (choose 5)

20 credits toward the major

ARTS 240	Interdisciplinary Studio (if taken for 4 credits)
LIT 243	Introduction to Cinema
MEDA 165	Community Voices
MEDA 185	Lens & Body: The Portrait
MEDA 190	History of Photography
MEDA 195	Lens & Space: The Photographic Landscape
MEDA 205	The Photographic Series
MEDA 245	Audio Vision: Video Production Intensive
MEDA 255	Archive Fever: Found Footage Filmmaking
MEDA 265	Topics in Animation: (subtitle)
MEDA 270	Special Topics in Media Arts with Resident Artist
MEDA 290	History of Cinema
VISA 265	Art History/ Art Stories

Advanced Courses (choose 4)

16 credits toward the major

ARTS 440	Advanced Interdisciplinary Studio*
MEDA 350	Special Topics in Documentary*
MEDA 355	Experimental Media: (subtitle)*
MEDA 365	Topics in Animation: (subtitle)*
MEDA 380	Advanced Projects in Media Arts
MEDA 390	Topics in Film History*
MEDA 465	Advanced Topics in Animation: (subtitle)*

* *May be repeated for credit given a different course topic.***Arts Elective: Choose 1**

4 credits toward the major

Choose any 4-credit, non-foundation PERF or VISA course (any level), or any non-foundation MEDA course not already counting toward the major (any level) or LIT 243.

Performance Major

The performance major at Antioch College starts with the notion of the self as source and resource. Classes in theater, dance, and music are taught with an interdisciplinary approach that emphasizes the presence of the performer and the responsibility of the artist to the audience. Students are encouraged to develop physical, vocal, and narrative skills through courses in voice and speech, basic acting, movement, storytelling, and autobiographical performance. Through the investigation of voice, body, story, text, and space, students come to understand the connection between their own experience as performers and their responsibility to communicate to others. Students engage with generative and interpretive strategies, develop original works, and stage plays in order to reflect their learning as makers and scholars of performance.

As students progress they become familiar with history, contemporary practices, and theory through studies of interdisciplinary avant-garde performance, documentary theater and media, production classes, and site-specific collaborations with guest artists and community members. They come to understand the responsibility of the artist to take their art into the community as a transformative tool for themselves and others.

The Performance Program is housed in the Foundry Theater, a cultural resource for the Village of Yellow Springs and beyond. Here, students can collaborate with visiting artists, villagers, faculty, and staff within a variety of experiences including community dance concerts and The World House Choir.

Requirements in the Major

Total number of credits toward the major: 52

Core Requirements

Foundations Courses (choose 2 of 3)

PERF 103*	Voice and Speech
PERF 104*	Presence of the Performer
PERF 140*	Storytelling

** Foundation courses and are credited in general education. These courses do not count toward the number of credits required for the*

major.

Capstone Courses (both are required)

8 credits toward the major

ARTS 494 Senior Seminar

ARTS 494 Senior Project

Additional Requirements in the Major

Introductory and Intermediate Level (choose 1)

4 credits toward the major

PERF 150 Improvisation in Art and Life

PERF 180 Approaches to Acting: (subtitle)

PERF 230 Writing and Performing the Self

PERF 250 Rehearsal and Production

PERF 260 Topics in Performance

PERF 265 Performance History/ Critical Studies

PERF 270 Special Topics in Performance with the
Resident Artist: (subtitle)

PERF 299 Independent Study in Performance

Critical Theory (required)

4 credits toward the major

PERF 165 Styles of Live Art

Intermediate and Advanced Theory (choose 1)

4 credits toward the major

PERF 265 Performance History/ Critical Studies

PERF 365 Performance Studies

PERF 270 Special Topics in Performance with the
Resident Artist: (subtitle)

Production (required)

4 credits toward the major

PERF 250 Rehearsal and Production

Advanced Level (choose 4)

16 credits toward the major

PERF 320	Directing Seminar
PERF 330	Writing and Performing the Self II
PERF 350	Rehearsal and Production II
PERF 360	Advanced Topics in Performance
PERF 365	Performance Studies
PERF 370	Documentary-Based Performance
PERF 399	Advanced Independent Study in Performance
PERF 440	Rehearsal and Production Tutorial
PERF 470	Advanced Special Topics in Performance: (subtitle)

Performance Electives (choose 3)

12 credits toward the major

Choose three courses from any of the following without repeating courses taken above:

- Any of the above courses, except foundation courses
- Any 100 or 200-level MEDA or VISA courses, except foundation courses
- LIT 240 Introduction to Drama
- Any of the Additional Performance Electives below

Additional Performance Electives (1 – 2 credit courses)

PERF 170	Technical Practicum in Performance (2 credits)
PERF 181	Vocal Music Instruction (1 credit)
PERF 182	Modern Dance (2 credits)
PERF 183	Individual Instruction in Music (1 credit)
PERF 184	West African Percussion (1 – 2 credits)
PERF 185	Fundamentals and Extensions of Music (2 credits)

Visual Arts Major

In the Visual Arts program at Antioch College an emphasis is placed upon the study of art that involves not only the development of strong technical skills in traditional and experimental media, but also in the development of visual literacy, an understanding of art history and theory, and an awareness of the issues and concepts present in art and visual culture today.

The material concerns related to drawing, painting, and sculpture provide foundational base for our investigation of form and the construction of meaning within the work. Students will grow competent with the materials and methods of these media, and will be introduced to the concerns that will start to inform their personal artistic practice. Throughout this period of experimentation and growth, students will begin to understand the importance of process and the necessity of extended exploration within material, form and meaning. Students will also be asked to critically examine traditional disciplinary boundaries and to consider what is possible when these boundaries are able to open up and become unfixed and malleable.

The studio courses in the Visual Arts major involve intensive material exploration combined with the understanding that critique and discussions are integral to an understanding of work within a contemporary discourse and we must be able talk about the work we make and the work we see. Courses in Modern Art History, Contemporary Visual Culture, and Visual and Critical Studies introduce students to ways in which artists have addressed—and informed—their social, political, economic, and material worlds. Students will be introduced to historical and contemporary artwork and a variety of texts, from artists' writings to critical theory. As a way to build upon the program, the artist-in residency program is designed to introduce students to courses and artistic practices not regularly offered at the college.

The Visual Arts major will prepare students for graduate work in the Visual Arts or related careers, but visual art is, at its core, a humanist endeavor and can help to prepare involved students, majors and non-majors alike, for a wide variety of endeavors beyond the studio or the confines of an art world.

Requirements in the Major

Total number of credits toward the major: 52

Foundation courses

VISA 101* 2D Visual Language

VISA 102* 3D Visual Language

Any Foundation Course in Media Arts or Performing Arts

* *May potentially be met by AP, etc. credit*

* *Foundation courses and are credited in general education. These courses do not count toward the number of credits required for the major.*

Core Requirements

16 credits toward the major

VISA 250 Sculpture: Concepts, Materials and Processes

VISA 280 Drawing and Painting: Concepts, Materials
and Methods

ARTS 494 Senior Seminar

ARTS 495 Senior Project

Additional Requirements in the Major

Art History Courses

12 credits toward the major

VISA 165 Modern Art History: Late 19th through the
Mid-20th Century

VISA 265 Art History/ Art Stories

VISA 365 Visual and Critical Studies Seminar

Intermediate Studio Course (choose a track)

4 credits toward the major

2D track

VISA 380 Intermediate Drawing and Painting

3D track

VISA 350 Intermediate Sculpture

Arts Electives (choose 2)

8 credits toward the major

Choose any two 4-credit non-foundation ARTS, MEDA, PERF, or VISA courses not already counting toward the major (any level) or LIT 243.

Advanced Studio Courses (choose the appropriate track)

12 credits toward the major

2D track

Required:

VISA 480 Advanced Drawing and Painting Studio

Choose 2:

ARTS 440 Advanced Interdisciplinary Studio

VISA 330 Installation Art

VISA 400 Contemporary Collaborative Practices in the
Visual Arts

VISA 410 Comic Arts 1

VISA 415 Comic Arts 2

3D track

Required:

VISA 450 Advanced Sculpture Studio

Choose 2:

ARTS 440 Advanced Interdisciplinary Studio

VISA 330 Installation Art

VISA 400 Contemporary Collaborative Practices in the
Visual Arts

Courses in the Arts

Capstone Courses

ARTS 494 Senior Seminar - Studio Practice and Critique

ARTS 495 Senior Project in the Arts

Interdisciplinary Courses

ARTS 240	Interdisciplinary Studio
ARTS 440	Advanced Interdisciplinary Studio

Media Arts Courses**Foundation Courses**

MEDA 101	Media, Internet, and Society
MEDA 102	Basic Media Production

Introductory Courses

MEDA 165	Community Voices
MEDA 185	Lens & Body: The Portrait
MEDA 190	History of Photography
MEDA 195	Lens & Space: The Social Landscape

Intermediate Courses

MEDA 205	Adventures in Photography: The Photographic Series
MEDA 245	Audio Vision: Video Production Intensive
MEDA 255	Archive Fever: Found Footage Filmmaking
MEDA 265	Introduction to Animation
MEDA 270	Special Topics in Media Arts with the Resident Artist
MEDA 290	History of Cinema
MEDA 299	Independent Study

Advanced Courses

MEDA 350	Special Topics in Documentary
MEDA 355	Experimental Media (subtitle)
MEDA 365	Topics in Animation: (subtitle)
MEDA 380	Advanced Projects in Media Arts
MEDA 390	Special Topics in Film History
MEDA 399	Advanced Independent Study in Media Arts
MEDA 415	Comic Arts II
MEDA 465	Advanced Topics in Animation: (subtitle)

Performance Courses

Foundation Courses

PERF 103	Voice and Speech
PERF 104	Presence of the Performer
PERF 140	Storytelling

Introductory Courses

PERF 150	Improvisation in Art and Life
PERF 165	Styles of Live Art
PERF 170	Technical Practicum in Performance (2 credits)
PERF 180	Approaches to Acting

Intermediate Courses

PERF 230	Writing and Performing the Self
PERF 250	Rehearsal and Production
PERF 260	Topics in Performance
PERF 265	Performance History/ Critical Studies
PERF 270	Special Topics in Performance with the Resident Artist: (subtitle)
PERF 299	Independent Study in Performance

Advanced Courses

PERF 320	Directing Seminar
PERF 330	Writing and Performing the Self II
PERF 350	Rehearsal and Production II
PERF 360	Advanced Topics in Performance
PERF 365	Performance Studies
PERF 370	Documentary-Based Performance
PERF 399	Advanced Independent Study in Performance
PERF 440	Rehearsal and Production Tutorial
PERF 470	Advanced Special Topics in Performance

Other Courses

PERF 181	Vocal Music Instruction
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PERF 182	Modern Dance
PERF 183G	Individual Instruction in Music: Guitar
PERF 183P	Individual Instruction in Music: Piano
PERF 183S	Individual Instruction in Music: Strings
PERF 184	West African Percussion: Technique & Improvisation
PERF 185	Music Foundations and Extensions

Visual Arts Courses

Foundation Courses

VISA 101	Visual Language: A Focus on Two Dimensions
VISA 102	Visual Language: A Focus on Three Dimensions

Introductory Courses

VISA 165	Modern Art: Late 19th Century through Mid 20th Century
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Intermediate Courses

VISA 250	Sculpture: Concepts, Materials, and Processes
VISA 255	Archive Fever: Found Footage Filmmaking
VISA 265	Art History/ Art Stories
VISA 270	Special Topics in the Visual Arts with the Resident Artist
VISA 280	Drawing and Painting: Concepts, Materials, and Processes
VISA 299	Independent Study in the Visual Arts

Advanced Courses

VISA 330	Installation Art
VISA 350	Intermediate Sculpture
VISA 365	Visual and Critical Studies Seminar
VISA 370	Special Topics in the Visual Arts: (subtitle)
VISA 380	Intermediate Drawing and Painting
VISA 399	Advanced Independent Study in Visual Arts
VISA 400	Contemporary Collaborative Practices in the Visual Arts

VISA 410	Comic Arts I
VISA 415	Comic Arts II
VISA 450	Advanced Sculpture Studio
VISA 480	Advanced Drawing and Painting Studio

The Humanities

The study of literature, history, and philosophy make up the cornerstones of humanistic inquiry at Antioch College. Each major within the humanities requires coursework within the specific disciplinary area, but also allows significant freedom for the student to develop their own interests. Every student who graduates with a degree in the humanities will be exposed to the humanities in a broader sense through the 210 series of courses. Additionally, students will be encouraged to develop interdisciplinary strategies for reading and research.

History Major

The history major is intended to provide students with an understanding of the major events, forces, and principals of the past in order to gain an understanding of how societies and cultures change over time. History majors will learn to use a variety of sources of historical information including historical texts, visual documents, and oral histories to develop accounts of past events. History majors will also explore the complex ways in which the past influences the present, as well as how the past persists into the future. They will cultivate such vital skills as writing, research, data collection and analysis, critical thinking, questioning, and the organization and presentation of complex materials. History majors become experts in making well-supported, meaningful written claims, and arguments and in communicating with a variety of audiences. This major is supported by the other humanities majors.

Requirements in the Major

Core Requirements in the Major (all are required)

20 credits toward the major

LIT 210	Introduction to the Literary Tradition in English
HIST 210	African American History, from the Colonial Period to the Present
PHIL 210	Comparative Philosophy
HUM 494	Senior Seminar in the Humanities

HUM 495 Senior Project in the Humanities

Other Core Requirements

Foundation Courses (choose 1)

HIST 105 The World Beyond: Cultural Imagination, Exchanges, and History

HIST 110 Ohio Stories

Foundation courses are credited in general education. These courses do not count toward the number of credits required for the major.

Additional Requirements in the Major

Intermediate Courses in History A (choose 1)

4 credits toward the major

HIST 220^A U.S. History I, from the Colonial Period to 1877

HIST 221^A U.S. History II, 1877 to the Present

^A *May potentially be met by AP, etc. credit*

Intermediate Courses in History B (choose 1)

4 credits toward the major

HIST 225^A World History I, to 1500

HIST 226^A World History II, from 1500 to the Present

HIST 231 Latin American History, from the Colonial Period to the Present

HIST 233 U.S. Women's History

HIST 234 Native American History

HIST 235 Asian American History

HIST 240 Gender Expression and Sexual Orientation: A Global History

HIST 250 The Construction of Race and Ethnicity in North America

^A *May potentially be met by AP, etc. credit*

Intermediate Course in History C (choose 1)

4 credits toward the major

HIST 220*	U.S. History I, from the Colonial Period to 1877
HIST 221*	U.S. History II, 1877 to the Present
HIST 225*	World History I, to 1500
HIST 226*	World History II, from 1500 to the Present
HIST 231	Latin American History, Colonial- Present
HIST 233	U.S. Women's History
HIST 234	Native American History
HIST 235	Asian American History
HIST 240	Gender Expression and Sexual Orientation: A Global History
HIST 250	The Construction of Race and Ethnicity in North America
HIST 299	Independent Study in History (1-4 credits)

* *May potentially be met by AP, etc. credit*

Advanced Courses in History: Choose 3

12 credits toward the major

HIST 330	The History of a City
HIST 331	The History of the American City
HIST 334	The History of a Person
HIST 335	The History of an Institution
HIST 370	Special Topics in U.S. History
HIST 399	Independent Study in History (1-4 credits)
HIST 470	Special Topics in the Practice of History

Advanced Courses in HIST, LIT, or PHIL (choose 2)

8 Credits toward the major

HIST 330	The History of a City
HIST 331	The History of the American City
HIST 334	The History of a Person
HIST 335	The History of an Institution

HIST 370	Special Topics in U.S. History
HIST 470	Special Topics in the Practice of History
LIT 310	Studies in Major Authors
LIT 320	Gender in Literature
LIT 321	Ethnicity in Literature
LIT 330	Literary Movements & Moments I (before 1850)
LIT 331	Literary Movements & Moments II (after 1850)
LIT 350	Advanced Creative Writing
LIT 351	Advanced Expository Writing
LIT 370	Special Topics: in Literature: (subtitle)
LIT 399	Advanced Independent Study in Literature
PHIL 310	Special Topics in Philosophy: (subtitle)
PHIL 330	Ancient Philosophy
PHIL 331	Medieval Philosophy
PHIL 332	Modern Philosophy
PHIL 335	Feminist Philosophy & Political Theory
PHIL 410	Special Topics in Philosophy: (subtitle)
PHIL 440	Selected Topics in Contemporary Philosophy: (subtitle)

Literature Major

The literature major at Antioch College is intended to encourage students to read widely, to think broadly, and to communicate clearly and effectively about literature.

Students who major in literature will be required to take six courses. The first of these is LIT 210, which has been designed as a reading survey of the English literary tradition that is oriented towards majors in this and related fields within the humanities. All literature majors will become conversant with a variety of basic methodologies and strategies for the appreciation and critical analysis of literary texts by encountering them in regular coursework as well as in the LIT 290 course, which will provide students with an overview of current literary theory. Students will also be

required to complete a senior project under the guidance of the literature faculty, who will help students to craft and produce a substantial research or creative project within the discipline. In addition, students will be encouraged to work cross-disciplinarily within the humanities through the 210 series, which will provide students with a foundational introduction to the related disciplines of history and philosophy. Students across these disciplines will reconvene in the senior seminar, which is designed to put these students in conversation as they formulate their independent senior projects and practice the art of intellectual collaboration. The major is extremely flexible and is designed to respond to individual students' interests and needs; in collaboration with their advisors, students who major in literature will assemble the remaining seven courses from electives within the discipline.

Requirements in the Major

Total number of credits toward the major: 52

Core Requirements (all are required)

24 credits toward the major

LIT 210	Introduction to the Literary Tradition in English
HIST 210	African American History from the Colonial Period to the Present
PHIL 210	Comparative Philosophy
LIT 290	Introduction to Advanced Study in Literature
HUM 494	Senior Seminar in the Humanities
HUM 495	Senior Project in the Humanities

Additional Requirements in the Major

Intermediate Courses in Literature (choose 3)

12 credits toward the major

LIT 220*	Introduction to World Literature
LIT 240	Introduction to Drama
LIT 241	Introduction to Poetry
LIT 242	Introduction to Fiction

LIT 243	Introduction to Cinema
LIT 250	Creative Writing I (also listed as ENG 250)
LIT 251	Expository Writing I (also listed as ENG 251)
LIT 299	Introductory Independent Study in Literature

* *May potentially be met by AP, etc. credit*

Advanced Courses in Literature (choose 4)

16 credits toward the major

LIT 310	Studies in Major Authors
LIT 320	Gender in Literature
LIT 321	Ethnicity in Literature
LIT 330	Literary Movements and Moments I (before 1850)
LIT 331	Literary Movements and Moments II (after 1850)
LIT 350	Advanced Creative Writing (also listed as ENG 350)
LIT 351	Advanced Expository Writing (also listed as ENG 351)
LIT 370	Special Topics in Literature: (subtitle)
LIT 399	Advanced Independent Study in Literature
LIT 470	Advanced Theoretical Approaches to Literature

Philosophy Major

The philosophy major is intended to give students a focused grounding in the history and practice of philosophy as part of their broader education in the humanities at Antioch College. Following the dictum laid down by Socrates that the unexamined life is not worth living, philosophy majors will examine fundamental topics such as the nature of justice, being, political community, reality, and the best way of life. Philosophy majors will learn to develop and support their own views with clarity, and they will connect their work in philosophy with ideas and methodologies from other disciplines through the 210 series of courses in philosophy, literature, and history.

Requirements in the Major

Total number of credits toward the major: 52

Core Requirements (all are required)

28 credits toward the major

LIT 210	Introduction to the Literary Tradition in English
HIST 210	African American History from the Colonial Period to the Present
PHIL 210	Comparative Philosophy
PHIL 330	Ancient Philosophy
PHIL 332	Modern Philosophy
HUM 494	Senior Seminar in the Humanities
HUM 495	Senior Project in the Humanities

Additional Core Requirements

Foundation Course in Philosophy (choose 1)

PHIL 110	Law and Justice in the Western Tradition
PHIL 115	Eastern Thought

Foundation courses and are credited in general education. These courses do not count toward the number of credits required for the major.

Additional Requirements in the Major

Advanced Courses in Philosophy (choose 1)

4 credits toward the major

PHIL 310	Special Topics in Philosophy: (subtitle)
PHIL 331	Medieval Philosophy
PHIL 335	Feminist Philosophy & Political Theory
PHIL 410	Special Topics in Philosophy: (subtitle)
PHIL 440	Selected Topics in Contemporary Philosophy: (subtitle)

Intermediate Courses in HIS, LIT, or PHIL (choose 1)

4 credits toward the major

HIST 220*	U.S. History I, from the Colonial Period to 1877
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HIST 221*	U.S. History II, 1877 to the Present
HIST 225*	World History I, to 1500
HIST 226*	World History II, from 1500 to the Present
HIST 231	Latin American History, from the Colonial Period to the Present
HIST 233	U.S. Women's History
HIST 240	Gender Expression and Sexual Orientation: A Global History
HIST 250	The Construction of Race and Ethnicity in North America
LIT 210	Introduction to the Literary Tradition in English
LIT 220	Introduction to World Literature
LIT 240	Introduction to Drama
LIT 241	Introduction to Poetry Introduction to Fiction
LIT 242	Introduction to Poetry Introduction to Fiction
LIT 243	Introduction to Cinema
LIT 250	Creative Writing I (also listed as ENG 250)
LIT 251	Expository Writing I (also listed as ENG 251)
LIT 290	Introduction to Advanced Study in Literature

* *May potentially be met by AP, etc. credit*

Additional Philosophy Courses (choose 2)

8 credits toward the major

PHIL 205	Philosophy and Religion
PHIL 220	Existentialism
PHIL 221	Environmental Ethics & Political Theory
PHIL 225	Critical Thinking
PHIL 230	Special Topics in Philosophy: (subtitle)
PHIL 280	Japanese and Chinese Philosophies

Advanced Courses in HIS, LIT, or PHIL (choose 2)

8 credits toward the major

LIT 310	Studies in Major Authors
LIT 320	Gender in Literature

LIT 321	Ethnicity in Literature Literary
LIT 330	Literary Movements and Moments I (before 1850)
LIT 331	Literary Movements and Moments II (after 1850)
LIT 350	Advanced Creative Writing (Also listed as ENG 350)
LIT 351	Advanced Expository Writing (Also listed as ENG 351)
LIT 370	Special Topics in Literature: (subtitle)
LIT 399	Advanced Independent Study in Literature
HIST 330	The History of a City: (subtitle)
HIST 331	The History of an American City: (subtitle)
HIST 334	The History of a Person: (subtitle)
HIST 335	The History of an Institution: (subtitle)
HIST 370	Special Topics in U.S. History: (subtitle)
HIST 470	Special Topics in the Practice of History: (subtitle)
PHIL 310	Special Topics in Philosophy: (subtitle)
PHIL 330	Ancient Philosophy
PHIL 331	Medieval Philosophy
PHIL 332	Modern Philosophy
PHIL 335	Feminist Philosophy & Political Theory
PHIL 410	Special Topics in Philosophy: (subtitle)
PHIL 440	Selected Topics in Contemporary Philosophy: (subtitle)

Courses in the Humanities

Capstone Courses

HUM 494	Senior Seminar in the Humanities
HUM 495	Senior Project in the Humanities

History Courses

Foundation Courses

HIST 105	The World Beyond: Cultural Imagination, Exchanges, and History
HIST 110	Ohio Stories

Intermediate Courses

HIST 210	African American History, from the Colonial Period to the Present
HIST 220	U.S. History I, from the Colonial Period to 1877
HIST 221	U.S. History II, 1877 to the Present
HIST 225	World History I, to 1500
HIST 226	World History II, from 1500 to the Present
HIST 231	Latin American History, from the Colonial Period to the Present
HIST 233	U.S. Women's History
HIST 234	Native American History
HIST 235	Asian American History
HIST 240	Gender Expression and Sexual Orientation: A Global History
HIST 250	The Construction of Race and Ethnicity in North America
HIST 299	Independent Study

Advanced Courses

HIST 330	The History of a City: (subtitle)
HIST 331	The History of the American City: (subtitle)
HIST 334	The History of a Person: (subtitle)
HIST 335	The History of an Institution: (subtitle)
HIST 370	Special Topics in U.S. History: (subtitle)
HIST 399	Independent Study
HIST 470	Special Topics in the Practice of History: (subtitle)

Literature Courses

Foundation Courses

LIT 110	Literature and History
LIT 120	Literature and Science
LIT 130	Literature and Social Justice

Intermediate Courses

LIT 210	Introduction to the Literary Tradition in English
LIT 220	Introduction to World Literature
LIT 240	Introduction to Drama
LIT 241	Introduction to Poetry
LIT 242	Introduction to Fiction
LIT 243	Introduction to Cinema
LIT 250	Creative Writing I (also listed as ENG 250)
LIT 251	Expository Writing I (also listed as ENG 251)
LIT 290	Introduction to Advanced Study in Literature
LIT 299	Introductory Independent Study in Literature

Advanced Courses

LIT 310	Studies in Major Authors
LIT 320	Gender in Literature
LIT 321	Ethnicity in Literature
LIT 330	Literary Movements and Moments I (before 1850)
LIT 331	Literary Movements and Moments II (after 1850)
LIT 350	Advanced Creative Writing (also listed as ENG 350)
LIT 351	Advanced Expository Writing (also listed as ENG 351)
LIT 370	Special Topics: Advanced Theoretical Approaches to Literature
LIT 399	Advanced Independent Study in Literature

LIT 470 Advanced Theoretical Approaches to Literature

Philosophy Courses

Foundation Courses

PHIL 110 Law and Justice in the Western Tradition
 PHIL 115 Eastern Thought

Intermediate Courses

PHIL 205 Philosophy of Religion
 PHIL 210 Comparative Philosophy
 PHIL 220 Existentialism
 PHIL 221 Environmental Ethics & Political Theory
 PHIL 225 Critical Thinking
 PHIL 230 Special Topics in Philosophy
 PHIL 280 Japanese and Chinese Philosophies
 PHIL 290 Indian and Buddhist Philosophies
 PHIL 299 Independent Study (Intermediate) (1-4 credits)

Advanced Courses

PHIL 310 Special Topics in Philosophy: (subtitle)
 PHIL 330 Ancient Philosophy
 PHIL 331 Medieval Philosophy
 PHIL 332 Modern Philosophy
 PHIL 335 Feminist Philosophy & Political Theory
 PHIL 399 Independent Study (Advanced) (1-4 credits)
 PHIL 410 Special Topics in Philosophy: (subtitle) (4 credits)
 PHIL 440 Selected Topics in Contemporary Philosophy:
 (subtitle)

The Sciences

The science curriculum provides a rich environment for developing the powers of insight and creativity, as well as many transferable skills. Students in the sciences are offered pathways that can lead to rewarding post-baccalaureate professional and academic opportunities.

Science is continually changing, and students will learn foundational concepts of science fields, while practicing the critical thinking and research skills necessary for them to continue to adapt and learn long after they graduate. The majors in the sciences are designed to lead students through courses that build on the knowledge gained in previous classes, and emphasize close interaction with faculty and other students. Students in both majors begin their journey with a core set of foundational and introductory courses taken in common. By the second year, students will begin to focus more time on intermediate and advanced courses that are specifically designed to lead them to the culmination of the major they have chosen, even though some courses will be taken in common.

All science students finish with senior capstone work (seminar or project), which may involve independent scientific research, and which requires formal presentations both orally and in writing.

Biomedical Science

The biomedical science major will provide a strong foundation for students interested in medical school, veterinary school, graduate school, and other careers that require a well-rounded science education. Students in the biomedical science major will receive a rich education through a rigorous, interdisciplinary scientific regimen of continuously increasing complexity. Students will become well versed in the fundamental areas of biology, chemistry, mathematics, and physics, and will gain a deeper understanding of the genetic, molecular, and biochemical bases of life. The major is supported by the Cooperative Education Program and local community agencies, which provide students opportunities to gain valuable and necessary pre-professional work experience.

Many medical and related graduate programs have their own specific requirements, including, but not limited to, additional English composition, psychology, sociology, further statistics and mathematics, and foreign languages. Students are strongly advised to speak with their faculty advisors during their first year to plan their educational trajectory appropriately.

Requirements for the Major

Total number of credits toward the major: 60

Core Requirements in the Major

32 credits toward the major

BIO 105 ^A	Life: Cells and Molecules
BIO 110 ^A	Life: Organisms and Systems
BIO 205	Genetics
CHEM 105 ^A	General Chemistry I
CHEM 160 ^A	General Chemistry II
CHEM 205	Organic Chemistry I
CHEM 330	Organic Chemistry II
MATH 105 ^A	Introductory Statistics
MATH 155 ^{A,B}	Calculus I
PHYS 160 ^A	Physics I
PHYS 260	Physics II
SCI 394	Junior Seminar in the Sciences

BIO 105, BIO 110, CHEM 105, and MATH 105 are foundation courses and are credited in general education. These courses do not count toward the number of credits required for the major.

^A *May potentially be met by AP, etc. credit.*

^B *A minimum mathematical level of Calculus I is required. Students must take as many math courses as necessary to reach this level. Fulfilling this requirement may require the use of elective credits.*

Other Core Requirements

Mathematics Course (choose 1)

4 credits toward the major

MATH 205 Intermediate Statistics

orMATH 160^A Calculus II^A *May potentially be met by AP, etc. credit.***Capstone Course (choose 1)**

4 credits toward the major

SCI 494 Senior Seminar in the Sciences

or

SCI 495 Senior Project in the Sciences

Additional Requirements**Introductory, Intermediate, and Advanced Courses (choose 5, at least 3 must be at the 300 or 400 level)**

20 credits toward the major

BIO 210 Botany

BIO 215 Cell and Molecular Biology

BIO 230 General Microbiology

BIO 240 Zoology

BIO 330 Anatomy and Physiology I

BIO 335 Anatomy and Physiology II

BIO 340 Evolutionary Biology

BIO 350 Natural History of the Vertebrates

CHEM 220 Environmental Chemistry

CHEM 341 Biochemistry I: Structure and
Function of Biological MoleculesCHEM 342 Biochemistry II: Intermediary
Metabolism

ENVS 220 Aquatic Biology

ENVS 305 Ecology

MATH 160^C Calculus IIMATH 205^C Intermediate Statistics

SCI 270 ^D	Topics in the Sciences: (subtitle)
SCI 297 ^D	Independent Scientific Research
SCI 370 ^D	Advanced Topics in the Sciences: (subtitle)
SCI 397 ^D	Advanced Scientific Research

^C *The course can count **either** towards the Mathematics Core requirement or the Additional (elective) Requirements, but not both.*

^D *These courses may be taken for credit up to two times each.*

Environmental Science

The environmental science major is for those students interested in a scientific perspective on current and future environmental issues. Students in the environmental science major will receive a rich education that can take them in many career directions: graduate studies, conservation biology, environmental scientific research, science and nature education, toxicology, environmental policy analysis from a scientific perspective, environmental consulting, and other careers in the areas of biological and life sciences. The major is grounded in the fundamentals of biology, chemistry, physics, and mathematics, and provides challenging and relevant upper-level courses in the applied environmental sciences. The curriculum provides opportunities for original scientific research in collaboration with faculty members, as well as applied environmental problem solving. The major is strongly supported by the Glen Helen Ecology Institute through the college's 1,000-acre nature preserve, where students may study and conduct research. Our Cooperative Education Program also provides students opportunities to gain authentic work experience in multiple areas of Environmental Science, within the United States and abroad.

Many environmental science graduate programs have their own specific requirements, including, but not limited to, microeconomics, organic chemistry, geology, and more advanced mathematics and physics. Students are strongly advised to speak with their faculty advisors during their first year to plan their educational trajectory appropriately.

Requirements for the Major

Total number of credits toward the major: 60

Core Requirements in the Major

28 credits toward the major

BIO 105 ^A	Life: Cells and Molecules
BIO 110 ^A	Life: Organisms and Systems
BIO 205	Genetics
CHEM 105 ^A	General Chemistry I
CHEM 160 ^A	General Chemistry II
ENVS 305	Ecology
MATH 105 ^A	Introductory Statistics
MATH 155 ^{A,B}	Calculus I
PHYS 160 ^A	Physics I
PHYS 260	Physics II
SCI 394	Junior Seminar in the Sciences

BIO 105, BIO 110, CHEM 105, and MATH 105 are foundation courses and are credited in general education. These courses do not count toward the number of credits required for the major.

^A *May potentially be met by AP, etc. credit.*

^B *A minimum mathematical level of Calculus I is required. Students must take as many math courses as necessary to reach this level. Fulfilling this requirement may require the use of elective credits.*

Other Core Requirements

Mathematics Course (choose 1)

4 credits toward the major

MATH 205 Intermediate Statistics

or

MATH 160^A Calculus II

^A *May potentially be met by AP, etc. credit.*

Capstone Course (choose 1)

4 credits toward the major

SCI 494 Senior Seminar in the Sciences **or**

or

SCI 495

Senior Project in the Sciences

Introductory, Intermediate, and Advanced Courses (choose 6, at least 3 must be at the 300 or 400 level)

24 credits toward the major

BIO 210	Botany
BIO 215	Cell and Molecular Biology
BIO 230	General Microbiology
BIO 240	Zoology
BIO 340	Evolutionary Biology
BIO 350	Natural History of the Vertebrates
CHEM 205	Organic Chemistry I
CHEM 330	Organic Chemistry II
CHEM 220	Environmental Chemistry
CHEM 341	Biochemistry I: Structure and Function of Biological Molecules
CHEM 342	Biochemistry II: Intermediary Metabolism
ENVS 220	Aquatic Biology
ENVS 230	Soil: A Living System
ENVS 315	Hydrology
ENVS 330	Conservation Biology
ENVS 335	Field Plant Ecology
ENVS 339	Ecological Agriculture
MATH 160 ^C	Calculus II
MATH 205 ^C	Intermediate Statistics
SCI 270 ^D	Topics in the Sciences: (subtitle)
SCI 297 ^D	Independent Scientific Research
SCI 370 ^D	Advanced Topics in the Sciences: (subtitle)
SCI 397 ^D	Advanced Scientific Research

^C The course can count either towards the Mathematics Core requirement or the Additional (elective) Requirements, but not both.

^D *The course may be taken for credit up to two times.*

Courses in the Sciences

Biology Courses

Foundation Courses

BIO 105	Life: Cells and Molecules
BIO 110	Life: Organisms and Systems

Intermediate Courses

BIO 205	Genetics
BIO 210	Botany
BIO 215	Cell and Molecular Biology
BIO 230	General Microbiology
BIO 240	Zoology

Advanced Courses

BIO 330	Anatomy and Physiology I
BIO 335	Anatomy and Physiology II
BIO 340	Evolutionary Biology
BIO 350	Natural History of the Vertebrates

Chemistry Courses

Foundation Course

CHEM 105	General Chemistry I
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Introductory and Intermediate Courses

CHEM 160	General Chemistry II
CHEM 205	Organic Chemistry I
CHEM 220	Environmental Chemistry

Advanced Courses

CHEM 330	Organic Chemistry II
CHEM 341	Biochemistry I: Structure and Function of Biological Molecules
CHEM 342	Biochemistry II: Intermediary Metabolism

Environmental Sciences Courses**Foundation Course**

ENVS 105	Introduction to Environmental Science
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Intermediate Courses

ENVS 220	Aquatic Biology
ENVS 230	Soil: A Living System

Advanced Courses

ENVS 305	Ecology
ENVS 315	Hydrology
ENVS 330	Conservation Biology
ENVS 335	Field Plant Ecology
ENVS 339	Ecological Agriculture

Mathematics Courses**Foundation Courses**

MATH 102	Explorations in Mathematics and Quantitative Reasoning
MATH 105	Introduction to Statistics

Introductory and Intermediate Courses

MATH 090	College Math Skills
MATH 150	College Algebra
MATH 151	Precalculus
MATH 155	Calculus I

MATH 160	Calculus II
MATH 205	Intermediate Statistics

Physics Courses

PHYS 160	General Physics I
PHYS 260	General Physics II

Sciences Courses

Foundation Course

SCI 101	Foundational Topics in Sciences: (subtitle)
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Intermediate and Advanced Courses

SCI 270	Special Topics in Sciences: (subtitle)
SCI 297	Independent Scientific Research
SCI 299	Independent Study
SCI 370	Special Topics in Sciences: (subtitle)
SCI 397	Advanced Scientific Research
SCI 399	Independent Study
SCI 394	Junior Seminar in the Sciences
SCI 494	Senior Seminar in the Sciences
SCI 495	Senior Project in the Sciences

The Social Sciences

The social sciences at Antioch College encompass three fields of study focusing on cultural anthropology, political economy, and psychology, disciplines that examine and attempt to explain how humans, as social beings, function in society at a variety of levels ranging from individual behavior to small group dynamics, and to the functioning of the economy, politics, and culture. The core of these fields of study is their focus on the interplay of self and other, individual and society, personality and institutions, individual behavior and social action, micro and macro- levels of analysis, theory and practice, and stability and change. In the spirit of C. Wright Mills' notion of "sociological imagination," the social sciences inspire in students a passion for understanding the interactions between biography and history, personal and social concerns, and private and public domains. The social sciences further seek to equip students with a quality of mind that enables them to use multiple modes of inquiry, critical, and analytical thinking, in order to better address current issues in contemporary society.

Anthropology Major

Anthropology is an extraordinarily broad discipline that embraces biological, historical, and cross-cultural studies. These areas of focus within the discipline of anthropology work together in pursuit of understanding humans, past and present. Anthropology courses introduce students to themes of diversity and help us see various ways of being human. They also can help us understand and appreciate what we have in common despite our differences. The anthropology program at Antioch College focuses primarily on the subfield of cultural anthropology. Cultural anthropology examines a broad spectrum of cultural dimensions, such as language, religion, politics, ethnicity, gender and media that inform human existence. The study of cultural anthropology allows students to reflect on their own cultural practices, while also enhancing their awareness and understanding of cross-cultural diversity.

Requirements for the Major

Total number of credits toward the major: 52

Core Requirements

20 credits toward the major

ANTH 345	Theory in Cultural Anthropology I
ANTH 350	Theory in Cultural Anthropology II
SSC 391	Qualitative Research Methods in Social Sciences
or	or
SSC 392	Quantitative Research Methods in Social Sciences
SSC 394	Junior Seminar
SSC 495	Senior Project in the Social Sciences

Additional Core Requirements**Foundation Courses (both are required)**

ANTH 105*	Cultural Anthropology
ANTH 110	Culture Conflict

Foundation courses and are credited in general education. These courses do not count toward the number of credits required for the major.

* *May potentially be met by AP, etc. credit*

Additional Requirements in the Major**Intermediate Courses in ANTH (choose 2)**

8 credits toward the major

ANTH 210	Language and Culture
ANTH 230	Anthropology of Human Rights
ANTH 240	Special Topics in Race and Ethnicity: (subtitle)
ANTH 250	Economic Anthropology (also listed as PECO 250)
ANTH 260	Sex and Gender in Cross-Cultural Perspective
ANTH 299	Independent Study (Intermediate)

Intermediate Course in PECO (choose 1)

4 credits toward the major

PECO 210*	U.S. Political System
PECO 220	Intermediate Micro- and Macro-Economic Theory
PECO 250	Economic Anthropology (also listed as ANTH 250)
PECO 260	Political Economy of Technology
PECO 270	Political Economy Theory
PECO 280	Global Political Economy (also listed as ANTH 280)
PECO 299	Independent Study (Intermediate)

* *May potentially be met by AP, etc. credit*

Intermediate Courses in PSYC (choose 1)

4 credits toward the major

PSYC 200	Basic Therapeutic Skills
PSYC 205	Learning & Behavior
PSYC 210	Special Topics in Ecopsychology: (subtitle)
PSYC 215	Social Marketing for Sustainability
PSYC 220	Animal Behavior
PSYC 225	Developmental Psychology
PSYC 230	Personality Theories
PSYC 242	Cognitive Psychology
PSYC 250	Introduction to Depth Psychology

Advanced Courses in ANTH: Choose 2

8 credits toward the major

ANTH 305	Anthropology of Space and Place
ANTH 310	Anthropology of Globalization (also listed as PECO 310)
ANTH 340	Anthropology Practicum: (subtitle)
ANTH 370	Special Topics in Cultural Anthropology: (subtitle)
ANTH 380	Inside-Out
ANTH 399	Independent Study (Advanced)

Advanced Courses in PECO and PSYC (choose 2)

8 credits toward the major

PECO 310	Anthropology of Globalization (also listed as ANTH 310)
PECO 315	Environmental Economics
PECO 320	Labor Economics
PECO 330	Political Economy of Race and Gender
PECO 350	Public Policy
PECO 360	Comparative Political Economy
PECO 390	Special Topics in Political Economy
PECO 399	Independent Study (Advanced)
PSYC 310	Biopsychology
PSYC 325	Critical Community Psychology
PSYC 330	Cross-Cultural Psychology
PSYC 335	Abnormal Psychology
PSYC 340	Special Topics in Learning and Behavior: (subtitle)
PSYC 370	Special Topics in Social Psychology: (subtitle)
PSYC 395	Special Topics in Psychology: (subtitle)
PSYC 399	Independent Study
PSYC 420	Political and Ethical Issues in Psychology
PSYC 470	Special Topics in Liberation Psychology: (subtitle)

Political Economy Major

Political economy is an interdisciplinary field of study that has its roots in the intellectual tradition of enlightenment moral philosophy, the Marxist political project of social analysis of capitalism, conservative public choice theory, and liberal approaches to public policy. In some accounts, political economy involves “things that have too much politics to be economics, too much history to be politics, too much sociology to be history, and too

much economics to be sociology.” Political economy examines the possibilities and constraints furnished by social structures, institutions, ideologies, and culture within and across societies and looks at the interplay of economic and political forces in the social arena. It provides students with conceptual and methodological frameworks that help them critically examine the interplay between market forces and public policy actors and factors. As students develop their analytical skills of economics and politics and their interrelationships, they are encouraged to keep, in a humanistic tradition, a sustained reflection on fundamental values.

Requirements in the Major

Total number of credits toward the major: 52

Core Requirements

36 credits toward the major

PECO 210*	U.S. Political System
PECO 220	Intermediate Micro- and Macro-Economics
PECO 270	Political Economy Theory
PECO 315	Environmental Economics
PECO 350	Public Policy
MATH 205*	Intermediate Statistics
SSC 391	Qualitative Research Methods in Social Sciences
or	or
SSC 392	Quantitative Research Methods in Social Sciences
SSC 394	Junior Seminar in the Social Sciences
SSC 495	Senior Project in the Social Sciences

* *May potentially be met by AP, etc. credit*

Additional Core Requirements

Foundation Courses (both are required)

PECO 105	Foundations of Political Economy
PECO 110*	Principles of Economics

Foundation courses and are credited in general education. These courses do not count toward the number of credits required for the major.

* *May potentially be met by AP, etc. credit*

Additional Requirements in the Major

Intermediate Courses in PECO (choose 1)

4 credits toward the major

PECO 250	Economic Anthropology (cross-listed as ANTH 250)
PECO 260	Political Economy of Technology
PECO 280	Global Political Economy

Or a 200-level course in ANTH or PSYC

ANTH 210	Language and Culture
ANTH 230	Anthropology of Human Rights
ANTH 240	Special Topics in Race and Ethnicity: (subtitle)
ANTH 250	Economic Anthropology (cross-listed with PECO 250)
ANTH 260	Sex and Gender in Cross-Cultural Perspective
PSYC 200	Basic Therapeutic Skills
PSYC 205	Learning & Behavior
PSYC 210	Ecopsychology
PSYC 215	Social Marketing for Sustainability
PSYC 220	Animal Behavior
PSYC 225	Developmental Psychology
PSYC 230	Personality Theories
PSYC 242	Cognitive Psychology
PSYC 250	Introduction to Depth Psychology

Advanced Courses in PECO (choose 1)

4 credits toward the major

PECO 310	Anthropology of Globalization (also listed as ANTH 310)
PECO 320	Labor Economics
PECO 330	Political Economy of Race and Gender
PECO 360	Comparative Political Economy
PECO 390	Special Topics in Political Economy
PECO 399	Independent Study (Advanced)

Advanced Courses in ANTH or PSYC (choose 2)

8 credits toward the major

ANTH 305	Anthropology of Space and Place
ANTH 310	Anthropology of Globalization (also listed as PECO 310)
ANTH 340	Anthropology Practicum: (subtitle)
ANTH 345	Theory in Cultural Anthropology I
ANTH 350	Theory in Cultural Anthropology II
ANTH 370	Special Topics in Cultural Anthropology: (subtitle)
ANTH 380	Inside-Out
ANTH 399	Independent Study (Advanced)
PSYC 310	Biopsychology
PSYC 325	Critical Community Psychology
PSYC 330	Cross-Cultural Psychology
PSYC 335	Abnormal Psychology
PSYC 340	Special Topics in Learning and Behavior: (subtitle)
PSYC 370	Special Topics in Psychology: (subtitle)
PSYC 395	Special Topics in Psychology: (subtitle)
PSYC 399	Independent Study (Advanced)
PSYC 420	Political and Ethical Issues in Psychology
PSYC 470	Special Topics in Liberation Psychology: (subtitle)

Psychology Major

The psychology major at Antioch College provides an opportunity for students to discover how we think, feel and act using a variety of lenses. Students can explore this dynamic field from behavioral, biological, clinical, cultural, psychosocial and critical perspectives. Coursework exposes students to a variety of sub-fields within the discipline while providing an opportunity for students to specialize in behavioral/ biological, clinical/ cultural, psychosocial studies and transformative psychologies.

The study of psychology is valuable for liberal arts students regardless of their major. The understanding and skills developed through the study of psychology is highly relevant to students' personal lives. The psychology major prepares students for a variety of human- and animal-oriented careers as well as positions students to be competitive applicants for

graduate study in psychology. Psychology courses also complement the studies of non-psychology majors, who can explore ideas that enhance their understanding of the world in which they live while preparing for higher education acceptance exams (e.g. MCAT, GRE, etc.).

Requirements in the Major

Core Requirements

16 credits toward the major

MATH 205	Intermediate Statistics
SSC 391	Qualitative Social Science Research Methods
or	or
SSC 392	Quantitative Social Science Research Methods
SSC 394	Social Science Junior Seminar
SSC 495	Social Science Senior Project

Additional Core Requirement

PSYC 105* General Psychology

Foundation courses and are credited in general education. These courses do not count toward the number of credits required for the major.

** May potentially be met by AP, etc. credit*

Additional Requirements in the Major

There are three foci for psychology courses—behavioral/ biological, clinical/ social-cultural, and psychosocial studies/ transformative psychologies. You will be choosing eight courses as additional requirements in the major. The eight courses must include at least one course from each of the three foci at the 200 level or above.

Intermediate Courses in PSYC (Choose 2)

8 credits toward the major

Behavioral/ Biological Courses:

PSYC 205	Learning and Behavior
PSYC 220	Animal Behavior
PSYC 225	Developmental Psychology
PSYC 242	Cognitive Psychology

Clinical/ Social-Cultural Courses:

PSYC 215 Social Marketing for Sustainability

PSYC 230 Personality Theories

PSYC 200 Basic Therapeutic Skills

Psychosocial Studies/ Transformative Psychologies Courses:

PSYC 210 Special Topics in Ecopsychology

PSYC 250 Introduction to Depth Psychology

Advanced/ Capstone Courses in PSYC (Choose 3)

12 credits toward the major

Behavioral/ Biological Courses:

PSYC 310 Biopsychology

PSYC 340 Special Topics in Learning and Behavior

Clinical/ Social-Cultural Courses:

PSYC 330 Cross Cultural Psychology

PSYC 335 Abnormal Psychology

PSYC 370 Special Topics in Social Psychology

Psychosocial Studies/ Transformative Psychologies Courses:

PSYC 325 Critical Community Psychology

PSYC 470 Special Topics in Liberation Psychology

PSYC 420 Political and Ethical Issues in Psychology

No Specific Concentration:

PSYC 395 Special Topics in Psychology

Additional Courses in PSYC (Choose 2)

8 credits toward the major

Behavioral/ Biological Courses:

PSYC 205 Learning and Behavior

PSYC 220 Animal Behavior

PSYC 225 Developmental Psychology

PSYC 242 Cognitive Psychology

PSYC 310 Biopsychology

PSYC 340 Special Topics in Learning and Behavior

Clinical/ Social-Cultural Courses:

PSYC 215 Social Marketing for Sustainability

PSYC 230 Personality Theories

PSYC 200	Basic Therapeutic Skills
PSYC 330	Cross Cultural Psychology
PSYC 335	Abnormal Psychology
PSYC 370	Special Topics in Social Psychology
Psychosocial Studies/ Transformative Psychologies Courses:	
PSYC 210	Special Topics in Ecopsychology
PSYC 250	Introduction to Depth Psychology
PSYC 325	Critical Community Psychology
PSYC 470	Special Topics in Liberation Psychology
PSYC 420	Political and Ethical Issues in Psychology
No Specific Concentration:	
PSYC 395	Special Topics in Psychology

Intermediate Courses in ANTH, PECO or PSYC (Choose 1)

4 credits toward the major

Behavioral/ Biological Courses:

PSYC 205	Learning and Behavior
PSYC 210	Special Topics in Ecopsychology
PSYC 220	Animal Behavior
PSYC 225	Developmental Psychology
PSYC 242	Cognitive Psychology

Clinical/ Social-Cultural Courses:

PSYC 215	Social Marketing for Sustainability
PSYC 230	Personality Theories
PSYC 200	Basic Therapeutic Skills

Psychosocial Studies/ Transformative Psychologies Courses:

PSYC 250	Introduction to Depth Psychology
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Anthropology Courses:

ANTH 210	Language and Culture
ANTH 230	Anthropology of Human Rights
ANTH 240	Special Topics in Race and Ethnicity: (subtitle)
ANTH 250	Economic Anthropology (also listed as PECO 250)

ANTH 260 Sex and Gender in Cross-Cultural Perspective

Political Economy Courses:

PECO 210* U.S. Political System
 PECO 220 Intermediate Micro- and Macro-Economics
 PECO 250 Economic Anthropology (cross-listed as ANTH 250)
 PECO 260 Political Economy of Technology
 PECO 270 Political Economy Theory
 PECO 280 Global Political Economy

* *May potentially be met by AP, etc. credit*

Advanced/ Capstone courses in ANTH, PECO or PSYC (Choose 1)

4 credits toward the major

Behavioral/ Biological Courses:

PSYC 310 Biopsychology
 PSYC 340 Special Topics in Learning and Behavior

Clinical/ Social-Cultural Courses:

PSYC 330 Cross Cultural Psychology
 PSYC 335 Abnormal Psychology
 PSYC 370 Special Topics in Social Psychology

Psychosocial Studies/ Transformative Psychologies Courses:

PSYC 325 Critical Community Psychology
 PSYC 470 Special Topics in Liberation Psychology
 PSYC 420 Political and Ethical Issues in Psychology

No Specific Concentration:

PSYC 395 Special Topics in Psychology

Anthropology Courses:

ANTH 305 Anthropology of Space and Place
 ANTH 310 Anthropology of Globalization (also listed as PECO 310)
 ANTH 340 Anthropology Practicum: (subtitle)
 ANTH 345 Theory in Cultural Anthropology I
 ANTH 350 Theory in Cultural Anthropology II

ANTH 370	Special Topics in Cultural Anthropology: (subtitle)
ANTH 380	Inside-Out
ANTH 399	Independent Study (Advanced)

Political Economy Courses:

PECO 310	Anthropology of Globalization (also listed as ANTH 310)
PECO 315	Environmental Economics
PECO 320	Labor Economics
PECO 330	Political Economy of Race and Gender
PECO 350	Public Policy
PECO 360	Comparative Political Economy
PECO 390	Special Topics in Political Economy
PECO 399	Independent Study (Advanced)

Courses in the Social Sciences

Capstone Courses

SSC 391	Qualitative Research Methods in Social Sciences
SSC 392	Quantitative Research Methods in Social Sciences
SSC 394	Social Science Junior Seminar
SSC 495	Social Science Senior Project

Anthropology Courses

Foundation Courses

ANTH 105	Cultural Anthropology
ANTH 110	Culture Conflict

Intermediate Courses

ANTH 210	Language and Culture
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ANTH 230	Anthropology of Human Rights
ANTH 240	Special Topics in Race and Ethnicity: (subtitle)
ANTH 250	Economic Anthropology (also as PECO 250)
ANTH 260	Sex and Gender in Cross-Cultural Perspective
ANTH 299	Independent Study (Intermediate)

Advanced Courses

ANTH 305	Anthropology of Space and Place
ANTH 310	Anthropology of Globalization (also as PECO 310)
ANTH 340	Anthropology Practicum: (subtitle)
ANTH 345	Theory in Cultural Anthropology I
ANTH 350	Theory in Cultural Anthropology II
ANTH 370	Special Topics in Cultural Anthropology: (subtitle)
ANTH 380	Inside-Out
ANTH 399	Independent Study (Advanced)

Political Economy Courses

Foundation Courses

PECO 105	Foundations of Political Economy
PECO 110	Principles of Economics

Intermediate Courses

PECO 210	U. S. Political System
PECO 220	Intermediate Micro- and Macro- Economic Theory
PECO 250	Economic Anthropology (also as ANTH 250)
PECO 260	Political Economy of Technology
PECO 270	Political Economic Theory
PECO 280	Global Political Economy
PECO 299	Independent Study (Intermediate)

Advanced Courses

PECO 310	Anthropology of Globalization (also as ANTH
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310)

PECO 315	Environmental Economics
PECO 320	Labor Economics
PECO 330	Political Economy of Race and Gender
PECO 350	Public Policy
PECO 360	Comparative Political Economy
PECO 390	Special Topics in Political Economy
PECO 399	Advanced Independent Study

Psychology Courses

Foundation Courses

PSYC 105	General Psychology
PSYC 110	Foundations of Social Psychology

Intermediate Courses

PSYC 200	Basic Therapeutic Skills
PSYC 205	Learning & Behavior
PSYC 210	Special Topics in Ecopsychology: (subtitle)
PSYC 215	Social Marketing for Sustainability
PSYC 220	Animal Behavior
PSYC 225	Developmental Psychology
PSYC 230	Personality Theories
PSYC 242	Cognitive Psychology
PSYC 250	Introduction to Depth Psychology
PSYC 299	Independent Study

Advanced Courses

PSYC 310	Biopsychology
PSYC 325	Critical Community Psychology
PSYC 330	Cross Cultural Psychology
PSYC 335	Abnormal Psychology

PSYC 340	Special Topics in Learning and Behavior: (subtitle)
PSYC 370	Special Topics in Social Psychology: (subtitle)
PSYC 395	Special Topics in Psychology: (subtitle)
PSYC 399	Independent Study
PSYC 420	Political and Ethical Issues in Psychology
PSYC 470	Special Topics in Liberation Psychology: (subtitle)

Self-Designed Majors

The Self-Designed Major is available for students with special objectives that cannot be met by another major offered at the College. To declare a Self-Designed Major, a student must submit a properly completed Self-Designed Major Proposal to the Registrar's Office for consideration by the Self-Designed Major Committee, which will approve, reject, or recommend changes to the proposed major. A student is expected to submit their preliminary plan by week 5 of the Fall Quarter of their second year, and should have their final plan approved by the end of the Summer Quarter of their second year. Only Self-Designed Major Proposals that meet the requirements outlined below (which are discussed more fully in the Self-Designed Major Proposal document, available in the Registrar's Office) will be approved.

The course and credit requirements for a Self-Designed Major are similar to those of standard majors in the catalog, but there are some important differences of which students should be aware.

A student's plan:

- Must meet general education requirements; and
- Cannot be accommodated within an existing major; and
- Must be significantly different than any existing major; and
- Must be accomplished using existing College resources (including, but not limited to GLCA, SOCHE, approved study abroad programs, official consortial relationships, and approved collaborative arrangements)

Credit earned through college-sponsored study abroad and other approved experiential programs may be included in the plan pending approval of the SDM Committee.

- Must not contain more than 3 independent studies.

The degree name:

- Must be approved by the Self-Designed Major committee and advisors, who must consult faculty in the relevant academic disciplines; and
- Must not match any name of a major currently offered at the college; and
- Must not match any name of a known external major with different requirements.

- The degree title is “Self-Designed Major: (approved name).”

To declare a Self-Designed Major, a student must:

1. Find 2 advisors, primary and secondary, who represent the most significant disciplines of the proposed SDM, and who agree to accept responsibility for advising the student. The advisors must be full time faculty members. The primary advisor must be a divisional faculty member (Arts, Humanities, Sciences, Social Sciences), and the other may be any full time faculty (divisional, Language and Culture, Co-op, etc.). Both advisors must be approved by the Self- Designed Major Committee.
 - a. The primary SDM advisor is one of the subject area experts, and is the advisor who is principally responsible for:
 - i. Supervising the development of the SDM proposal and any subsequent revisions
 - ii. Overseeing all aspects of the student’s SDM major and fulfilling the responsibilities of an academic advisor; and
 - iii. Monitoring the student’s progress towards degree completion; and
 - iv. Instructing a student to submit a new Proposal for a previously approved SDM that has been changed in any way; and
 - v. Evaluating and crediting the Senior Project.
 - b. The secondary SDM advisor is principally responsible for:
 - i. Serving as a subject matter expert during the conception of the SDM proposal; and
 - ii. Overseeing all aspects of the student’s SDM major and fulfilling the responsibilities of an academic advisor for the student during the primary SDM advisor’s research terms; and
 - iii. Assisting with the senior project.
2. Complete a preliminary degree plan, and give copies to the SDM advisors at the inception of the process.
3. Meet with academic advisors jointly for the planning of the Self-Designed Major, and again for the planning and approval of the Senior Project.

4. Complete and submit the Self-Designed Major Proposal, which includes but is not limited to:
 - a. The Proposed title of the Self-Designed Major as it would be printed on an academic transcript.
 - b. An explanation of the proposed title and evidence that it does not match a known external major with dissimilar requirements.
 - c. A succinct paragraph appropriate for publication on the College's website and in publicly available documents that offers a summary of the major's core purpose and specific goals.
 - d. A rationale for the major, building upon the core idea and leading to an expression of professional and/ or personal goals, including an explanation of the interconnectedness of the proposed courses and how various co-op, study abroad, and/ or Student Life activities will support the major.
 - e. An overview of the learning objectives the student will strive to meet through this major and a discussion of their relationship to the College's stated liberal Arts Learning Outcomes.
 - f. A rationale as to why the degree would be either a Bachelor of Science or a Bachelor of Arts.
 - g. Signatures of the primary and secondary advisors through which they signal their support for the proposal.
5. Once revisions are completed, submit a finalized version of the Self-Designed Major Proposal in Microsoft Word format to the Registrar's Office.

Note: The student is responsible for collecting all materials and for submitting a complete proposal, initially using the SDM proposal form and then ultimately submitting a finalized version of the proposal to the Registrar's Office.

The student is responsible for collecting all materials and for submitting a complete Proposal to the Registrar's Office. Upon receipt of the Self-Designed Major Proposal, the Registrar's Office will do an initial check for completeness, and will forward the Proposal to the Self-Designed Major Committee for review.

Requirements for Self-Designed Majors Leading to a Bachelor of Arts Degree

The plan for a self-designed major leading to a Bachelor of Arts degree must include at least 52 quarter credits, consisting of:

1. At least two but not more than four foundation courses:
 - a. These credits count for general education and not towards the major; and
 - b. These courses must be specifically addressed in the student's plan, and be clearly justified and articulated as part of the greater whole.
2. Eleven courses in the major meeting the following criteria:
 - a. They should be specifically addressed in the student's plan, and be clearly justified and articulated as a cohesive whole; and
 - b. At least four must be at the 100 or 200 level (not including foundation courses); and
 - c. At least four must be at the 300 or 400 level (not including the senior seminar or senior project).
3. A Senior Seminar
4. A Senior Project

A BA degree requires 24 disciplinary elective credits. This requirement is normally met with six 4-credit courses; these courses do not need to be justified or listed, but students are encouraged to do so, especially since this may further clarify the major and help the committee advise the student.

Students must declare the self-designed major within a division that currently exists at the College and that most appropriately fits the major. For the BA, the major must be declared in the arts, humanities, or social sciences divisions.

Requirements for Self-Designed Majors Leading to a Bachelor of Science Degree

1. The plan for a self-designed major leading to a Bachelor of Science degree must include at least 60-quarter credits, consisting of:
 - a. At least two but not more than four foundation courses
 - b. These credits count for general education and not towards the major.

- c. At least two must be from the sciences division.
 - d. These courses must be specifically addressed in the student's plan, and be clearly justified and articulated as part of the greater whole
2. Thirteen courses in the major meeting the following criteria
 - a. They should be specifically addressed in the student's plan, clearly justified and articulated as a cohesive whole, which includes an explanation as to why the degree should be Bachelor of Science and not Bachelor of Arts
 - b. At least seven must be from the sciences division
 - c. At least four must be at the 100- or 200- level (not including foundation courses). At least two of these must be from the sciences division
 - d. At least four must be at the 300 or 400 level (not including the senior seminar or senior project). At least two of these must be from the sciences division
3. A Senior Seminar
SCI 494 Senior Seminar in the Sciences required
4. A Senior Project
SCI 495 Senior Project in the Sciences required

A BS degree requires 16 disciplinary elective credits. This requirement is normally met with six 4-credit courses; these courses do not need to be justified or listed, but students are encouraged to do so, especially since this may further clarify the major and help the committee advise the student. Students must declare the self-designed major within the sciences division.

Course Descriptions

Anthropology

ANTH 105 Cultural Anthropology (4 credits)

Foundation Course

Offered once per year

Prerequisites: none

This course is designed to acquaint students with the anthropological approach of studying the structures and institutions, worldviews, and belief systems of other peoples. Students will have the opportunity for experientially learning the primary methodology of cultural anthropology, participant observation, data collection, and analysis. One major outcome of the course will be the expansion of the students' ability to understand and participate in cultures other than their own.

ANTH 110 Culture Conflict (4 credits)

Foundation Course

Offered once per year

Prerequisites: none

Students will learn to investigate the tensions and conflicts that develop when a dominant group imposes its systems on a subordinate group. The range of materials will include examples resulting from colonization and marginalization, dominance of religious ideology, and environmental philosophy.

ANTH 210 Language and Culture (4 credits)

Offered every two years

Prerequisites: none

This course offers an introduction to linguistic anthropology, focusing on the cultural and social aspects of language. The course will consider various theoretical approaches to the study of language and consider issues such as language loss and revitalization, language ideologies, social/cultural identity, political process and education.

ANTH 220 Contemporary Indigenous Peoples (4 credits)

Offered every two years
instructor's permission

Prerequisites: ANTH 105 or

Early ethnographic studies often portrayed indigenous communities as isolated, homogenous, and relatively unchanging entities. More recently the focus has shifted to the complex ways in which indigenous peoples engage with broader political economic and social processes. Through an examination of changing trends in ethnography and theory, this course will consider the ways in which indigenous peoples are represented within anthropology, including views of language and ethnicity, as well as the politics of culture.

ANTH 230 Anthropology of Human Rights (4 credits)

Offered every two years

Prerequisites: none

This course will introduce students to the human rights policies, practices, and discourses from an anthropological perspective. We will explore the history and philosophical underpinnings of the human rights theory and practice. We will also consider the present landscape of global human rights policies and discourses, with attention to ethical considerations and difficulties that arise when they are deployed in cross-cultural contexts. We will attend to the critique of human rights as a Western construct, and critically examine the tensions between universal human rights and cultural relativism. We will consider not only the human rights that are currently enumerated by governing bodies, NGOs, and national and transnational institutions, but also how they came to be, how human rights interact with various local contexts, and the institutions that support and make use of human rights as a tool to resolve conflicts and protect people from persecution. We will ground the theoretical and philosophical debates in real-world examples from across the globe, with possible attention to: indigenous rights; issues related to gender and sexuality; genocide; the protection of children; torture; incarceration; political persecution; the right to health and education; and the intersection of human rights with foreign aid and development, etc.

ANTH 240 Special Topics in Race and Ethnicity: (subtitle) (4 credits)

Offered every two years Prerequisites: none
 Grading: This course is graded "pass/ no pass"

Race and ethnicity are historically and socially constituted categories that shape people's lived experiences in social, symbolic, and material ways. In this course, we will consider how race and ethnicity are situated within systems of power, in everyday experiences and encounters, and in places/spaces, which are simultaneously local and global historical. Depending on the topic of the class, students may examine the ways that race and ethnicity interface with gender and sexuality; nationality and citizenship; religion; states, institutions, and legal systems; conflict and violence; health; academic and public discourses; social movements and resistance strategies; and/ or a variety of other interdisciplinary themes. This course may be taken for credit more than once as long as the course subtitle and description are distinct.

ANTH 250 Economic Anthropology (4 credits)

Offered every two years Cross-listed as PECO 250
 Prerequisites: one ANTH or PECO foundation course, or instructor's permission

This course takes familiar economic behavior, practice, and institutions such as consumption, market, exchange, money, etc., and makes them unfamiliar by studying their variability across cultures. This course employs concepts and methods borrowed from the disciplines of anthropology and economics to examine differences and similarities in the organization, meaning, and function of economic relations involving production, distribution, consumption, debt, profit, etc. across cultures. The course reviews sample studies of economic institutions in Japan, China, and Mexico.

ANTH 260 Sex and Gender in Cross-Cultural Perspective (4 credits)

Offered every two years Prerequisites: none

This course will introduce students to anthropological perspectives on sex, the biological characteristics that we, in the U.S. use to decide who is "male," "female" and "intersex" and gender, the socially constructed and culturally situated roles that people of various genders occupy. We will critically examine the binary model of biological sex that dominates U.S. conceptualizations of gender and we will explore the variety of gender

categories, roles and ideologies in cultures around the world. We will consider the ways that gender intersects with race, ethnicity, class, sexuality and other aspects of individual and group identity. This course will also emphasize the relationships among economic systems, religion, political and social structures, stratification and gender.

ANTH 299 Independent Study (1-4 credits)

Offered by mutual arrangement with instructor instructor's permission	Prerequisites: This course is repeatable for credit.
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The independent study is an opportunity to engage closely in research, analysis, and writing with an anthropology faculty member and to earn credit for study outside of the formal classroom setting.

Credits for Independent Study are determined by the following principle: students will have 3 hours of supervised independent study per week per quarter credit, or a total of 30 hours of supervised lab/ field work per quarter credit distributed less evenly over the quarter than 3 hours per week.

ANTH 305 Anthropology of Place and Space (4 credits)

Offered every three years instructor's permission	Prerequisites: ANTH 105 or
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This course will begin to raise our own awareness and understanding of how space is used, restricted, made sacred, or contested. It will also consider how space is connected to race, class, and gender, as well as the concepts of nation and identity. Students will become familiar with delineating spaces and also mapping their use.

ANTH 310 Anthropology of Globalization (4 credits)

Offered every two years Prerequisites: ANTH 105, PECO 105, or instructor's permission	Cross-listed as PECO 310
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In this course we will consider various views of globalization and how global processes impact and interact with culture. To this end, we will look at ethnographic studies of globalization, considering questions such as: How is globalization experienced? What are the local effects of globalization? Is globalization homogenizing or do various forms of pluralism continue to exist? How accurate and useful are the terms "local" and "global"?

ANTH 340 Anthropology Practicum: (subtitle) (1-4 credits)

Offered once per year	Prerequisites: none
This course is repeatable for credit	

There are several reasons to add this practicum course to the anthropology major. First, this would create an additional 300-level course to the major. Second, we have run two successful pilots of a practicum course and would like to see this as a permanent offering. Third, students are enthusiastic about engaging in applied, real-world work. The practicum offers them a chance to do this with the benefit of faculty supervision.

ANTH 345 Theory in Cultural Anthropology I(4 credits)

Offered once per year only	Prerequisites: 3 rd or 4 th -year standing only
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This is the first of a two-course sequence that covers a wide range of anthropological theories. Students will gain a broad understanding of how theoretical approaches influence research questions and methodologies. This course will consider the ways in which theoretical perspectives help us understand human action and sociocultural phenomena, the historical contexts in which certain approaches were produced, and their lasting legacies in the field.

ANTH 350 Theory in Cultural Anthropology II (4 credits)

Offered once per year standing only	Prerequisites: third or fourth-year Recommended: ANTH 345
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This is the second of a two-course sequence that covers a wide range of anthropological theories. Students will gain a broad understanding of how theoretical approaches influence research questions and methodologies. This course will consider the ways in which theoretical perspectives help us understand human action and sociocultural phenomena, the historical contexts in which certain approaches were produced, and their lasting legacies in the field.

ANTH 370 Special Topics in Cultural Anthropology: (subtitle) (2 – 4 credits)

Offered every two years
instructor's permission

Prerequisites: ANTH 105 or
This course is repeatable for credit

This course allows for the advanced study of a cultural anthropology topic. Topics vary by section, and the course may be repeated for credit with a different topic.

ANTH 380 Inside-Out (4 credits)

Offered once per year
is required

Prerequisites: instructor's permission

This course is an Inside-Out Prison Exchange Program course designed to meld together theoretical knowledge, practical understanding, and personal experience and the wisdom that derives from that experience. The class will meet weekly at a local prison or jail, and will include a roughly equal number of Antioch College students and incarceration students. The topic of Inside-out courses can vary according to instructor interests and discretion.

ANTH 399 Independent Study (1-4 credits)

Offered by mutual arrangement with instructor
ANTH 299 or instructor's permission
for credit.

Prerequisites:
This course is repeatable

The independent study is an opportunity to engage closely in research, analysis, and writing with an anthropology faculty member and to earn credit for study outside of the formal classroom setting.

Credits for Independent Study are determined by the following principle: students will have 3 hours of supervised independent study per week per quarter credit, or a total of 30 hours of supervised lab/ field work per quarter credit distributed less evenly over the quarter than 3 hours per week.

Arts

ARTS 110 Art on Location: (subtitle) (4 credits)

Offered every two years Prerequisites: none
 This course is repeatable for credit

This course offering is used to describe any topics-based experiential arts course offered away from the Antioch College Campus. Antioch College faculty will lead all Arts on Location courses. Course may take place nationally or internationally. A specific course description, objectives and learning outcomes will be announced upon offering. This course is not offered on a regular basis. May be taken multiple times if the course title and description are distinct.

ARTS 240 Interdisciplinary Studio (4 credits)

Offered every two years Prerequisites: instructor's permission

This studio course focuses on a particular approach to interdisciplinary art production, especially the combination of two or more disciplines among Performance, Media Art, and Visual Art. Course themes will be elaborated via readings, viewings, class discussion, and other avenues. Course topics will vary, and may include: *Sound Art; Sensitive Spaces; Video Installation; Performance Objects*, and more.

ARTS 440 Advanced Interdisciplinary Studio: (subtitle) (4 credits)

Offered every two years Prerequisites: may vary according to instructor
 This course is repeatable for credit

This advanced studio course focuses on a particular approach to interdisciplinary art production, especially the combination of two or more disciplines among Performance, Media Art, and Visual Art. Course themes will be elaborated via readings, viewings, class discussion, and other avenues. Course topics will vary, and may include: *Performance Installation; Image and Object; Performance and the Document*; and more.

ARTS 494 Senior Seminar - Studio Practice and Critique (4 credits)

Offered once per year in the Winter quarter
 Prerequisites: arts majors only with senior standing

This course is designed for art majors in their senior year who have already taken multiple courses in the department and are working towards building a self-directed practice. The emphasis is on practice as the

material basis of an artist's creative activity, a set of concrete working behaviors, processes and strategies. Throughout the quarter, students will investigate different strategies and modes of exploration and experimentation so that each student may discover what works best in the development and expansion of her or his own daily working process. We may also look at established artists for possible models of active studio practices. Students will refine an artist statement, create a CV, document their body of work, and write a research paper about the artistic practice of a recognized contemporary artist.

ARTS 495 Senior Project in the Arts (4 credits)

Offered once per year in the Spring quarter

Prerequisites: ARTS 494 and majors only with senior standing

Students majoring in studio arts, media arts, or performing arts will culminate their experience at Antioch College with a presentation of their practice and research. This project may take the form of an exhibition, a series of exhibitions, a musical, theater or dance performance, a documentary video, or other appropriate form of public presentation based on the student's artistic concentration. The senior project gives the Antioch College student the opportunity to pull together the knowledge, understanding, and skills achieved during studies at Antioch College into a cohesive, informed final presentation.

Biology

BIO 105 Life: Cells and Molecules (4 credits)

Foundation Course

Offered twice per year

Prerequisites: none

This course introduces fundamental principles and concepts of biology. Topics emphasized will be: basic biological chemistry, cell structure and function, cell division, metabolism and energy transformation, genetics, and gene expression. Upon completion of this course, students should demonstrate a fundamental understanding of biology at the cell and molecular level. There is a lab requirement.

BIO 110 Life: Organisms and Systems (4 credits)

Foundation Course

Offered twice per year

Prerequisites: none

This course introduces fundamental principles and concepts of biology. It focuses on an introduction to organismal and population biology. The course covers the study of organisms, emphasizing morphology, physiology, behavior, ecology, and evolution of whole organisms and populations. Upon completion of this course, students should demonstrate a fundamental understanding of biology at the organismal, population, and ecological level. There is a lab requirement for the course.

BIO 205 Genetics (4 credits)

Offered once per year in the Fall quarter

Prerequisites: BIO 105 and BIO 110, or instructor's permission

Recommended: CHEM 105, MATH 105, or similar statistical background.

This course covers the basic concepts behind our understanding of genes from both the classical genetic and modern molecular viewpoints. Mendelism and chromosomal theory will be reviewed, as well as the complex molecular mechanisms of gene expression and its control. Evolutionary genetics and population genetics will also be included, as well as an introduction to the powerful technology of genetic engineering. Lab experiments will be involved in the course.

BIO 210 Botany (4 credits)

Offered once per year in the Spring quarter

Prerequisites: BIO 110 or instructor's permission

This course investigates the wide variety of plant forms and the molecular mechanisms that generate them. It provides a conceptual framework for understanding plant development that includes an evolutionary perspective. Ecological principles will be used to examine plant population and community processes. Special attention will be given to plant/ animal interactions such as pollination, dispersal, and herbivory. The lab component will use local habitats to gain hands on experience in field observations and data collection and analysis.

BIO 215 Cell and Molecular Biology (4 credits)

Offered once per year in the Spring quarter Prerequisites: CHEM 160 and BIO 205, or instructor's permission

This course covers the structure and functions of cell organelles, and the interrelated mechanisms of cell structure and function at the cellular and molecular level. Topics include structure and function of the cell, the cell cycle, small molecules and energy, cellular chemistry, macromolecules and information, macromolecule function, and selected aspects of metabolism, genetic expression, sorting, trafficking, transport, and signaling. Lab exercises are an important part of the course.

BIO 230 General Microbiology (4 credits)

Offered once per year in the Fall quarter Prerequisites: BIO 105 and BIO 110, or instructor's permission

This course will examine the diverse world of microorganisms, from pathogens to extremophiles. The many roles played by microorganisms in a variety of environments will be emphasized, especially how they produce food products, manufacture organic materials, recycle nutrients, break down pollutants, and cause diseases. There is a lab component to this course.

BIO 240 Zoology (4 credits)

Offered once per year in the Fall quarter Prerequisites: Passing grade in BIO 105, BIO 110, and a minimum of 4 additional credits of college-level math and/ or science; or instructor's permission

This course involves a survey of Kingdom Animalia with emphases on biodiversity, ecology, evolution, and morphology of major groups. Special focus will be given to extant species and those inhabiting Ohio, with references to important extinct groups. Supplementary lecture material includes selected topics involving behavior, physiology, conservation, functional anatomy, and current issues related to animals on Earth. Weekly labs can include field trips, experiments with invertebrate taxa, and exercises involving handling, preservation, and dissection of specimens.

BIO 330 Anatomy and Physiology I (4 credits)

Offered once per year in the Winter quarter Prerequisites: BIO 105, BIO 110, and a 200-level BIO course; or instructor's permission.

Recommended: BIO 215.

A system-by-system examination of in-depth human anatomy and physiology of organs. Each anatomical system is presented within a context of structural modifications and physiological importance. This first course of a two-term series deals with the structure and function of the human body, and mechanisms for maintaining homeostasis within it. Includes the study of cells, tissues, and the integumentary, skeletal, muscular, and nervous systems. Laboratory exercises will involve dissection of model animals with one possible field trip.

BIO 335 Anatomy and Physiology II (4 credits)

Offered once per year in the Spring quarter Prerequisites: BIO 330 or instructor's permission

Recommended: BIO 215.

BIO 330/ BIO 335 is a two-term series of courses, a system-by-system examination of in-depth human anatomy and physiology of organs. Each anatomical system is presented within a context of structural modifications and physiological importance. This second course of a two-term series is a continuation of the study of the structure and function of the human body and the mechanisms for maintaining homeostasis within it. The endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary and reproductive systems, as well as the concepts of development, metabolism, fluid and electrolyte balance, and acid-base balance are included. Laboratory exercises will involve dissection of model animals with one possible field trip.

BIO 340 Evolutionary Biology (4 credits)

Offered every two years in the Winter quarter Prerequisites: BIO 205 and MATH 205; or instructor's permission

Students will understand the relevance of evolution outside of textbooks, the facts of evolution and that natural selection is an observable process. Students will be introduced to the underpinnings of evolutionary biology by studying mechanisms of evolutionary change, methods for studying adaptation, inferring phylogenies, and analyzing speciation.

BIO 350 Natural History of the Vertebrates (4 credits)

Offered once per year in the Spring quarter

Prerequisites: BIO 110 and two additional science courses at the 200 or 300 level; or instructor's permission Recommended: BIO 240 and one of MATH 105, MATH 151, or MATH 155.

This course explores the evolutionary history, adaptations and diversity of fishes, amphibians, reptiles, birds and mammals on Earth. Emphases are on taxonomic relationships and diagnostic features of extant species and those inhabiting Ohio, with references to important extinct groups (e.g., Ostracoderms, Dinosauria). Supplementary lecture material includes selected topics involving behavior, ecology, physiology, conservation, comparative anatomy, geology, and current issues related to the major vertebrate groups and/ or specific taxa. Weekly lab exercises emphasize the identification of preserved specimens and their diagnostic anatomical features, and discussions about their lifestyles.

Chemistry**CHEM 105 General Chemistry I + Lab (4 credits)**

Foundation Course
quarter

Mathematics placement test above the College Algebra level; or instructor's permission

Offered once per year in the Winter
Pre- or co-requisite: MATH 150, or

Mathematics placement test above the College Algebra level; or instructor's permission

Chemistry is the study of matter in all of its forms, from simple gasses to complex polymers, and is one of the fundamental cornerstones of a scientific education. A firm understanding of chemistry will provide a basis for understanding a broad array of other disciplines, including the biological, environmental, and physical sciences. Your education will include: fundamental postulates and principles of chemistry; stoichiometry in many forms; ionic precipitation, acid-base, and redox reactions; gasses and gas laws; simple thermochemistry; quantum mechanics and electronic structure; periodicity; chemical structure, bonding, and MO theory. The material covered is equivalent to one full semester of general chemistry (one half of a two-semester course series compressed to one quarter). There is a weekly lab.

CHEM 160 General Chemistry II + Lab (4 credits)

Offered once per year in the Summer quarter Prerequisite: CHEM 105; Pre- or co-requisite: MATH 151, or Mathematics placement test above the Precalculus level; or instructor's permission

General Chemistry II will continue your education in the basic principles of chemistry. Your education will include: Kinetic Theory, intermolecular forces, and selected solid and solution properties; chemical kinetics; simple chemical equilibrium; chemical equilibrium applied to acids, bases, salts, and solubility; theories and applications of acids and bases; thermodynamics; electrochemistry; and selected special topics (time permitting) which may include coordination compounds, nuclear chemistry, introductory organic chemistry and/ or organic polymers. The material covered is equivalent to one full semester of general chemistry; together, CHEM 105 and CHEM 160 cover the same material as a standard two-semester general chemistry course series. There is a weekly lab.

CHEM 205 Organic Chemistry I + Lab (4 credits)

Offered once per year in the Fall quarter
Prerequisites: CHEM 160 or instructor's permission

Organic chemistry is the chemistry of carbon-based compounds, regardless of source. In this course, students will apply the knowledge learned in general chemistry to a more specialized area: the covalent bond to carbon, with a particular emphasis on mechanisms and organic synthesis. Fundamental topics such as MO theory; covalent bonding; acids and bases; organic nomenclature; stereochemistry; conformational analysis; and reaction energetics will be interwoven into reaction mechanisms (arrow pushing; polar, radical, and pericyclic) and functional group chemistry (alkanes, alkyl halides, alkenes, alkynes, and dienes). The material covered is equivalent to one full semester of organic chemistry (one half of a two-semester course series compressed to one quarter). There is a weekly lab.

CHEM 220 Environmental Chemistry (4 credits)

Offered every three years in the Fall quarter Prerequisites: CHEM 160 and instructor's permission Recommended: ENVS 105

The overall goal of this course is to gain an understanding of the fundamental chemical processes of the environment and to utilize this knowledge in making critical evaluations of environmental problems.

Topics may include: aspects of atmospheric, aquatic, and terrestrial environmental chemistry; bioavailability of compounds; natural and anthropogenic distributions of elements and compounds, and their impacts on humanity and ecosystems, including element and nutrient cycles; the quantitative analysis of data; environmental chemical analyses. While this course may be offered with or without a separate lab section, all offerings will include some type of active learning.

CHEM 330 Organic Chemistry II + Lab (4 credits)

Offered once per year in the Spring quarter

Prerequisites: CHEM 205 or instructor's permission

In this continuing course, students will study a larger array of functional groups, including aromatics, alcohols and ethers (etc.), thiols and sulfides (etc.), amines, and carbonyl-containing compounds (aldehydes, ketones, carboxylic acids and derivatives, etc.), intertwined with more molecular orbital theory and mechanisms. Students will also learn how to apply the knowledge they have gained to practical situations including organic synthesis and the analysis of chemical compounds (MS, IR, ^1H - and ^{13}C -NMR). The material covered is equivalent to one full semester of organic chemistry (one half of a two-semester course series). Together, CHEM 205 and CHEM 330 cover the same material as a standard two-semester organic chemistry course series. There is a weekly lab.

CHEM 341 Biochemistry I: Structure and Function of Biological Molecules (4 credits)

Offered once per year in the Winter quarter

Prerequisites:

CHEM 330 or instructor's permission

This course is the first half of a two-course series in biochemistry, and focuses on the biological molecules and polymers that form life as we know it. Topics include: Structure and function of the major biomolecules and biopolymers (amino acids and proteins, nucleotides and nucleic acids, carbohydrates and polysaccharides, lipids and membranes); structure and function of other biologically important molecules (including coenzymes and vitamins); and other important sub-areas found within the above, such as aspects of enzymology (allostery, regulation and inhibition, enzyme kinetics, etc.), membrane transport, etc. Additional topics may be covered as time and interest allow, such as synthesis, sequencing, and purification of biological molecules; applications to biotechnology; evolution; etc.

CHEM 342 Biochemistry II: Intermediary Metabolism (4 credits)

Offered once per year in the Spring quarter
 CHEM 341 or instructor's permission

Prerequisites:

This course is the second half of a two-course series in biochemistry, and focuses on the central metabolic pathways common across most of life as we know it. Topics include: Overview of metabolism, energy metabolism (glycolysis, gluconeogenesis, pyruvate reactions, citric acid cycle, and ETC/ oxidative phosphorylation), photosynthesis, metabolism of other major biomolecules (fatty acids, amino acids, and nucleotides), nitrogen metabolism (N cycle, assimilation, and the urea cycle), and aspects of intercellular/ interorgan metabolism (Cori cycle, hormonal regulation, etc.). Additional topics may be covered as time and interest allow, especially other metabolic pathways, such as glycogen metabolism, the pentose phosphate pathway, specialized fermentations, the glyoxylate cycle, ketogenesis, the aspartate cycle, turnover/ salvage, etc.

Student Life**CLCE 125 Mindfulness (2 credits)**

Offered once per year

Prerequisites: none

Grading: This course is graded "pass/ no pass"

Mindfulness introduces students to the practice of sitting, walking, writing, and movement meditation in a secular context. We will cover the history of these practices, some of the current developing research and pedagogies. The heart of the course will be experiential and reflecting, learning and reflecting on the practices themselves. Weekly focus on quieting the body, the mind and the emotions will lead to the development of habits of emotional intelligence such as self-awareness, empathy, and interpersonal resonance. Students will be expected to practice at least one time per week outside of class, to maintain a log of their practice and write weekly one-page reflections on the readings. The writing practice will engage students in class to create a reflective journal that will be shared with the group in ongoing read-back throughout the term.

CLCE 130 Yoga I (1 credit)

Prerequisites: none This course is repeatable for credit.
 Grading: This course is graded “pass/ no pass”

This course explores ancient art of yoga through the postures, breath work, relaxation techniques, and philosophy. The class will emphasize how to integrate practice into everyday life to promote balance and well being in the body and mind.

CLCE 132 Yoga II (1 credit)

Prerequisites: none Grading: This course is graded “pass/ no pass”

This course is a continuation of Yoga I.

CLCE 140 To Shin Do (2 credits)

Prerequisites: none This course is repeatable for credit.
 Grading: This course is graded “pass/ no pass”

Students will be provided with all the key ingredients to emerge safely from unexpected danger, whether physical, mental, or emotional. The course will follow the Taijitsu Level 1—foundations of self-protection curriculum as outlined in The Ninja Defense book and DVD. Students will have the option of testing for belts and move through the To Shin Do curriculum to black belt. Taijitsu Level 1 training is effective physical, intellectual, and emotional self-protection—an exciting excursion into empowering self-development. To determine the 12 most common surprise attack ambush assaults likely to be thrown at good people by dangerous aggressors, To Shin Do founder Stephen K Hayes interviewed law enforcement officers, security professionals, nightclub doormen, emergency room doctors, and even coroners. He then designed his first phase of training to show you how to win in the 12 surprise attacks most likely to occur in a hostile confrontation, how to rescue other people in those 12 threat situations, how to use 12 natural body self-defense tools, and how to develop the grounded presence of focused command in high-pressure situations.

CLCE 150 Exploring Sexuality (2 credits)

Offered once per year Prerequisites: none

Grading: This course is graded “pass/ no pass”

This course is designed to give students an overview of sex-based topics, including those that are commonly disregarded in both public education and in society. These topics not only cover common subjects like contraceptives, STI’s, and human anatomy, but also communication skills, ranges of sexuality, psychology behind sexual behavior, queer sex, discussions on rape and harassment, and protection that goes beyond mere pregnancy prevention. This course will be highly participatory and discussion driven. Students will be required to engage both in class and outside of class in discussions and through projects to help increase awareness on campus. This course is inclusive of multiple and intersecting identities

CLCN 120 Listening to Self, Listening to Others (2 credits)

Offered once per year Prerequisites: none

Grading: This course is graded “pass/ no pass”

Student Life Engagement Courses are designed to provide community members with the opportunities to learn and practice skills that would allow them to be more effective as community members. In this course, the art of listening will be considered in the following ways: listening as an interpersonal skill; as a social justice strategy; as community building; as an art-making strategy; and as contemplative practice. Students will be introduced to various approaches to listening. These will include story circles, group listening, the interview process, journaling techniques, and group singing.

CLCN 125 Introduction to Intercultural Engagement (2 credits)

Offered once per year Prerequisites: none

Grading: This course is graded “pass/ no pass”

This course is designed to give students an introduction to the history, theory, and practice behind effective intercultural dialogue. We will discuss issues of race, though we will certainly discuss the many intersecting identities that make such interaction difficult and potentially volatile. The course will make use of books, articles, blogs, videos, and films for course material. The course will be highly participatory and discussion driven. Brief lectures, films, and guest speakers will also be utilized periodically to add depth and meaning to the course topics.

Students will be asked to keep a journal/ blog for the duration of the course with reflections on the course material and related interactions outside the course. Students will be asked to submit current event topics to discuss with the class bi-weekly. Students will be required to submit a final paper/ project (group or individual) based on the course material.

CLCN 130 Conflict Management (2 credits)

Prerequisites: none
“pass/ no pass”

Grading: This course is graded

This class will provide students with the structure to address conflict at the personal and professional level. Students will explore theories of conflict management and provide them with opportunities to build facilitation/ mediation skills in the areas of de-escalation, communication, group processes and analysis of conflict.

CLCN 135 Community Reporting Practicum: (subtitle) (2 credits)

Offered every quarter

Prerequisites: none

This course is repeatable for credit.
graded “pass/ no pass”

Grading: This course is

Community Reporting is designed to give Antioch College students an opportunity to earn academic credit while working on approved campus media, but primarily The Record, Antioch’s student-driven newspaper. Through this course, students will learn newsgathering and interviewing, news, feature, and opinion writing, print and electronic production, and editing. Students may also focus their work on writing columns, reviews, photography, and illustration for publication, as well as advertising.

CLCN 137 Career Positioning (2 credits)

Offered twice per year

Prerequisites: none

Grading: This course is graded “pass/ no pass”

This course prepares upper-level students as well as non-student community members for career growth, graduate school entrance, and/ or progress within the communities of practice in which they hope to distinguish themselves. Several modules are emphasized, including career strategizing, asset mapping, networking, self-promotion, and other tools for professional growth. The goal is for participants to gain the ability to generate targeted resumes and cover letters, develop techniques for completing a successful interview, build an understanding of how to maintain an online presence for showcasing academic and career

accomplishments, and utilize the tools and resources available to them as they navigate their way forward.

CLCE 150 Exploring Sexuality (2 credits)

Offered twice per year Prerequisites: none
Grading: This course is graded “pass/ no pass”

Through no fault of their own, many students come to Antioch without a thorough knowledge of sex and healthy relationships. Due to the lack of sexual education in America, many students come with not only a lack of knowledge but believing incorrect ideas about sex and relationships. This lack of knowledge ranges from basic protections to healthy ways to communicate and consent. Antioch College does its best to provide for workshops and orientation lectures, but nobody can truly go in depth in just a few hours. While the college emphasizes consent through the SOPP, many students feel that the SOPP is not enough and that there needs to be more community understanding and education about sex and relationships.

CLCN 165 Consent, Sexual Health, and Peer Education (2 credits)

Prerequisites: none Grading: This course is graded
“pass/ no pass”

This course is designed to give students an introduction to the history, theory, and prevention efforts surrounding sexual violence, power, and control. We will discuss these issues through a lens of intersectionality and inclusion that will increase students’ understanding of the dynamic nature of the world in which we live. The course will be highly participatory and discussion-driven. Students will be required to engage the community in final projects that increase campus awareness and consciousness of sexual violence, power, control, coercion, consent, or other course topics. This course is inclusive of multiple and intersecting identities, addresses traditional cultural narratives about sexual violence, and communicates clearly that sexual violence transcends gender and sexuality.

CLCN 210 Community Engagement: (subtitle) (2 credits)

Offered three times per year Prerequisites: none
Grading: This course is graded “pass/ no pass” This
course is repeatable for credit one additional time.

This course allows students to engage in a substantial, experiential or problem-based learning experiences outside the classroom that relates to

one of the Antioch College liberal arts learning outcomes associated with Student Life. These include deliberative action, intercultural effectiveness, or social engagement. As part of this course, students will participate in significant projects or ongoing experiences on or off-campus that develop deeper understandings and skills related to living effectively in community, governance and decision-making or intercultural understanding. These skills and awareness include but are not limited to cultural competence, collaboration with others, effective decision-making, self-reflection, service learning, governance, community development, and activism. May be repeated one additional time for credit.

CLHW 105 Introduction to Kettlebells (0 credits)

Prerequisites: none

Students will learn the basic skills of a kettlebell workout.

CLHW 107 Zumba (0 credits)

Prerequisites: none

Participants will learn the art of the zumba workout through a series of exercises to a variety of types of music that are designed to increase cardiovascular fitness, agility and muscle tone.

English

ENG 090 College Writing Skills (2 credits)

Offered twice per year
entry assessment

Placement determined by score on

Through introductory level work in writing for academic purposes, students will learn to cultivate effective language and use to enhance their writing. Specific focused instruction will be in the following areas: using resource material to write and revise essays, organizing and writing essays using a variety of rhetoric modes, proofreading, editing and revising prose to assure clarity, consistency and conformity to conventions of Standard American English, avoiding plagiarism, and providing appropriate documentation of sources. This is a basic skills course that requires a grade of B or higher to pass and does not carry credit toward a bachelor's degree.

ENG 105 Writing Seminar (2 credits)

Offered three times per year Cross-listed as GSW 105
 Prerequisites: ENG 090 with a grade of B or higher or an appropriately high score on the writing placement exam
 Corequisite: Global Seminar of the same theme and term

Writing seminars are theme-based workshops that seek to improve student' skills in writing for academic purposes. Particular attention will be paid to documentation and the use of secondary sources; close reading and textual analysis; and scholarly personal narrative. Assignments will include the examinations of texts on writing craft; review and analysis of published texts in various styles and genres; discussion; peer review; and proofreading and revising original works. Writing seminars share themes with global seminars, but they are delivered and graded independently.

ENG 250 Creative Writing I (4 credits)

Offered once per year Cross-listed as LIT 250
 Prerequisites: ENG 105 or GSW 105. Students may also register for this course if the prerequisite has been satisfied through appropriate scores ACT, SAT, AP tests or through transfer credit, or instructor's permission

This is an intermediate-level course for students interested in sharpening and expanding their poetry, fiction, or creative nonfiction writing skills. Students will examine the work of established writers, as well as read, discuss, and write original creative pieces in a workshop setting.

ENG 251 Expository Writing I (4 credits)

Offered once per year Cross-listed as LIT 251
 Prerequisites: ENG 105 or GSW 105. Students may also register for this course if the prerequisite has been satisfied through appropriate scores ACT, SAT, AP tests or through transfer credit, or instructor's permission

This course is a genre-specific workshop that allows students to focus more intently on specific research techniques and to build skills in composing creative and critical nonfiction prose. Students will read established writers and write original compositions in a number of genres and styles. Individual courses may focus on essay writing, news, feature and editorial writing; the scholarly personal narrative; writing about specific subjects; or writing within a specific academic disciplines.

ENG 350 Advanced Creative Writing (4 credits)

Offered once per year	Cross-listed as LIT 350
Prerequisites: ENG 250, LIT 250, or instructor's permission	

This is an advanced workshop for students who write regularly and wish to continue to refine their skills in the composition of prose or poetry. Discussion and assignments will focus on control of language, revision, and genre-specific problems of craftsmanship and style. Students should have original work already completed that can be submitted to the instructor before the first day of class.

ENG 351 Advanced Expository Writing (4 credits)

Offered once per year	Cross-listed as LIT 351
Prerequisites: ENG 251, LIT 251, or instructor's permission	

This is an advanced course for students interested in continuing to refine expository -and/ or analytic writing skills. This course is intended for those who write regularly and wish to broaden their skills and talents in specific research and writing techniques. Individual courses may focus on essay writing; news, feature and editorial writing; the scholarly personal narrative; writing about specific subjects; or writing within specific academic disciplines.

Environmental Science**ENVS 105 Introduction to Environmental Science (4 credits)**

Foundation Course	Offered twice per year
Prerequisites: none	

This course is a basic overview of the environmental impacts caused by humans on the natural systems of the earth: the atmosphere, geosphere, hydrosphere and biosphere. We will examine the scientific concepts that underlie the complex interactions occurring among these systems and how our actions endanger Earth's ecosystems. Fieldwork is incorporated into the regular class time.

ENVS 220 Aquatic Biology (4 credits)

Offered once per year in the Summer quarter
 Prerequisites: BIO 110 or instructor's permission Recommended:
 BIO 105 or CHEM 105.

This course provides a general overview of aquatic systems including physical processes, aquatic biota, aquatic community interactions, ecosystems processes and conservation. Students will build upon previous knowledge as they become familiar with a variety of aquatic systems, understanding the importance of these systems and learn methods of assessment and management specific to aquatic systems. There is a lab requirement.

ENVS 230 Soil: A Living System (4 credits)

Offered every three years in the Fall quarter Prerequisites:
 CHEM160 and a MATH course numbered 105 or above, or instructor's
 permission

This course explores the fundamental principles of soil science within the context of natural and human-focused ecosystems. Students will study soils as functional landscape components, gaining an overview of soil's morphological, physical, chemical, and biological properties, and how these interact to form a soil with unique characteristics and ecosystem function. Students will investigate the relationships of soil macro- and microorganisms to soil metabolism, structure, and biogeochemical cycles. Connections between nutrient availability, plant growth, land use, and agriculture will be explored. Students will compare and discuss soil properties from various ecosystems and from across the globe from the perspective of soil taxonomy, the processes that form these soils, and land use properties specific to each soil order. Current issues regarding land-use legacies, soil management, remediation, water and soil quality will be investigated. There is a lab requirement.

ENVS 305 Ecology (4 credits)

Offered once per year in the Winter quarter Prerequisites: BIO
 110 and MATH 105 or MATH 151, or instructor's permission

This course will cover the basic principles of ecology using an evolutionary perspective. The activities of organisms and their relationships to one another are the foundation upon which populations, communities, and ecosystems are built. Students will examine factors that influence exchanges between organisms and their physical environment;

how organisms transform energy and process materials as they metabolize, grow, and reproduce; the characteristics of populations and how they interact within communities; and the dynamics of ecosystems. There is a lab requirement.

ENVS 315 Hydrology (4 credits)

Offered every three years in the Fall quarter

Prerequisites: CHEM 105 and ENVS 305, or instructor's permission

This course introduces the global hydrological cycle and the influence of climate, geology, and human activity. It includes the principles of precipitation, evaporation, and evapotranspiration; surface and groundwater flow; water quality and pollution; and the global water cycle. The course links hydrology to the science of living things, as well as human activities such as land use, water resource management, and laws and regulations. Fieldwork is incorporated into the regular class time. There may be a weekend field trip.

ENVS 330 Conservation Biology (4 credits)

Offered every two years in the Winter quarter

Prerequisites: BIO 205 and ENVS 305 (or co-enrollment in ENVS 305), or instructor's permission

This course includes a survey of the biological, ecological, environmental, and social factors that affect the loss of habitat and reduce the number of species in the world. Examination of conservation methods will include the application of population and landscape genetics, the design and management of reserves and conservation of resources on local and global scales.

ENVS 335 Field Plant Ecology (4 credits)

Offered every two years in the Spring quarter

Prerequisites: BIO 210 and ENVS 305, or instructor's permission

Material in this course will focus on how biotic and abiotic factors influence the abundance and distribution of plants locally and on larger scales. Students will learn the terminology, form, habitat, and structure of plants from an evolutionary perspective and study the ecological significance of the original plants communities typical of this bioregion. Students will develop and test ecological hypotheses and incorporate recent scientific literature into their original plant ecology research. There is a lab requirement.

ENVS 339 Ecological Agriculture (4 credits)

Offered every two years in the Spring quarter Prerequisites: BIO 210 or instructor's permission. Recommended: ENVS 305 and/ or ENVS 310.

This course focuses upon the science of ecological agriculture and the importance of understanding and comparing current agriculture methods with appropriate alternatives. This course will focus on designing the strengths and functions of natural ecosystems into agrosystems, and understanding the ecological concepts that are of universal application in all bioregions where agriculture is practiced. A special emphasis will be placed on sustainable alternatives to systems that rely heavily on chemicals and irrigation. Fieldwork is incorporated into the regular class time. There may be a weekend field trip.

French**FRAN 110 Introductory French I (4 credits)**

Offered once per year in the Fall quarter
Prerequisites: Permission of the language faculty following the appropriate screening

This is a course for students new to French and for students with some basic background in the language but who need to refresh their skills. FRAN 110 is based on a communicative approach to language acquisition that emphasizes the development of language skills (reading, writing, speaking, listening), develops strategies for language learning, and integrates cultural products, practices, and perspectives in order to prepare students to communicate effectively with speakers of the target language in various social and professional settings including the workplace.

FRAN 120 Introductory French II (4 credits)

Offered once per year in the Winter quarter
Prerequisites: FRAN 110 or permission of the language faculty following the appropriate screening

This course continues to develop students' skills and provides strategies for learning language within a communicative approach that integrates cultural products, practices, and perspectives in order to prepare students

to communicate effectively with speakers of the target language in various social and professional settings including the workplace.

FRAN 130 Introductory French III (2 credits)

Offered once per year in the Spring quarter

Prerequisites: FRAN 120 or permission of the language faculty following the appropriate screening

A continuation of FRAN 120, this course is offered during students' co-op term and is delivered online. Students will continue to strengthen their language skills and cultural understanding through a communicative approach.

FRAN 140 Introductory French IV (4 credits)

Offered once per year in the Summer quarter

Prerequisites: FRAN 130 or permission of the language faculty following the appropriate screening

This is the final course in the introductory sequence. Students will continue to develop language skills (in reading, writing, speaking, and listening) in all modes of communication (presentational, interpretive, and interpersonal) within a communicative approach that integrates cultural products, practices, and perspectives in order to prepare students to communicate effectively with speakers of the target language in various social and professional settings including the workplace.

FRAN 210 Intermediate French I (3 credits)

Offered once per year in the Fall quarter

Prerequisites: FRAN 140 or permission of the language faculty following the appropriate screening

This is the first course in the intermediate level sequence. Students will continue to develop skills in reading, writing, speaking and listening in all modes of communication within a communicative approach that integrates cultural products, practices and perspectives in order to prepare students to communicate effectively with speakers of the target language in various social and professional settings including the workplace. Methods may include, but are not limited to: structured and unstructured conversations; readings; and communicative activities. Areas of study may include but are not limited to: cultures and languages across the curriculum; film; theater; poetry; linguistics; and literature.

FRAN 220 Intermediate French II (2 credits)

Offered once per year in the Winter quarter

Prerequisites: FRAN 210 or permission of the language faculty following the appropriate screening

This course is the logical continuation of FRAN 210. It is offered during students' co-op term and is delivered online. Students will develop skills in reading, writing, speaking and listening within a communicative approach that integrates cultural products, practices and perspectives in order to prepare students to communicate effectively with speakers of the target language in various social and professional settings including the workplace. Methods may include, but are not limited to: online activities; reading of authentic materials; interactions with the community where they are working; peer interactions; and interactions with the faculty when appropriate. Areas of study may include but are not limited to: cultures and languages across the curriculum; film; theater; poetry; linguistics; and literature.

FRAN 230 Intermediate French III (3 credits)

Offered once per year in the Spring quarter

Prerequisites: FRAN 220 or permission of the language faculty following the appropriate screening

This course is the logical continuation of FRAN 220. Students will develop skills in reading, writing, speaking and listening within a communicative approach that integrates cultural products, practices and perspectives in order to prepare students to communicate effectively with speakers of the target language in various social and professional settings including the workplace. Methods may include, but are not limited to: explicit review of grammar and vocabulary building through structured and unstructured conversations; readings; and communicative activities. Areas of study may include but not be limited to: cultures and languages across the curriculum; film; theater; poetry; linguistics; and literature.

FRAN 240 Intermediate French IV (3 credits)

Offered once per year in the Summer quarter

Prerequisites: FRAN 230 or permission of the language faculty following the appropriate screening

This course is the logical continuation of FRAN 230. Areas of study may include but not be limited to: cultures and languages across the curriculum; film; theater; poetry; linguistics; and literature.

FRAN 310 Advanced French I (2 credits)

Offered once per year in the Fall quarter

Prerequisites: FRAN 240 or permission of the language faculty following the appropriate screening

This is the first in the sequence of advanced-level courses. It is offered during students' co-op term and is delivered online. Students will develop skills in reading; writing; speaking and listening within a communicative approach that integrates cultural products, practices and perspectives in order to prepare students to communicate effectively with speakers of the target language in various social and professional settings including the workplace. Methods may include, but are not limited to: online activities; reading of authentic materials; interactions with the community where they are working; peer interactions; and interactions with the faculty when appropriate. Areas of study may include but not be limited to: cultures and languages across the curriculum; film; theater; poetry; linguistics; and literature.

FRAN 320 Advanced French II (3 credits)

Offered once per year in the Winter quarter

Prerequisites: FRAN 310 or permission of the language faculty following the appropriate screening

This course is the logical continuation of FRAN 310. Students will develop skills in reading, writing, speaking and listening within a communicative approach that integrates cultural products, practices and perspectives in order to prepare students to communicate effectively with speakers of the target language in various social and professional settings including the workplace. Methods may include, but are not limited to: explicit review of grammar and vocabulary building through structured and unstructured conversations; readings; and communicative activities. Areas of study may include but not be limited to: cultures and languages across the curriculum; film; theater; poetry; linguistics; and literature.

FRAN 330 Advanced French III (3 credits)

Offered once per year in the Spring quarter

Prerequisites: FRAN 320 or permission of the language faculty following the appropriate screening

This course is the logical continuation of FRAN 320. Areas of study may include but not be limited to: cultures and languages across the curriculum; film; theater; poetry; linguistics; and literature.

FRAN 340 French Capstone – (3 credits)

Offered once per year in the Summer quarter

Prerequisites: FRAN 330 or permission of the language faculty following the appropriate screening

This is a project-based course that is delivered while students are completing the language immersion co-op, in which they are expected to do research on a topic related to the co-op setting according to a pre-planned proposal. Before the last week of the term students must make an oral presentation of their research project that they will deliver electronically.

Global Seminars**GS 110 Global Seminar: Water (3 credits)**

Offered every two years

Prerequisites: none

While water is the origin and sine qua non of all life on Earth and, perhaps, of all possible life in the universe, Adam Smith was, in 1776, able to note the paradox that while water is invaluable, its ubiquity and plenitude make it essentially valueless in the marketplace. While water has been taken for granted in the past, retrospect allows us to see the essential and irreplaceable role that water plays in both the development of civilizations and the functioning of natural processes. In the twenty-first century, looming water scarcity, degradation, and emerging ideas about the management and value of water allow us to reassess the nature and value of water from a variety of perspectives and disciplines. In this global seminar we will broadly investigate the nature of the local, regional, and international water systems, and we will examine the roles that water plays in sustaining life on Earth. By understanding the interconnections between the ecological, economic, agricultural, scientific, ethical, and life-sustaining aspects of water, students will develop their ability to engage in interdisciplinary analysis of hydrological issues that are of both contemporary and perennial importance.

GS 120 Global Seminar: Food (3 credits)

Offered once per year

Prerequisites: none

This course introduces students to food in relation to culture, science, psychology, history, politics and socioeconomics. This global seminar will include national and regional guest speakers, documentary files and experiential/ service learning. The course is oriented around guest led topics and small group discussions. Student assignment requirements include reading, out-of-class assignments and a final project.

GS 130 Global Seminar: Energy (3 credits)

Offered once per year

Prerequisites: none

Where does our energy come from? What are the impacts and costs—human, environmental, social, economic, and political—of extracting different forms of energy? What happens to the waste products and by-products of energy extractions and use? How should we plan for energy-related environmental disasters? For energy scarcities? What are the options for alternative energy sources? What are the factors that influence energy consumption? This course provides students with an overview of some of the current social, political and scientific issues informing the topic of energy within global context. It will introduce students to major forms of contemporary energy generation, including coal, oil, natural gas and nuclear fission. Students learn about the production processes involved in various forms of energy extraction and will discuss some of the pressing contemporary economic and political debates around the production, consumption and conservations of energy. This course will include guest speakers, documentary films, and field trips.

GS 140 Global Seminar: Health (3 credits)

Offered once per year

Prerequisites: none

One of the central ethical questions in philosophy is, "What is the good life?" But before there can even be a discussion of the good life; there must be life itself, and that raises the question of health. What constitutes health, both for human beings and for the rest of the ecosystem, and how are those two related? In other words, how do we even define "health?" This course introduces students to the many sided perspectives and questions involved in the issue of health from its very biological and chemical make-up to the global issues of the health (or lack thereof) of entire populations, including the central question of the ownership and distribution of health care. The course will especially draw from

disciplines in the social sciences and natural sciences and will relate to subject matter covered in the courses from the global seminar will include national and local speakers, documentaries, experiential learning, and projects. The ultimate goal of the course is to provoke reflection on and insights into, not just the questions of personal health and health care, but how the entire issue of health in the individual society and the world is related to questions of justice or the "good life."

GS 150 Global Seminar: Governance (3 credits)

Offered once per year

Prerequisites: none

What are some of the ways in which democracy has been defined and practiced? How should ordinary people participate in political decision-making? What constitutes a fair and legitimate decision-making process? What are some effective mechanisms, strategies and recipes for creating participatory governance? This course will draw from political philosophy, political theory, postcolonial studies, and globalization studies. The course takes up influential meanings and application of the concepts of democracy and participatory governance. Beginning with the history of the "term" democracy in the West, we will explore some of the major problematizations and expansions of the crucial political concept. We then move to examine numerous case studies in participatory governance and deliberative democracy from around the world. Students will complete critical papers and research projects; they will also practical local projects in community building, community governance, and the development of community policies.

GS 160 Global Seminar: Education (3 credits)

Offered once per year

Prerequisites: none

What is the purpose of education? What does it mean to be educated? What knowledge, skills, abilities, customs, and values are deemed important enough to pass on from one generation to the next? What are the institutions, policies, and cultural dynamics that control the shaping of minds? In what ways do race, ethnicity, gender, culture, religion, geography, social desirability, access, costs, and benefits inform who is educated, and how? This course introduces students to education in an interdisciplinary context by exploring education's relationship to culture, politics, socioeconomics, social science, and/ or practice. Students in this course will become familiar with basic theories and practices of education,

varieties of learning styles/ modalities, and be introduced to a range of educational systems in the U.S. and across the world.

GS 210 Continued Studies in Global Seminar: (subtitle) (1 – 4 credits)

Offered once per year Prerequisites: successful completion of the global seminar on their chosen theme and instructor's permission.
 Recommended: GSW 105 and GSQ 105 This course is repeatable for credit.

In this course, students who have successfully completed a global seminar in one our six global seminar themes may develop their study of this theme through research, field study, or the testing of their research through its application. This course may be taken as an elective more than once as long as the course title and description are distinct.

GSC 310 Continued Studies in Global Seminar: (subtitle) (1 – 4 credits)

Offered once per year Prerequisites: successful completion of the global seminar on their chosen theme and instructor's permission.
 Recommended: GSW 105 and GSQ 105 This course is repeatable for credit.

In this course, students who have successfully completed GSC 210 may develop their study of a particular theme of the global seminars through research, field study, or the testing of their research through its application. This course may be taken as an elective more than once as long as the course title and description are distinct.

Writing Seminar

GSW 105 Writing Seminar (2 credits)

Offered three times per year Cross-listed as ENG 105
 Prerequisites: EN 090 with a grade of B or higher or an appropriately high score on the writing placement exam Corequisite:
 global seminar of the same theme and term.

Writing seminars are theme-based workshops that seek to improve a student's skill in writing for academic purposes. Writing seminars share

themes with global seminars, but they are delivered and graded independently.

History

HIST 105 The World Beyond: Cultural Imagination, Exchanges, and History (4 credits)

Foundation course

Offered once per year

Prerequisites: none

In this foundation-level course, students will study how people in various parts of the world imagined what was beyond their everyday experiences, particularly across the oceans, and how these imaginings often motivated them to venture out to make contact with these other worlds for purposes of trade, resettlement, and conquest. The course will also consider more contemporary perspectives of people in various parts of the world in the age of globalization. The course will use mythological accounts, early texts of various cultures, travelogues, diaries, ship captains' accounts, newspaper articles, and other sources to reveal the voices of the participants in historical events.

HIST 110 Ohio Stories (4 credits)

Foundation course

Offered once per year

Prerequisites: none

This course introduces students to the important issues in the study of history and to some skills and methods of historical research and analysis, using examples and case studies throughout the history of the area that is now the State of Ohio. These case studies may be drawn from any aspect of the human record of this region, including the history of Antioch College.

HIST 210 African American History, from the Colonial Period to the Present (4 credits)

Offered once per year

Prerequisites: none

This course will explore the history of people of African descent in the Americas, with an emphasis on experiences within the territory that became the United States. Students will gain an understanding of Africa

before European contact, the forces that led to the growth of the Trans-Atlantic slave trade, the variations of the institution of slavery within the North American colonies, and the factors that led to emancipation in the North, and eventually a war between the Northern and Southern states. The second half of the course will focus on the challenges faced by African Americans in the South and in the North, and the achievements secured, as they worked to gain full rights of citizenship including civil rights, as well as political and economic opportunities.

HIST 220 U. S. History I, from the Colonial Period to 1877 (4 credits)

Offered once per year

Prerequisites: none

This course will provide students with an understanding of the factors that brought together the people of Europe, the Americas, and Africa, led to the establishment of colonies by European countries, and eventually contributed to the formation of the United States as an independent nation. From the colonial period to the establishment of a new nation dependent on a slave economy, through a nation at war with itself, students will study speeches, diaries, letters, and other texts that highlight the challenges faced by the nation before and during its first century of existence.

HIST 221 U. S. History II, 1877 to the Present (4 credits)

Offered once per year

Prerequisites: none

This course will provide students with an understanding of the challenges and achievements experienced within the United States from the latter decades of the nineteenth century to the present. Beginning with the end of Reconstruction, students will use political cartoons, speeches, letters, biographies and other historical sources to gain an understanding regarding the challenges faced by the nation in areas such as foreign policy, immigration, the economy, civil rights, and political participation.

HIST 225 World History I, to 1500 (4 credits)

Offered every two years

Prerequisites: none

In this course students will gain an understanding of the various events and developments that impacted the history of cultures in Asia, Africa, Europe, and the Americas from ancient times through the beginning of the Age of Exploration. Topics to be studied will include the growth of

agriculture, rise of complex societies, systems of governance, trade, the force of religions, as well as cultural differences and similarities.

HIST 226 World History II, from 1500 to the Present (4 credits)

Offered once per year

Prerequisites: none

This course will present students with an understanding of the changes experienced by peoples in Asia, Africa, Europe, and the Americas as the interaction between these peoples increased as a result of exploration, trade, and conquest. Topics to be covered will include the global impact of the Trans-Atlantic slave trade, the establishment of colonies by European nations, the growth and expansion of militarism, the development of foreign policies to manage the interaction between nations, the decolonization movement, and the growth of the global economy.

HIST 231 Latin American History, from the Colonial Period to the Present (4 credits)

Offered every two years

Prerequisites: none

In this course students will gain an understanding of the history of people in the Americas who came under the influence of the Spanish. Students will gain an understanding of the cultures in the Americas before European contact, the various ways that the presence of the Spanish affected the lives and cultures of these people, the steps taken to gain independence, and the various ways that the cultures developed as independent nation states or territories.

HIST 233 U. S. Women's History (4 credits)

Offered every two years

Prerequisites: none

In this course, students will gain an understanding of the many roles played by women in the United States from the colonial period to the creation of the new nation that did not extend rights to them. Topics to be explored will include the shift in acceptable roles women from frontier to established settlements, the concept of Republican Motherhood, the Cult of Domesticity, reform movements including abolitionism, and the organized Women's Rights movement that worked for decades to expand the access of women to full rights of citizenship.

HIST 234 Native American History (4 credits)

Offered every three years

Prerequisites: none

Native American History will consider the development of people who over thousands of years established cultures in North Americas that ranged from nomadic groups to people living in cities of over 100,000 people. Students will learn the various ways that European contact affected Native Americans, particularly the continuing struggle over territory after Europeans made contact with them. The various ways that Native American people sought ways to survive and in some cases thrive will be explored.

HIST 235 Asian American History (4 credits)

Offered every three years

Prerequisites: none

Asian American History will explore the factors that led to a growing Asian presence in the United States, and the uniquely hostile reaction that Asian Americans faced as an immigrant group. Topics to be explored will include the distinct ways that Asian American groups created settlements, secured land and businesses, assimilated or remained distinct, and made decisions regarding political participation.

HIST 240 Gender Expression and Sexual Orientation: A Global History (4 credits)

Offered every three years

Prerequisites: none

In this course students will consider the different ways that cultural across the world and at various times answered the questions: What does it mean to be male? What does it mean to be female? The answers to these questions address issues of gender roles, styles of dress, mannerisms and occupations. The course will also explore the various ways cultures have viewed sexual relations between males and females as well as same gender sexual relations.

HIST 250 The Construction of Race and Ethnicity in North America (4 credits)

Offered every two years

Prerequisites: none

In this course students will learn of the unique ways that phenotype differences among people evolved into the construction of racial categories during European colonization of North America. The course will explore how these categories, as well as categories distinguishing

ethnic groups, impacted the social, political, and economic history of the United States and continue to influence the nation today.

HIST 299 Independent Study

Offered by mutual arrangement with instructor instructor's permission	Prerequisites: This course is repeatable for credit.
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The independent study is an opportunity to engage closely in research, analysis, and writing with a history faculty member and to earn credit for study outside of the formal classroom setting.

Credits for Independent Study are determined by the following principle: students will have 3 hours of supervised independent study per week per quarter credit, or a total of 30 hours of supervised lab/ field work per quarter credit distributed less evenly over the quarter than 3 hours per week.

HIST 330 The History of a City: (subtitle) (4 credits)

Offered every two years 200-level HIST course or instructor's permission	Prerequisites: any 100 or 200-level HIST course or instructor's permission This course is repeatable for credit.
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This course focuses on an important urban area of the world and explores its founding, its growth and changes over time and the issues and challenges facing it today. The course may feature Chicago, Mexico City, Mumbai, Johannesburg, Paris, and other cities. An example is a course on "The History of a City: New Orleans." This course would study the history of the urban area of New Orleans, exploring such topics as the trans-Atlantic slave trade, colonization, the Louisiana Purchase, the Civil War, Jim Crow laws and race relations, and Huey Long issues and responses to them. This course also highlights the perspectives of the city's residents and the many ways they have created a lived experience of the city. This course is repeatable with different cities as subjects.

HIST 331 The History of an American City: (subtitle) (4 credits)

Offered every two years HIST course or instructor's permission	Prerequisites: any 100 or 200-level HIST course or instructor's permission This course is repeatable for credit.
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In this course, students will study the development of urban settlements in North America, from the Native American city of Cahokia (near what is now St. Louis, Missouri) to the growth of urban settlements such as Boston, Philadelphia, and New York as British colonial centers, to the

continued growth of urban areas as the United States attracted growing numbers of immigrants and expanded its territorial control. Students will study the shifting images of the city, as well as the economic, political, and infrastructural challenges that urban areas have faced. This course is repeatable with different cities as subjects.

HIST 334 The History of a Person: (subtitle) (4 credits)

Offered every two years 200-level HIST course or instructor's permission repeatable for credit.	Prerequisites: any 100 or 200-level HIST course or instructor's permission This course is repeatable for credit.
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This course will focus on the biographies, autobiographies, memoirs, and other perspectives of a person who is considered to be historically significant. Students will explore the answers to the following questions: How do historians describe the life of a person? What documents do they use? How do they reach conclusions in assessing the life of a person? How do people construct histories of their own lives in autobiographies and memoirs? This course is repeatable with different persons as subjects.

HIST 335 The History of an Institution: (subtitle) (4 credits)

Offered every two years 200-level HIST course or instructor's permission repeatable for credit.	Prerequisites: any 100 or 200-level HIST course or instructor's permission This course is repeatable for credit.
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This course focuses on the micro-history of an influential institution and how it led and responded to larger political, economic, and cultural changes over time. The course may be organized around a business or corporation (the Dutch East India Company, the Anglo-Iranian Oil Company, the United Fruit Company); a university, school, hospital, museum; a state or federal agency; or an international or non-governmental agency (the United Nations, the Red Cross, Amnesty International). Students study the origins and evolution of this particular institution or organization, its goals, policies, practices, relationships, and changes over time. Students also develop their own projects on an institution of their choice. This course is repeatable with different institutions as subjects.

HIST 370 Special Topics in U. S. or World History: (subtitle) (4 credits)

Offered every two years Prerequisites: any 100 or 200-level HIST course or instructor's permission This course is repeatable for credit.

This course offers in-depth study of a particular area of U.S. history or world history. This course is repeatable with different themes, such as the international anti-slavery movement, nineteenth-century women's history, or "the 1840s: A Decade of Rebellion."

HIST 399 Independent Study

Offered by mutual arrangement with instructor Prerequisites: any 100 or 200-level HIST course. Instructor's permission is required
This course is repeatable for credit.

The independent study is an opportunity to engage closely in research, analysis, and writing with a history faculty member and to earn credit for advanced study outside of the formal classroom setting.

Credits for Independent Study are determined by the following principle: students will have 3 hours of supervised independent study per week per quarter credit, or a total of 30 hours of supervised lab/ field work per quarter credit distributed less evenly over the quarter than 3 hours per week.

HIST 470 Special Topics in the Practice of History: (subtitle) (4 credits)

Offered every three years Prerequisites: any 300-level HIST course This course is repeatable for credit.

This course offers in-depth work in a particular mode of historical practice (to be determined by the faculty based upon student need) and an examination of its objectives, strengths, problems, and limitations.

Humanities

HUM 494 Senior Seminar in the Humanities (4 credits)

Offered once per year in the Winter quarter
Prerequisites: humanities majors only with senior standing

This seminar is designed to allow for humanities majors in their senior year to develop the skills and research competencies necessary for their senior thesis or project. In this seminar students will select a topic, research it using the appropriate methodologies, and will write, workshop, edit, and present orally on their topic.

HUM 495 Senior Project in the Humanities (4 credits)

Offered once per year in the Spring quarter

Prerequisites: HUM 494 and humanities majors only with senior standing

Students culminate their Antioch College experience with a senior thesis or senior project devised with the help of their advisor. Building on their work from HUM 494, students will complete a cohesive, well developed, and clearly articulated senior thesis or project that highlights their inquiry into an important topic within the field of the humanities.

Japanese

JAPN 110 Introductory Japanese I (4 credits)

Offered once per year in the Fall quarter

Prerequisites: Permission of the language faculty following the appropriate screening

This is a course for students new to Japanese and for students with some basic background in the language but who need to refresh their skills. JAPN 110 is based on a communicative approach to language learning that emphasizes the development of language skills (reading, writing, speaking, listening), develops strategies for language learning, and integrates cultural products, practices, and perspectives in the service of communicating effectively with speakers of the target language in work, social, and other contexts.

JAPN 120 Introductory Japanese II (4 credits)

Offered once per year in the Winter quarter

Prerequisites: JAPN 110 or permission of the language faculty following the appropriate screening

This course continues to develop students' skills and provides strategies for learning language within a communicative approach that integrates cultural products, practices, and perspectives in order to prepare students

to communicate effectively with speakers of the target language in various social and professional settings including the workplace.

JAPN 130 Introductory Japanese III (2 credits)

Offered once per year in the Spring quarter

Prerequisites: JAPN 120 or permission of the language faculty following the appropriate screening

A continuation of JAPN 120, this course is offered during students' co-op term and is delivered online. Students will continue to strengthen their language skills and cultural understanding through a communicative approach.

JAPN 140 Introductory Japanese IV (4 credits)

Offered once per year in the Summer quarter

Prerequisites: JAPN 130 or permission of the language faculty following the appropriate screening

This is the final course in the introductory sequence. Students will continue to develop language skills (in reading, writing, speaking, and listening) in all modes of communication (presentational, interpretive, and interpersonal) within a communicative approach that integrates cultural products, practices, and perspectives in order to prepare students to communicate effectively with speakers of the target language in various social and professional settings including the workplace.

JAPN 210 Intermediate Japanese I (3 credits)

Offered once per year in the Fall quarter

Prerequisites: JAPN 140 or permission of the language faculty following the appropriate screening

This is the first course in the intermediate level sequence. Students will continue to develop skills in reading, writing, speaking and listening in all modes of communication within a communicative approach that integrates cultural products, practices and perspectives in order to prepare students to communicate effectively with speakers of the target language in various social and professional settings including the workplace. Methods may include, but are not limited to: structured and unstructured conversations, readings, and communicative activities. Areas of study may include but are not limited to: cultures and languages across the curriculum, film, theater, poetry, linguistics, and literature.

JAPN 220 Intermediate Japanese II (2 credits)

Offered once per year in the Winter quarter

Prerequisites: JAPN 210 or permission of the language faculty following the appropriate screening

This course is the logical continuation of JAPN 210. It is offered during students' co-op term and is delivered online. Students will develop skills in reading, writing, speaking and listening within a communicative approach that integrates cultural products, practices and perspectives in order to prepare students to communicate effectively with speakers of the target language in various social and professional settings including the workplace. Methods may include, but are not limited to: online activities, reading of authentic materials, interactions with the community where they are working, peer interactions, and interactions with the faculty when appropriate. Areas of study may include but are not limited to: cultures and languages across the curriculum, film, theater, poetry, linguistics, and literature.

JAPN 230 Intermediate Japanese III (3 credits)

Offered once per year in the Spring quarter

Prerequisites: JAPN 220 or permission of the language faculty following the appropriate screening

This course is the logical continuation of JAPN 220. Students will develop skills in reading, writing, speaking and listening within a communicative approach that integrates cultural products, practices and perspectives in order to prepare students to communicate effectively with speakers of the target language in various social and professional settings including the workplace. Methods may include, but are not limited to: explicit review of grammar, and vocabulary building through structured and unstructured conversations, readings, and communicative activities. Areas of study may include but not be limited to: cultures and languages across the curriculum, film, theater, poetry, linguistics, and literature.

JAPN 240 Intermediate Japanese IV (3 credits)

Offered once per year in the Summer quarter

Prerequisites: JAPN 230 or permission of the language faculty following the appropriate screening

This course is the logical continuation of SPAN 230. Areas of study may include but not be limited to: cultures and languages across the curriculum, film, theater, poetry, linguistics, and literature.

JAPN 310 Advanced Japanese I (2 credits)

Offered once per year in the Fall quarter

Prerequisites: JAPN 240 or permission of the language faculty following the appropriate screening

This is the first in the sequence of advanced-level courses. It is offered during students' co-op term and is delivered online. Students will develop skills in reading, writing, speaking and listening within a communicative approach that integrates cultural products, practices and perspectives in order to prepare students to communicate effectively with speakers of the target language in various social and professional settings including the workplace. Methods may include, but are not limited to: online activities, reading of authentic materials, interactions with the community where they are working, peer interactions, and interactions with the faculty when appropriate. Areas of study may include but not be limited to: cultures and languages across the curriculum, film, theater, poetry, linguistics, and literature.

JAPN 320 Advanced Japanese II (3 credits)

Offered once per year in the Winter quarter

Prerequisites: JAPN 310 or permission of the language faculty following the appropriate screening

This course is the logical continuation of JAPN 310. Students will develop skills in reading, writing, speaking and listening within a communicative approach that integrates cultural products, practices and perspectives in order to prepare students to communicate effectively with speakers of the target language in various social and professional settings including the workplace. Methods may include, but are not limited to: explicit review of grammar, and vocabulary building through structured and unstructured conversations, readings, and communicative activities. Areas of study may include but not be limited to: cultures and languages across the curriculum, film, theater, poetry, linguistics, and literature.

JAPN 330 Advanced Japanese III (3 credits)

Offered once per year in the Spring quarter

Prerequisites: JAPN 320 or permission of the language faculty following the appropriate screening

This course is the logical continuation of JAPN 320. Areas of study may include but not be limited to: cultures and languages across the curriculum, film, theater, poetry, linguistics, and literature.

JAPN 340 Japanese Capstone (3 credits)

Offered once per year in the Summer quarter

Prerequisites: JAPN 330 or permission of the language faculty following the appropriate screening

This is a project-based course that is delivered while students are completing the language immersion co-op, in which they are expected to do research on a topic related to the co-op setting according to a pre-planned proposal. Before the last week of the term students must make an oral presentation of their research project that they will deliver electronically.

Literature**LIT 110 Literature and History (4 credits)**

Foundation course

Offered twice per year

Prerequisites: none

Literature and History are often thought to be very deeply entwined disciplines. Is there a fundamental difference between the two? In this foundation-level course, students will be introduced to the principal literary genres of poetry, drama, and prose while considering the relationship between imaginative literature and historical narrative. Students will be introduced to historicism as a tool of literary analysis and investigate the sociopolitical function of the creative, “historical” imagination. Students will read a wide range of “historical” creative texts, including those that examine closely concerns of the past or future. Topically, these could focus on imperialism, slavery, environmental collapse, and war. Together, we will consider the ways in which literature and creative expression enable reconsiderations of these historic subjects.

LIT 120 Literature and Science (4 credits)

Foundation course

Offered twice per year

Prerequisites: none

In this foundation-level course, students will be introduced to the principal literary genres of poetry, drama, and prose while querying the relationship between science and literature. Topically, the course may investigate writings about nature and the environment, the social sciences, or hard science and technology. Students will also be introduced to basic

tools and strategies for critically approaching a literary text, including the “empirical” methodology of “close reading.” The following questions will shape our course and in-class discussions: Is there a “scientific” approach to literary study? How might scientific discoveries and developments help to shape literary endeavors, and how might science be shaped by literature? Are the creative imagination and scientific analysis opposed to one another?

LIT 130 Literature and Social Justice (4 credits)

Foundation course

Offered once per year

Prerequisites: none

In this foundation-level course, students will be exposed to and engage with a diverse selection of literature focused on a particular issue or debate related to social justice. Students who take this course will be asked to consider the relationship between creative, literary texts and the development of the skills, knowledge, and critical thought required for meaningful social engagement. Typically, the course might focus on such issues as civil rights and literacy, racial or gender discrimination, environmental justice, the prison industrial system and capital punishment, and other important issues. A significant portion of coursework may take the form of service learning or community outreach.

LIT 210 Intro to the Literary Tradition in English (4 credits)

Offered once per year

Prerequisites: none

This course is intended to provide a wide reading background in the English literary tradition, with emphasis on the broad historical, generic and cultural scope that comprises the literary tradition in English. Upon completion of this reading-intensive (survey) course, students should be able to: identify the major genres and their features; recognize the works of some of the major writers in English; describe the style and mode of different works; and provide descriptions and definitions of the major movements in the English literary tradition. Students should also be able to perform basic explications of literary works.

LIT 220 Intro to World Literature (4 credits)

Offered once per year

Prerequisites: none

This course is intended to provide a wide reading background in the world’s various literary traditions. This course will be reading-intensive, offering students an opportunity to: familiarize themselves with the major

literary genres and their features; recognize the works of some of the world's major writers; describe the style and mode of different works; and begin to compare and contrast the world's different literary traditions across culture and language. Students should also be able to perform basic explications of literary works. This course will be taught in English.

LIT 240 Intro to Drama (4 credits)

Offered every two years

Prerequisites: none

This course will offer students the opportunity to explore and become familiar with the drama as a major literary genre. Students will read, watch, and perform a variety of dramatic texts in order to gain an appreciation of the different dramatic modes, the process of moving from “page to stage,” and their historical and social contexts. Students will also be expected to acquire and employ common critical terms used in analysis of the drama, drawing both from classic criticism as well as contemporary performance theory.

LIT 241 Intro to Poetry (4 credits)

Offered every two years

Prerequisites: none

This course will offer students the opportunity to become familiar with poetry as a major literary genre. Students will be introduced to a range of forms and styles from ancient oral traditions to slam poetry, visual and kinetic poetry, and some of the most familiarly recognizable poetic forms, including the sonnet, the nursery rhyme, and the limerick. Students will read, hear, and recite a variety of poems in order to gain an appreciation of the different poetic modes (narrative, dramatic, lyric) and structures that poetry can assume. Students will be expected to acquire and employ common critical terms used in analysis of poetry.

LIT 242 Intro to Fiction (4 credits)

Offered every two years

Prerequisites: none

This course will offer students the opportunity to become familiar with fiction (imaginative prose) as a major literary genre. Texts considered in this course will include both popular and experimental fictional works, and canonical and non-canonical authors. Readings will be drawn from different cultural and national traditions, and students will gain a sense of how historical and social context informs fictional writing. Students will be expected to acquire and employ common critical terms used in analysis of fiction.

LIT 243 Intro to Cinema (4 credits)

Offered every two years

Prerequisites: none

This introductory-level course will offer students the opportunity to “read” the cinematic text as a distinct literary form. Students will watch, discuss, and critique a variety of cinematic texts in order to gain a critical appreciation of the different cinematic modes, including narrative film and documentary, through a survey of films from various countries and periods. Students will gain a sense of how historical and social contexts inform the filmic text, be introduced to film criticism, and learn to employ common critical terms used in the close analysis of cinematic texts. Note: this is not a production class.

LIT 250 Creative Writing I (4 credits)

Offered once per year

Cross-listed as ENG 250

Prerequisites: GSW 105; ENG 105; or instructor’s permission.

This is an intermediate-level course for students interested in sharpening and expanding their poetry, fiction, or creative nonfiction writing skills. Students will examine the work of established writers, as well as read, discuss and write original creative pieces in a workshop setting.

LIT 251 Expository Writing I (4 credits)

Offered once per year

Cross-listed as ENG 251

Prerequisites: none

This course is a genre-specific workshop that allows students to focus more intently on specific research techniques and to build skills in composing creative and critical nonfiction prose. Students will read established writers and write original compositions in a number of genres and styles. Individual courses may focus on essay writing; news, feature and editorial writing; the scholarly personal narrative; writing about specific subjects; or writing within specific academic disciplines.

LIT 290 Intro to Advanced Study in Literature (4 credits)

Offered once per year

Prerequisites: none

This course is intended to help prepare students within the literature major for advanced work within the discipline. It will introduce students to major approaches and debates within literary study and require them to encounter and engage with critical work by major theorists in the field. Approaches included in this course may include the following:

biographical, historical, geographic, feminist, postcolonial, and ecocritical. In this course, students will learn to identify and differentiate between major critical methodologies and arguments in the study of literature. In addition, students should be able to successfully apply the theoretical and methodological insights they have learned in this course to literary texts within their own written, formal work.

LIT 299 Introduction to Independent Study in Literature (1, 2, 3, or 4 credits)

Offered by mutual arrangement with instructor

Prerequisites: at least two LIT courses and instructor's permission.

This course is repeatable for credit.

The independent study is an opportunity to engage closely in research, analysis, and writing with a literature faculty member and to earn credit for literary study outside of the formal classroom setting. A student who is interested in learning about a topic that is not covered in the general curriculum may formally propose an introductory-level independent study to any member of the literature faculty. Credits for Independent Study are determined by the following principle: students will have 3 hours of supervised independent study per week per quarter credit, or a total of 30 hours of supervised lab/ field work per quarter credit distributed less evenly over the quarter than 3 hours per week.

LIT 310 Studies in Major Authors (4 credits)

Offered every two years

Prerequisites: at least two 100 or 200-level non foundation LIT courses.

This seminar is designed to allow for humanities majors in their senior year to develop the skills and research competencies necessary for their senior thesis or project. In this seminar students will select a topic, research it using the appropriate methodologies, and will write, workshop, edit, and present orally on their topic.

LIT 320 Gender in Literature (4 credits)

Offered every two years

Prerequisites: at least two 100 or 200-level non foundation LIT courses.

This advanced course will allow students to delve more deeply and in a sustained fashion into the ways in which gender appears in literary works. This course will draw from feminist and queer theory as well as other relevant critical approaches, and will include a selection of primary texts

that reflect a variety of gendered experiences. Students who take this course should be able to identify and explain a number of gendered approaches to literary texts as well as be able to employ one or more of these approaches in their own original critical analyses.

LIT 321 Ethnicity in Literature (4 credits)

Offered every two years Prerequisites: at least two 100 or 200-level non foundation LIT courses.

This advanced course will allow students to delve more deeply and in a sustained fashion into the ways in which ethnicity and race appear in literary works. This course will draw from critical race theory and postcolonial criticism as well as other relevant critical approaches, and will include a selection of primary texts that reflect a variety of “ethnic” and racialized experiences. Students who take this course should be able to identify and explain a number of critical approaches to “ethnic” literature and be able to employ one or more of these approaches to their own original critical analyses.

LIT 330 Literary Movements and Moments I (before 1850) (4 credits)

Offered every two years Prerequisites: at least two 100 or 200-level non foundation LIT courses.

This advanced course provides students with the opportunity to delve deeply into the historical study of literature, focusing on a major period within a particular literary tradition before 1850. Topics may include Medieval literature, the Renaissance, the early modern period, and Romanticism or other major movements in literature that are identified with the period before 1850. Students who take this course will learn the basic biographical and historical contours of the period of focus, as well as the social, intellectual, and political contexts of the works studied. This course should not focus solely on the one author or group alone, but should consider the "movement and moment" broadly, exposing students to both canonical and non-canonical works from the period.

LIT 331 Literary Movements and Moments II (after 1850) (4 credits)

Offered once per year Prerequisites: at least two 100 or 200-level non foundation LIT courses.

This advanced course provides students with the opportunity to delve deeply into the historical study of literature, focusing on a major period

curriculum. This course is repeatable with different themes and focuses, such as the Haiku, Protest Literature & Music and French New Wave Cinema. It is not intended to be a creative writing course or a theory-based course.

LIT 399 Advanced Independent Study in Literature (1, 2, 3, or 4 credits)

Offered by mutual arrangement with instructor

Prerequisites: LIT 299 or one 300 or 400-level LIT course and instructor's permission. This course is repeatable for credit.

The independent study is an opportunity to engage closely in research, analysis, and writing with a literature faculty member and to earn credit for literary study outside of the formal classroom setting. A student who is interested in learning about a topic that is not covered in the general curriculum may formally propose an advanced-level independent study to any member of the literature faculty. Credits for Independent Study are determined by the following principle: students will have 3 hours of supervised independent study per week per quarter credit, or a total of 30 hours of supervised lab/ field work per quarter credit distributed less evenly over the quarter than 3 hours per week.

LIT 470 Advanced Theoretical Approaches to Literature (4 credits)

Offered every three years
permission

Prerequisites: LIT 290 or instructor's
This course is repeatable for credit.

This advanced course provides students with the opportunity to delve deeply into the critical and theoretical work of a single critic or group of critics that have had significant impact on contemporary literary study. The subject(s) of this course may be chosen at the discretion of the instructor. These may include Freud and Jung; The Frankfurt School; Helene Cixous and the French Feminists; Raymond Williams and cultural studies; Edward Said and postcolonial theory; Judith Butler and queer theory; or others. This course may be repeated for credit with different instructors and/ or themes.

Math

MATH 090 College Math Skills (2 credits)

Offered once per year in the Fall quarter

Prerequisites: Placement in this course determined by placement test.

This course moves from elementary algebra through more complex concepts, with the objective of producing readiness for college-level work in mathematics and math-related courses. Topics include real numbers, fractions, exponents, rates and proportions, solving and graphing linear equations, and simple operations on polynomials. This course does not carry credit toward a bachelor's degree.

MATH 102 Explorations in Mathematics and Quantitative Reasoning (4 credits)

Foundation course

Offered once or twice per year

Prerequisites: none

This course builds the foundation for understanding selected concepts in mathematics and provides a foundational skill-set for analyzing quantitative information in several disciplines. Topics can come from algebra, logic and reasoning, statistics, and other topics that lead to developing and improving quantitative skills. Problem solving strategies and quantitative communication will be incorporated throughout the course via activities and/ or projects.

MATH 105 Introduction to Statistics (4 credits)

Foundation course

Offered twice per year in the

Fall and Spring quarters

Prerequisites: MATH 090 with a

grade of B or higher, or MATH 102, or an appropriately high score on the mathematics placement exam, or instructor's permission

This course introduces the discipline of statistics as a science of understanding and analyzing data. Topics include: data collection principles; graphical and numerical summaries of data; inference for categorical and numerical data; and simple linear regression. Students will be introduced to statistical software and will learn through real-life examples in a variety of fields, such as the sciences and social sciences. There is a computational Lab requirement.

MATH 150 College Algebra (4 credits)

Offered once per year in the Winter quarter
Prerequisites: MATH 090 with a grade of B or higher, or an appropriately high score on the mathematics placement exam, or instructor's permission

This course serves as a preparation for Precalculus. It uses multiple methods (graphical, numerical, and algebraic) to solve problems associated with linear, polynomial, rational, radical, exponential, and logarithmic functions. Students will acquire skills and knowledge that include: solving equations and inequalities; complex numbers; working with functions; inverse and composite functions; and systems of equations. This course is not a foundation or major course, but may be used as a disciplinary elective to meet part of the disciplinary elective credit requirement.

MATH 151 Precalculus (4 credits)

Offered twice per year in the Fall and Summer quarters
Prerequisites: MATH 150, or an appropriately high score on the mathematics placement exam, or instructor's permission.

This course prepares students for calculus through investigation and exploration of the characteristics associated with elementary functions, which include linear, polynomial, exponential, logarithmic, and trigonometric functions.

MATH 155 Calculus I (4 credits)

Offered twice per year in the Winter and Spring quarters
Prerequisites: MATH 151, or an appropriately high score on the mathematics placement exam, or instructor's permission

This is a course in differential calculus, which is the study of the instantaneous rate of change, or derivative, of a function. The course also introduces the concepts of limit and continuity, which are fundamental to many areas of mathematics and science. Students will learn how to interpret, compute, and apply derivatives of functions of one variable to real-life problems in science, economics, and geometry. An introduction to antiderivatives and differential equations is also included, if time permits.

MATH 160 Calculus II (4 credits)

Offered once per year in the Summer quarter

Prerequisites: MATH 155 or instructor's permission.

This is the second course in calculus of one variable. Topics include techniques and methods of integration, as well as application of integration to a variety of problems in science, economics, and geometry. Infinite series and convergence are studied along with an introduction to first-order differential equations.

MATH 205 Intermediate Statistics (4 credits)

Offered twice per year in the Spring and Summer quarters

Prerequisites: MATH 105 or instructor's permission

This course introduces a number of statistical tools and techniques that are routinely used by modern statisticians for a wide variety of applications. Topics include: hypothesis tests; analysis of variance; linear and multiple regression; design of experiments; and nonparametric methods. Students will actively work with statistical software and will learn through real-life examples in a variety of fields, such as the sciences and social sciences. There is a computational Lab requirement.

Media Arts

MEDA 101 Media, Internet, and Society (4 credits)

Foundation course

Offered once per year

Prerequisites: none

This course interrogates the relationship between media and society by focusing on innovations in media technology – from the printed page, to the webpage – that have revolutionized the ways humans think, act, and connect. As students gain practical skills – including the expressive use of typography in Adobe Illustrator, HTML coding, and web design – they also learn to think critically about media.

MEDA 102 Basic Media Production (4 credits)

Foundation course

Offered once per year

Prerequisites: none

In this class, students learn the essentials of: camera work for still and moving images, image correction, digital collage, video editing, sound recording, and composition. Topics include: file formats, light and color,

digital compression, and expression. As the gateway to most media arts classes, MEDA 102 is where students start learning to think with media.

MEDA 165 Community Voices (4 credits)

Offered once per year

Prerequisites: none

Organized and taught in conjunction with WYSO—Antioch College's radio station, which is nationally renowned for its community engagement—Community Voices gives students the ability to produce radio journalism. Through short assignments, and then by producing their own stories about local issues, students learn the art of interviewing, sound recording, writing, editing, and digital storytelling: crucial skills for documentary work of all kinds.

MEDA 185 Lens & Body: The Portrait (4 credits)

Offered every two years
instructor's permission

Prerequisites: MEDA 102 or

As a type of image that proliferated with Enlightenment individualism, the portrait is perhaps the quintessential representation of the iGeneration (how often do you change your Facebook profile picture?). This course will address all kinds of photographic portraiture as we endeavor to think with our cameras and see with our bodies. Topics may include: the performance of identity; video portraits; collaboration; and photographic encounters with the "other."

MEDA 190 The History of Photography (4 credits)

Offered every two years

Prerequisites: none

An overview of the history of photography covering major technological developments and artistic movements, focused on instances where photography shifted the human sensorium, changed our understanding of time, and spawned developments in Western sciences and pseudo-sciences (e.g. biology, anthropology, criminology, phrenology, etc.). Students learn to think clearly and write well with photographs, while they strive to understand how the flood of contemporary imagery affects individuals and society.

MEDA 195 Lens & Space: the Social Landscape (4 credits)

Offered every two years
instructor's permission

Prerequisites: MEDA 102 or

While traditional landscape photography evinces Romantic notions of nature as separate from (and thus impervious to) human culture, many photographers now focus on the messy encounters between nature and culture. This class immerses students in historical and contemporary approaches to landscape, urban space, and architecture, in order to apprehend space and create original images to dwell in.

MEDA 205 The Photographic Series (4 credits)

Offered every two years
instructor's permission
MEDA 195

Prerequisites: MEDA 102 or
Recommended: MEDA 185 or

Still photographs create meaning when presented in series: they suggest time, imply narrative, and present variations on given (or propose unexpected) taxonomies. They develop atmosphere, and let us dwell in it. Students will study photography books, photo essays, layout and design, as they develop several series of photographs, including a major final project.

MEDA 245 AudioVision: Video Production Intensive

Offered once per year
instructor's permission

Prerequisites: MEDA 102 or

In this course, students gain advanced working knowledge of cinema production. Working individually and in groups, students practice techniques and apply theories related to cinematography, lighting, sound design, and editing. Skills developed in this course are an essential foundation to narrative, documentary, and experimental filmmaking.

MEDA 255 Archive Fever: Found Footage Filmmaking (4 credits)

Offered every two years
instructor's permission

Prerequisites: MEDA 102 or

Godard proclaimed that "Photography is truth, and cinema is truth 24 times per second." Although the nature of these "truths" is up for debate, there is no doubt that humans have amassed an extraordinary trove of images since the birth of cinema. In this video production course students will learn and deploy the artistic strategies used to (re-)make meaning via détournement and found footage filmmaking.

MEDA 265 Introduction to Animation (4 credits)

Offered once per year Prerequisites: MEDA 102 (or simultaneous enrollment in MEDA 102) or instructor's permission

In this course, students receive an intensive introduction to general animation techniques and learn the foundational technical skills and theoretical concepts of animation. Students learn the fundamental principles of motion and timing through both digital and traditional animation workflows. Students employ various animation skills learned throughout the quarter with exercises and assigned projects ranging from hand-drawn flipbooks to 2d computer animations.

MEDA 270 Special Topics in Media Arts with the Resident Artist: (subtitle) (4 credits)

Offered every three years Prerequisites: MEDA 101 or MEDA 102 (depending on the focus of the course), or instructor's permission
This course is repeatable for credit

An important element of our arts program at Antioch College is our artist-in-residence program. These special topics courses will accommodate the disciplinarity of our visiting artist-in-residence. This course may be taken more than once if the coursework, title, and description are distinct.

MEDA 290 History of Cinema (4 credits)

Offered once per year Prerequisites: none

This course traces the historical development of the art of cinema through international movements, underground currents, changing technology, and style. In conjunction with regular screenings, readings, and discussion, students will explore major ideas in film theory, and learn the basics of clear and critical description—a skill that is useful in writing about cinema across the humanities.

MEDA 299 Independent Study in Media Arts (1, 2, 3, or 4 credits)

Offered by mutual arrangement with instructor
Prerequisites: instructor's permission This course is repeatable for credit

This course allows individual students, in consultation with and under the supervision of a faculty member in related fields, to develop and design a course of study on a topic of mutual interest. The student takes the

responsibility for designing and proposing a course syllabus (following a template for independent studies) that would clearly outline the learning objectives, course activities, assignments and bases of evaluation for the course. The syllabus should specify the prerequisites for the course including academic standing, and the student should demonstrate sufficient background in media arts to justify the required independent work. The faculty member is ultimately responsible for approving, supervising, evaluating, and grading the course.

Credits for Independent Study are determined by the following principle: students will have 3 hours of supervised independent study per week per quarter credit, or a total of 30 hours of supervised lab/ field work per quarter credit distributed less evenly over the quarter than 3 hours/ week.

MEDA 350 Special Topics in Documentary: (subtitle) (4 credits)

Offered once per year of Cinema or instructor's permission for credit	Prerequisites: MEDA 290: History This course is repeatable
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An intensive production seminar focused on a particular approach to documentary. Students produce one major project, or several, over the course of the quarter, either individually or collaboratively with other students. Course topics will vary, but may include: The Essay Film; Performative Documentary; Fake Documentary; Radio Documentary; Documentary Photography; Animated Documentary; etc. May be repeated for credit given different course topics and titles. Prerequisites will vary according to course design.

MEDA 355 Experimental Media: (subtitle) (4 credits)

Offered every two years This course is repeatable for credit.	Prerequisites: instructor's permission
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In this special topics course, students gain advanced working knowledge of a specific topic in experimental media. Topics may include: experimental cinema theory and production, experimental curating, experimental film festival organizing, etc.

MEDA 365 Special Topics in Animation: (subtitle) (4 credits)

Offered every three years instructor's permission	Prerequisites: MEDA 265 or This course is repeatable for credit
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An intensive animation course focused on a particular set of production

techniques. Topics will vary, but may include: handcrafted/ handmade animation, stop motion animation, 3D animation, or others. May be repeated for credit given different course titles and topics.

MEDA 380 Advanced Projects in Media Art (4 credits)

Offered every three years Prerequisites: any 3 non-foundation
MEDA production courses (all MEDA courses except MEDA 101, 102,
190, 290, and 390) or instructor's permission. Majors only, and 3rd-year
standing This course is repeatable for credit

Students produce an in-depth project of their choosing, and develop it over the quarter via regular in-class critiques. Projects can be in photography, video, sound, animation, new media, or a mixture thereof. Students may use this course to develop a new project, or to edit material made away from campus the previous quarter (e.g. while on co-op). Shared readings and screenings will emerge according to students' interests. May be repeated for credit.

MEDA 390 Special Topics in Film History: (subtitle) (4 credits)

Offered once per year Prerequisites: LIT 243 and MEDA
290 or instructor's permission This course is repeatable for credit

Whether focused on a movement in cinema history (e.g. France's *Nouvelle Vague*), on a national cinema (e.g. Japanese Documentary), or on a frontier between cinema and other disciplines (e.g. Cinema and Psychoanalysis), this course will develop the student's critical vocabulary and philosophical understanding of the medium. This is primarily a history and theory course, though instructors may allow students to produce original media art rather than a research paper. Course topics will vary, but may include: *The History of Documentary*; *The History of Animation*, topics mentioned above, or others. MEDA 390 may be repeated for credit given different course topics and titles. Any three MEDA courses will fulfill the prerequisite requirement except: MEDA 101; 102; 190; 290; and 390.

MEDA 399 Advanced Independent Study in Media Arts (1, 2, 3, or 4 credits)

Offered by mutual arrangement with instructor
Prerequisites: instructor's permission This course is repeatable
for credit

This course allows individual students, in consultation with and under the supervision of a faculty member in related fields, to develop and design a course of study on a topic of mutual interest. The student takes the responsibility for designing and proposing a course syllabus (following a template for independent studies) that would clearly outline the learning objectives, course activities, assignments and bases of evaluation for the course. The syllabus should specify the prerequisites for the course including academic standing, and the student should demonstrate sufficient background in media arts to justify the required independent work. The faculty member is ultimately responsible for approving, supervising, evaluating, and grading the course.

Credits for Independent Study are determined by the following principle: students will have 3 hours of supervised independent study per week per quarter credit, or a total of 30 hours of supervised lab/ field work per quarter credit distributed less evenly over the quarter than 3 hours per week.

MEDA 415 Comic Arts 2 (4 credits)

Offered every three years

Cross-listed as VISA 415

Prerequisites: VISA 410 or instructor's permission

This course is an exploration of the comics and the graphic novel as a storytelling art form with a focus on digital techniques and processes. Emphasis is placed on storytelling concepts and technical drawing skills. Students will use research, storyboarding, writing, critique, and revision to foster the foundation for a personal voice. Students will also learn ways in which images can tell a full story independent of the written work, through tone, pace, time, and implied dialogue. This course includes discussions of important contemporary comic artists who are pushing the boundaries of comic narrative. Students will consider the political and social potential of the comic and graphic novel through an investigation of these contemporary practitioners. Areas of focus will include gender, race, and class representation.

MEDA 465 Advanced Special Topics in Animation: (subtitle) (4 credits)

Offered once per year

Prerequisites: MEDA 365 in the

given topic or instructor's permission

This course is

repeatable for credit

An advanced animation course focused on a particular set of production

techniques, usually taught simultaneously with MEDA365: Topics in Animation. Topics will vary, but may include: handcrafted/ handmade animation, stop motion animation, 2d animation, 3D animation, or others. May be repeated for credit given different course titles and topics.

Political Economy

PECO 105 Foundations of Political Economy (4 credits)

Foundation course

Offered twice per year

Prerequisites: none

This course introduces students to the main theories/ paradigms of political economy, particularly as they apply to the production and distribution of wealth, power, and welfare in capitalism. This course will help students to become more sophisticated in their understanding and critical thinking of capitalism as a structurally complex, historically dynamic, culturally diverse, and ideologically active socioeconomic system. Students are expected to gain a basic literacy in the foundational languages and discourses of economics and to develop skills and perspective to investigate “economic” issues using different levels of analysis, involving behavioral, moral/ ethical, structural, and historical dimensions, navigating through multiple knowledge fields and disciplines, and addressing them to the realms of both theory and action/ policy.

PECO 110 Principles of Economics (4 credits)

Foundation course

Offered twice per year

Prerequisites: none

By necessity, as economic actors (e.g., consumers, investors, workers, employers, managers, policymakers), individuals, economic enterprises, and/ or government agencies make many choices everyday that involve allocation and distribution of resources. Economics is a field of study that gives us analytical apparatus and a technique of thinking to better understand and explain the rationale and forces underlying these choices. This course introduces students to basic assumptions, analytical concepts, and tools in micro and macroeconomics.

PECO 210 U. S. Political System (4 credits)

Offered once per year

Prerequisites: none

The purpose of this course is to introduce students to U.S. political systems-government and politics. First, we will study the founding of the American political system; in this we will consider the core concepts and theoretical underpinnings of the U.S. system of government: political culture; the Constitution; and federalism. A solid grasp of these concepts will help you better understand the underlying reasons for the structure of the U.S. political system and distinguish between different forms of government and democracy. Second, we will focus on American political behavior by examining the key components of politics in the U.S. system, including public opinion, the mass media, political parties, interest groups, campaigns, elections, and electoral participation. This should help students distinguish among political ideologies. Third, we will study American political institutions: Congress; the presidency and the bureaucracy; and the courts. Next, we will critically examine civil rights and civil liberties in America by analyzing how the U.S. government shapes and influences the individual freedoms and rights of its citizenship. Finally, we will take a close look at policy-making in the American political system and the ways in which diverse interests and powers have intersected to shape them.

PECO 220 Intermediate Micro and Macroeconomic Theory (4 credits)

Offered once per year
instructor's permission

Prerequisites: PECO 110 or

This course studies the theory of demand (consumer behavior and consumer choice), the theories of production and cost, the theory of firms (transaction costs), and the theory of markets on the one hand, and economic theories and policies regarding economic growth, general equilibrium, economic cycles, unemployment, income distribution, productivity, and inflation on the other. The course helps students understand methods and principles underlying neoclassical and Keynesian economic analysis.

PECO 250 Economic Anthropology (4 credits)

Offered every two years

Cross-listed as ANTH 250

Prerequisites: ANTH 105, ANTH 110, PECO 105, PECO 110, or
instructor's permission.

This course takes familiar economic behavior, practice, and institutions such as consumption, market, exchange, money, etc. and makes them

unfamiliar by studying their variability across cultures. This course employs concepts and methods borrowed from the disciplines of anthropology and economics to examine differences and similarities in the organization, meaning, and function of economic relations involving production, distribution, consumption, debt, profit, etc. across cultures. The course reviews sample studies of economic institutions in Japan, China, and Mexico.

PECO 260 Political Economy of Technology (4 credits)

Offered every two years

Prerequisites: none

This course introduces students to the role of technology in political and economic development. Technology is essential to human existence, mediating our relationships to nature and each other. In fact, technology is so fundamental that it is at the core of our darkest dystopian visions (Huxley's *Brave New World*) and utopian futures (Kurzweil's *The Singularity is Near*). Yet, we seldom stop to consider the social power relations embedded in our technologies and technological systems. This course introduces an array of conceptual tools and theoretical frameworks for understanding the political economy of technology. We will apply these frameworks to a number of critical contemporary issues, such as: work and leisure, food and the environment, the logistics revolution, modern warfare, surveillance and cyber-security, and social media and democratic organizing.

PECO 270 Political Economic Theory (4 credits)

Offered once per year
instructor's permission

Prerequisites: PECO 105 or

This course helps students to deepen their understanding of theoretical issues in political economy. It expands on major theoretical discourses within or between liberal, radical, institutional, and poststructuralist approaches to political economy. The focus will be placed on selected themes introduced in PECO 105. These themes include: modes of regulation, modes of accumulation, equilibrium vs. crisis, theory of value, technology and progress, class mobility, class and culture, cultural capital, efficiency vs. equity, morality, and rationality.

PECO 280 Global Political Economy (4 credits)

Offered once per year
 one ANTH or PSYC course (or an additional PECO course), or
 instructor's permission

Prerequisites: one PECO course and

The course combines theories and insights from a number of disciplines such as economics, sociology, international relations and comparative politics to develop a better understanding of globalization. It begins with an overview of the current state of the global economy, its main national and transnational actors, and its major issues and challenges. Then it reviews major theoretical perspectives ranging from classical mercantilist, liberal and neo-liberal, modernization, hegemonic power, dependency, world system, to state developmentalism to explain the historical development of the global political economy. For more in-depth analysis, the course will focus on certain themes including: transnational corporations, global division of labor, uneven development, debt crisis, human rights, and environmental sustainability. Offered once per year. Prerequisites: one PECO course and an ANTH, PECO or PSYC course, or instructor's permission.

PECO 290 International Relations Theory (4 credits)

Offered every other year
 instructor's permission

Prerequisites: PECO 105 or

This course provides an overview of International Relations (IR) in theory and practice. The course enables students to use the conceptual tools provided by competing IR theories – including (neo)realism, (neo)liberalism, Marxism, constructivism, and feminism – to explain and understand world politics during key historical events, such as: World War I, World War II, the Cold War, and the (ongoing) War on Terror. Specific topics covered may include: imperialism; U.S. foreign policy; the military-industrial complex; neoconservatism; political Islam; and the rise of China. Overall, this course provides students with the knowledge necessary to develop theoretically informed and empirically grounded perspectives in order to engage international politics more thoroughly.

PECO 299 Independent Study (Intermediate) (1, 2, 3, or 4 credits)

Offered by mutual arrangement with instructor
 Prerequisites: instructor's permission
 for credit

This course is repeatable

The independent study is an opportunity to engage closely in research, analysis, and writing with a political economy faculty member and to earn credit for study outside of the formal classroom setting.

Credits for Independent Study are determined by the following principle: students will have 3 hours of supervised independent study per week per quarter credit, or a total of 30 hours of supervised work per quarter credit distributed less evenly over the quarter than 3 hours per week.

PECO 310 Anthropology of Globalization (4 credits)

Offered every two years

Cross-listed as ANTH 310

Prerequisites: ANTH 105, PECO 105, or instructor's permission

In this course we will consider various views of globalization and how global processes impact and interact with culture. To this end, we will look at ethnographic studies of globalization, considering questions such as: How is globalization experienced? What are the local effects of globalization? Is globalization homogenizing or do various forms of pluralism continue to exist? How accurate and useful are the terms “local” and “global”?

PECO 315 Environmental Economics (4 credits)

Offered once per year
instructor's permission

Prerequisites: PECO 110 or

The purpose of this course is to understand the role of economics in environmental issues, especially in the formation of environmental policy. The course reviews major economic concepts such as economic efficiency, externalities, market failure, choice and regulation, economic sustainability, etc. particularly in their application to environmental issues. The course also uses economic tools such as cost-benefit analysis to evaluate environmental policy options. Case studies involving command-and-control strategies (regulations, standards, etc.) and incentive-based strategies (subsidies, permits, etc.) will be examined. We will examine the relevance of positive economics and normative economics to understand environmental policies.

PECO 320 Labor Economics (4 credits)

Offered every two years
instructor's permission

Prerequisites: one PECO course or

This course reviews classical, Marxist, and neo-liberal theories of labor and wage. The course evaluates the structures of different labor markets and varying determinants of demand for and supply of labor. It offers a humanistic view of work and explores its meanings to workers, to employers, and to society. The course provides an overview of labor history in the United States with a focus on shifts in labor movement and changes in labor organizations. The course also covers the following topics: wage differences and labor market discrimination, human capital and education, labor mobility and migration, globalization and division of labor, and minimum wage policies.

PECO 330 Political Economy of Race and Gender (4 credits)

Offered every two years

Prerequisites: one PECO course and one ANTH or PSYC course (or an additional PECO course), or instructor's permission

This course provides an overview of efforts to understand inequalities based on race/ ethnicity and gender, as well as citizenship, class, and other dimensions of collective identity. The assigned readings emphasize contributions from outside the tradition of Marxian political philosophy. The challenges and contributions of feminist theory receive special attention. Recent innovations in institutional and behavioral economics, including experimental economics, are also emphasized. The exploration of inequality is situated within five major areas of political economy: (1) forms of collective identity and conflict, (2) individual decision-making and social coordination, (3) human capital and social mobility, (4) long-run growth and economic sustainability, and (5) organizational hierarchy. Offered every two years.

PECO 350 Public Policy (4 credits)

Offered once per year

Prerequisites: one 200-level PECO course or instructor's permission

In this course, students will examine how the struggles for power and for wealth affect one another and the realization of these values. Specifically, students will compare and contrast political and market solutions to collective problems, the politics of economic crises, corporations and labor in the political economy, regulation and monetary policy, and fiscal policy.

PECO 360 Comparative Political Economy (4 credits)

Offered once per year
instructor's permission

Prerequisites: PECO 105 or

This course intends to study capitalism in its multiplicity and variability. It examines capitalism's tolerance for diversity and variability. The course allows students to compare the political economy of capitalism across various cultural, economic, and political systems. This course is divided into four parts. In part I, students are introduced to and review key political economy concepts and inquiry. In part II, students will learn about different methodologies of comparative analysis. In part III, students use case studies of political economy systems of selected countries or regions to become familiar with their type or mode of capitalism. These cases range from liberal, established capitalism of North America, welfare-state capitalism in Europe, guided capitalism of Japan, transitional capitalism of China and Russia, emerging capitalisms of Asia and Latin America, and traditional, mixed capitalism of the Middle-East and Africa. In part IV, students will exercise with and conduct comparative analysis of at least three different political economies. This exercise will culminate in designing a post-capitalist political economy.

PECO 390 Special Topics in Political Economy: (subtitle) (4 credits)

Offered every two years
course or instructor's permission

Prerequisites: one 200-level PECO

This course is designed primarily to give students an opportunity to further their research on the themes introduced in the Global Seminars (i.e., Water, Food, Energy, Health, Governance, and Education) from a political economy perspective. Additionally, the course may focus on selected topics based upon faculty's expertise, students' interests, and curriculum needs. This may include a variety of interdisciplinary topics such as: political economy of money, community economics, economic democracy, etc.

PECO 399 Advanced Independent Study (1, 2, 3, or 4 credits)

Offered by mutual arrangement with instructor

Prerequisites: PECO 299 and instructor's permission. At least two courses in PECO at Antioch College may be required at instructor's discretion.

This course is repeatable for credit

The independent study is an opportunity to engage closely in research, analysis, and writing with a political economy faculty member and to earn credit for study outside of the formal classroom setting.

Credits for Independent Study are determined by the following principle: students will have 3 hours of supervised independent study per week per quarter credit, or a total of 30 hours of supervised work per quarter credit distributed less evenly over the quarter than 3 hours per week.

Performance

PERF 103 Voice and Speech (4 credits)

Foundation course

Offered twice per year

Prerequisites: none

Voice and Speech will allow students to explore their own voices and how they use them to speak and sing in a non-threatening, non-judgmental atmosphere. Students will use imagery as an aid to free the voice from inhibiting elements learned as a result of our personal, social, gendered and familial histories.

PERF 104 Presence of the Performer (4 credits)

Foundation course

Offered twice per year

Prerequisites: none

This class is an introduction to performance art. Performance art can be any situation that involves four basic elements: time; space; the performer's body; and a relationship between performer and audience. Working within these basic building blocks, students will investigate a variety of styles and techniques using objects, gesture, task, text, image, and media to examine strategies for creating both narrative and non-narrative works. They will use their own physical and vocal presence to explore methods for activating and focusing their performance energy to engage the audience. A series of performance studies will culminate in a public showing at the end of the term. Prerequisite: None.

PERF 140 Storytelling (4 credits)

Foundation course

Offered twice per year

Prerequisites: none

What is your story? Story is often the centerpiece of performance and for many contemporary performance artists writing is essential to their practice. Students will begin with a study of selected folklore-based myths, folktales, fairy tales, and legends to learn how different types of stories and the context of their presentation shape peoples' identities and worldviews. A variety of critical examinations of contemporary performance texts and contexts including the personal experience narrative, testimonies, journalism, and other media will be explored. Field trips to contemporary storytelling events will also be included. Students will present a public storytelling event as a culmination of their work in the class.

PERF 150 Improvisation in Art and Life (4 credits)

Offered every two years

Prerequisites: none

Improvisation is a critical aspect of creativity. Through innovation in response to the moment at hand, something new emerges and is enacted spontaneously. This course explores this phenomenon through the disciplines of dance and theater. Working primarily with body and voice, students will develop the ability to create and inhabit scores that allow for individual and group improvisational performance.

PERF 165 Styles of Live Art (4 credits)

Offered once per year
VISA foundation course

Prerequisites: any MEDA, PERF, or

This art history course is a laboratory study of twentieth-century avant-garde performance styles and movements including presentational aspects of futurism, Dadaism, the Bauhaus movement, the work of Antonin Artaud, happenings, the Fluxus Movement, and diverse examples of contemporary performance art. The course examines the theoretical and historical contexts that influenced the development of these movements, their impacts upon the art of their time, and their influence upon the theoretical underpinning of today's art practices. Students will write a research paper about an aspect of the history and theory and complete a series of exercises recreating a performance from a style, artist, or era they have studied. This course is embodied scholarship in that students both create in the studio and research the performance styles from the past.

PERF 170 Technical Practicum in Performance (2 credits)

Offered twice per year

Prerequisites: none

This course is repeatable for credit

Technical Practicum in Performance is an introductory class to the technical aspects of creating and presenting live performance. Students will become familiar with the basic tenets of lighting, sound set and costume design and will be trained to utilize the equipment in the Foundry Theater. Students will be given crew assignments to support productions during the term in order to gain hands-on production experience. This course may be repeated for credit since every term presents new technical challenges related to projects. Students who take the class a second time will be utilized as crew heads and mentored into a deeper understanding of one technical aspect in which they wish to specialize.

PERF 180 Approaches to Acting: (subtitle) (4 credits)

Offered every two years

Prerequisites: none

This course introduces students to various approaches to acting for the stage. The class will consider theoretical underpinnings of the technique studied, as well as engage students in the practice of the technique in order to acquire a fundamental ability and understanding of how to apply it to a given performance text or situation. Students will be expected to read primary sources on the approach(es) studied as well as participate in

exercises in class and on their own to develop their abilities. Approaches to acting that may be engaged include: Meisner Technique, Chekhov Technique, Mask Work, Viewpoints, The Classics, Scene Analysis, and Commedia dell'arte. All versions of the class are designed to enable students to be confident in having a way into the acting process whether they are working with original or scripted material.

PERF 181 Vocal Music Instruction (1 credit)

Offered every two years Prerequisites: none
This course is repeatable for credit

Individual and group instruction in singing. This is a disciplinary elective course that allows students to engage more fully in the development of discipline-based technique as a complement to their scholarly and creative work within the performance major. This is not a required majors course.

PERF 182 Modern Dance (2 credits)

Offered every two years Prerequisites: none

This is an introductory technique class. This is a disciplinary elective course that allows students to engage more fully in the development of discipline-based technique as a complement to their scholarly and creative work within the performance major. This is not a required majors course.

PERF 183 Individual Instruction in Music (1 credit)

Offered every two years Prerequisites: none
This course is repeatable for credit

Individual instruction to develop an ongoing practice of a musical instrument. This is a disciplinary elective course that allows students to engage more fully in the development of discipline-based technique as a complement to their scholarly and creative work within the performance major. This is not a required majors course. Contact/ sign-up with instructor for lesson time.

PERF 184 West African Percussion: Technique and Improvisation (1-2 credits)

Offered every two years Prerequisites: none

Ensemble drumming is practiced throughout West Africa. Drum ensembles play for recreation, ceremonies, weddings, funerals, parties, and religious meetings. Other instruments often join the drums to accompany

singing and dancing. Drumming, singing, and dancing are often performed in a circular formation. This course is designed to allow students to explore the following pedagogies: Modeling of rhythms and other performance practices, aural learning through imitation and practice, listening, and analysis. Formerly PERF 108.

PERF 185 Fundamentals and Extensions of Music (2 credits)

Offered every three years

Prerequisites: none

This course teaches the basics of music theory and standard notation. Topics include familiarity with the staff system, clefs, note placement, pitch names, scale types, key signatures, intervals, basic harmony, rhythmic notation and practice, voice leading, sight singing, and phrase structure. The work of the course will involve worksheets on various theoretical issues, drills of basic pitch and rhythmic concepts, and listening to examples with the goal of improving aural analysis and fundamental musical abilities. In addition to the theoretical and practical aspects of music, the course will also delve into cross-disciplinary issues such as the cultural development of music in humans; music, language, and communication; and the interface of music with sociology, anthropology, mathematics, and physics.

PERF 230 Writing and Performing the Self (coupled with PERF 330) (4 credits)

Offered once per year

Prerequisites: PERF 103, PERF 104, PERF 140, or instructor's permission

This class will examine the extensive tradition of performance based upon autobiography and examine the methodologies and techniques for transforming personal experience into a work of art. Students will strive to create work that expresses the particular elements of the narrative reality of an individual and also connects with the universal realities of the human experience. Historically and theoretically important auto-performances will be used as case studies to broaden students' understanding of strategies and approaches to telling their story. They will develop their project through a series of focused composition and performance exercises will lead to an auto-performance presented to the community at the end of the term.

PERF 250 Rehearsal and Production (coupled with PERF 350)
(4 credits)

Offered twice per year	Prerequisites: PERF 103, PERF 104, PERF 140, PERF 150, PERF 180, or instructor's permission
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In this class, students participate in all aspects of production: acting; dramaturgy; set and costumes construction; lighting; and collaborative creation. Under the direction of a faculty member or visiting artist, students take part in presenting a play for the public. Social and historical aspects of the play, the author and the style in which the play will be presented are studied and observed. Students will gain a basic understanding of how to analyze and stage a dramatic text and develop aesthetic choices that support its comprehension and embody the intentions of the writer and director.

PERF 260 Special Topics in Performance: (subtitle) (4 credits)

Once per year	Prerequisites: PERF 103, PERF 104, PERF 140, or instructor's permission	This course is repeatable for credit
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This course is built around a variety of concerns in poetic concept or technique. Examples may include: advanced storytelling; performance on location; contact improvisation; acting for the camera; modern dance; acting for the camera; introduction to playwriting; material versus matter; endurance or other relevant topics.

PERF 265 Performance History/ Critical Studies (4 credits)

Offered every two years	Prerequisites: PERF 165 or instructor's permission
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This art history course will study selected investigations concerning contemporary art(s) history and critical studies from the mid-twentieth century to the present day. This survey examines changes in contemporary arts practice and its social, cultural, and institutional contexts. It also addresses an increasingly globalized art world with the inclusion of multiple disciplines and the emergence of hybrid forms that include the use of performance, multimedia, visual arts, dance, and music. Offered every two years. Prerequisite: PERF 165 or permission of instructor.

**PERF 270 Special Topics in Performance with the Resident Artist:
(subtitle) (4 credits)**

Offered every three years Prerequisites: PERF 150, 165, 180,
230, 250, or permission of instructor This course is repeatable
for credit

A regular part of our arts program is artist residencies or visiting artists. This special topics course will accommodate the approach that a resident artist will take towards a project or topic, based on their discipline. Possible performance methods include acting, dance, experimental music, community-based arts practice, site –specific performance, activist art. This course may be taken more than once as long as the coursework, title and description are distinct.

PERF 299 Independent Study in Performance (1, 2, 3, or 4 credits)

Offered by mutual arrangement with instructor Prerequisites: Two
100-level PERF courses and one 200, 300, or 400-level PERF course, or
instructor's permission This course is repeatable for credit

Students may petition an individual faculty member to guide the development of a proposed performance art project or scholarly research. Students must focus their activities in a performance related field of interest to the student and in which the faculty has some scholarly, professional, or pedagogical experience. Independent study can be completed over a period of more than one term and may include work completed during a full-time co-op term. This class is designed to give students the ability to pursue opportunities that may present themselves in a location or culture students may find themselves immersed in off-campus. Students are expected to take considerable initiative in creating the course of their study, and to collaborate with faculty regarding how they will demonstrate their learning. Offered as requested and as faculty time allows.

Credits for Independent Study are determined by the following principle: students will have 3 hours of supervised independent study per week per quarter credit, or a total of 30 hours of supervised work per quarter credit distributed less evenly over the quarter than 3 hours per week.

PERF 320 Directing Seminar (4 credits)

Offered every two years Prerequisites: PERF 230, PERF 250,
PERF 330, PERF 350, or instructor's permission

This course is designed to ground students in theories of directing that would inform their work on a studio project putting theory into practice. Leading twentieth century directors including Bertolt Brecht, Harold Clurman, Joseph Chaikin, Peter Brook, Jerzi Grotowski, Richard Forman, and Ann Bogart will provide a framework for discussion of directorial strategies and approaches. We will also gain a basic historical understanding of the role of the director and how it has evolved. Students will become familiar with aspects of directing that include the use of image and text, the architecture of space, event, character, performer, and audience relationship.

PERF 330 Writing and Performing the Self II (coupled with PERF 230) (4 credits)

Offered once per year
or instructor's permission

Prerequisites: PERF 230 or

This course continues and deepens the explorations of PERF 230 Writing & Performing the Self. Drawing on performance art, theater and multi-media solo performance traditions, students will see live performance, watch videos, read articles, write performance reflections, essays and reviews. The main work this term will be to develop an autobiographical performance that incorporates both action and text. PERF 330 assignments will be more ambitious than those in PERF 230 and may allow for special mentoring of PERF 230 students. Students will be expected to spend significant time outside of class watching and developing performance work. Final performances will be presented to the community at the end of the term. PERF 330 students will be expected to take on greater aspects of final production planning and are expected to demonstrate growth in performance practice from the 200- to 300-level.

PERF 350 Rehearsal and Production II (coupled with PERF 250) (4 credits)

Offered twice per year
or instructor's permission

Prerequisites: PERF 230, PERF 250,
This course is repeatable for credit

In this class, students participate in all aspects of production at a more advanced level: acting, dramaturgy, set and costumes construction, lighting and collaborative creation. Under the direction of a faculty member or visiting artist, students take part in presenting a play for the public. Social and historical aspects of the play, the author and the style in

which the play will be presented are studied and observed. Students will gain a deeper understanding of how to analyze and stage a dramatic text, develop aesthetic choices that support its comprehension and embody the intentions of the writer and director. Class will incorporate a regular company warm-up that will include physical and vocal training as well as improvisational work. Students will be expected to take on either a performative or technical design role at an advanced level, as well as additional research and dramaturgical tasks, promotion and publicity, costume and set construction and supporting fellow actors through side-coaching and line memorization. Advanced students in Rehearsal and Production II will be working on a significant acting design, or research role and will be integral within the leadership of the artistic project. Prerequisite: PERF 230 or permission of instructor. Corequisite: PERF 250.

PERF 360 Advanced Special Topics in Performance: (subtitle) (4 credits)

Offered every two years	Prerequisites: one 200-level course in PERF, MEDA, VISA, or ARTS, or instructor's permission
This course is repeatable for credit	

This course is built around a variety of interdisciplinary and global concerns. Examples may include: performance as tactical media; performing gender; crossing borders through performance; Brecht and Boal; performing community; community-based dialogical art practices; performing ecologies: site-specific projects linking art and the environment; introduction to dance: human anatomy into motion; dance composition: the art of making dances.

PERF 365 Performance Studies (4 credits)

Offered once per year	Prerequisites: PERF 165, any 200-level PERF course, or instructor's permission
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This non-studio arts course grounds students in the theories of Performance Studies pioneered by Richard Schechner and others in the late twentieth century. The course explores notions of ritual, performance, and play across a variety of modes and disciplines including theater and dance, as well as non-theatrical presentations of self in everyday life. Students will engage the material through original research, participant observation, cultural and historical case studies, theoretical writings, and reflection in the form of writing, media production, and/ or performance.

PERF 370 Documentary-Based Performance (4 credits)

Offered every two years	Prerequisites: PERF 230, 330, 250, 350, 265, or instructor's permission.
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Students will focus on the work of Anna Deavere Smith, John Malpede, Spaulding Gray, Carlyle Brown, and others to examine the methodologies, “aesthetic of others” discourse, representational issues, and strategies of documentary-based performance. Students will explore how “objective” facts and events are translated into a subjective experience for the performer that communicates to an audience.

PERF 399 Advanced Independent Study in Performance (1, 2, 3, or 4 credits)

Offered by mutual arrangement with instructor PERF 299 or instructor's permission for credit	Prerequisites: This course is repeatable
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Students may petition an individual faculty member to guide the development of a proposed performance art project or scholarly research. Students must focus their activities in a performance related field of interest to the student and in which the faculty has some scholarly, professional, or pedagogical experience. Independent study can be completed over a period of more than one term and may include work completed during a full-time co-op term. This class is designed to give students the ability to pursue opportunities that may present themselves in a location or culture students may find themselves immersed in off-campus. Students are expected to take considerable initiative in creating the course of their study, and to collaborate with faculty regarding how they will demonstrate their learning. Offered as requested and as faculty time allows.

Credits for Independent Study are determined by the following principle: students will have 3 hours of supervised independent study per week per quarter credit, or a total of 30 hours of supervised work per quarter credit distributed less evenly over the quarter than 3 hours per week.

PERF 440 Rehearsal and Production Tutorial (4 credits)

Offered once per year	Prerequisites: third or fourth year standing and two of the following: PERF 230, PERF 250, PERF 330, or PERF 430, or instructor's permission
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This course allows students the opportunity to participate as a cast, crew, dramaturg, or collaborator within a public project or production by a

fellow student, visiting artist or faculty member. Students are mentored through the experience to maximize their effectiveness as well as reflect on the strengths of their contribution and possible areas of challenge or growth. Offered once per year. Prerequisites: Third or fourth-year standing and any two of the following: PERF 165; PERF 230/ 330; 250/ 350; 265; 320; 340; and 360.

PERF 470 Advanced Special Topics in Performance: (subtitle) (4 credits)

Offered every three years only, or instructor's permission for credit

Prerequisites: Performance majors
This course is repeatable

At the advanced level, students will have the opportunity to focus on specialized topics when offered. This may be concurrent with our artist-in-residence program. This course may be taken more than once as long as the coursework, titles, and descriptions are distinct.

Philosophy

PHIL 110 Law and Justice in the Western Tradition (4 credits)

Foundation course
Prerequisites: none

Offered once per year

This is an introductory course designed to explore the themes of law and justice as they have been addressed in the philosophical tradition, in contemporary political debates, and in legal opinions. Students will become familiar with these topics through readings in classical, modern, and contemporary works of philosophy as well as Supreme Court cases. At the end of this course, students are expected to have attained familiarity with some of the most important thinkers in the western tradition (such as Plato, Aquinas, James Madison, Mill, Emma Goldman, Martin Luther King, and Rawls) and to have developed the ability to articulate their views on contemporary political, moral, and legal questions.

PHIL 115 Eastern Thought (4 credits)

Foundation course

Offered once per year

Prerequisites: none

This course is an introduction to Eastern philosophical thinking. Students will read texts integral to the development of South and East Asian cultural and philosophical traditions, including, e.g. the *Bhagavad-Gita*, and *Dao De Jing*. Students will examine issues of such as the nature of reality and truth, ethical issues, and issues of self- and social-governance from these perspectives. Students will learn source-language terminology and will consider alternative conceptual structures, and worldviews.

PHIL 205 Philosophy and Religion (4 credits)

Offered every three years

Prerequisites: none

This course explores the topic of religion in philosophical manner. Students will compare the ways in which philosophers like Spinoza, Maimonides, and Kierkegaard have engaged with religious texts, and they will grapple with classic texts in the philosophy of religion such as Hume's *Dialogue Concerning Natural Religion*, James' *Varieties of Religious Experiences*, and Nietzsche's *Antichrist*. In addition to studying philosophic analyses of religion, students will examine religious texts and beliefs from a variety of traditions and cultures.

PHIL 210 Comparative Philosophy (4 credits)

Offered once per year

Prerequisites: none

“Philosophy” is a word that traces its origin to a tradition of thinking that began in the Mediterranean region some two and a half thousand years ago. This course investigates “philosophy” in this tradition by placing it in dialogue with other modes of thinking. Readings from diverse traditions of thought and expression will be compared and contrasted in order to help understand these traditions and their particular concerns, philosophical methods, and intentions, as well as their cultural and historical specificities, and relations to other modes of thought. Particular instances of this course may compare Eastern and Western philosophies, philosophy and poetry, or philosophy and art. In this course, students will develop a deeper understanding of at least one major philosophical tradition and be able to relate and compare it to another form of discourse.

PHIL 220 Existentialism (4 credits)

Offered once per year

Prerequisites: none

This course will explore the philosophical tradition of existentialism. Students typically begin with an examination of the classic existentialist tradition: Kierkegaard; Dostoevsky; Nietzsche; Heidegger; Jaspers; Sartre; de Beauvoir; Camus; and Merleau-Ponty. Students will focus on the following major themes of existentialist philosophy: the alienation of reason and existence; the relationship between existentialism and phenomenology; “being-in-the-world” as our primary way of existing; the dissolution of various dualisms (subject/ object, mind/ body, reason/ passion, fact/ value); the relationship between self and others; God, angst, death, and absurdity; and the meaning of freedom. Students may conclude the course with an examination of the often-neglected perspectives of feminist, African American, and non-European existentialisms. This course may be offered as a survey of existentialist thought, or it may focus on a few particular existentialist works for deeper study.

PHIL 221 Environmental Ethics and Political Theory (4 credits)

Offered once per year
instructor’s permission

Prerequisites: once per year or

This course examines the question of how we should treat the natural world as both individuals and citizens. In addition to examining various claims about our ethical obligations to the environment, this course will also look at how the various political systems address environmental problems and solutions. This course is intended to introduce students to a variety of ethical and political approaches to the environment and to aid them in developing their own viewpoints. Because environmental ethics is a part of applied ethics, students will research regional environmental issues and apply the theories they study to this issue.

PHIL 225 Critical Thinking (4 credits)

Offered once per year

Prerequisites: none

Critical thinking is a branch of philosophy that is concerned with the logic, rules, and structure of argumentation and dialogue. It is often referred to as “informal logic,” and is concerned with the way in which we use forms of reasoning (or the lack of it) in our everyday discourse. This course will explore the rules of critical thinking with a focus on the nature of logical fallacies commonly committed in argumentation. Students will also engage in “philosophical action” by investigating the various commissions of logical fallacies in current political and public discourse,

including political debates, talk radio, television talk shows, advertising, and local public discourse.

PHIL 230 Special Topics in Philosophy: (subtitle) (4 credits)

Offered every two years

Prerequisites: none

This course is repeatable for credit

This special topics course will be designed in conjunction with students, visiting scholars, and faculty in other disciplines to offer students the opportunity to engage with issues of particular philosophic relevance and import.

PHIL 299 Independent Study (Intermediate) (1, 2, 3, or 4 credits)

Offered by mutual arrangement with instructor
instructor's permission

Prerequisites:

This course is repeatable for credit

The independent study is an opportunity to engage closely in research, analysis, and writing with a philosophy faculty member and to earn credit for philosophic study outside of the formal classroom setting.

Credits for Independent Study are determined by the following principle: students will have 3 hours of supervised independent study per week per quarter credit, or a total of 30 hours of supervised lab/ field work per quarter credit distributed less evenly over the quarter than 3 hours/ week.

PHIL 310 Special Topics in Philosophy: (subtitle) (4 credits)

Offered once per year

Prerequisites: none

This course is repeatable for credit

This special topics course will be designed to conjunction with students, visiting scholars and faculty in other disciplines to offer students the opportunity to engage with issues of particular philosophic relevance and import.

PHIL 330 Ancient Philosophy (4 credits)

Offered once per year

Prerequisites: none

This course examines in greater depth the history of ancient Western philosophy and political theory from the Presocratics to the dawn of the Middle Ages. Major thinkers will be examined in light of the classical topics of human nature, the good life, the good society, history, and the nature of knowledge and reality. While the majority of our emphasis will

fall on classical Greek philosophy, we may also examine issues in Hellenistic and Roman philosophy.

PHIL 331 Medieval Philosophy (4 credits)

Offered every three years Prerequisites: one 100-level and one 200-level PHIL course or instructor's permission

This course continues the close examination of the history of Western philosophy and political theory during the medieval period. Continuing focus on the classical topics of philosophy and political theory, thinkers and topics examined include Augustine, John of Salisbury, Marsilius of Padua, Nicholas of Cusa, Aquinas, and Dante. This course will also give attention to Jewish and Islamic thinkers of the Medieval period, including Maimonides and Farabi.

PHIL 332 Modern Philosophy (4 credits)

Offered once per year Prerequisites: none

This course examines the history of Western philosophy and political theory from Machiavelli to Nietzsche. Major thinkers examined may include Descartes, Bacon, Hume, Hobbes, Locke, Rousseau, Kant, Mill, Hegel, and Marx. The classical topics of human nature, the good life, the good society, history, and the nature of knowledge and reality will form the themes of the course. Offered once per year.

PHIL 335 Feminist Philosophy and Political Theory (4 credits)

Offered every three years Prerequisites: one 100-level and one 200-level PHIL course or instructor's permission

This course will examine the relatively recent, but wide-ranging, complex, and rich field of feminist philosophy. We will study contemporary and historical texts drawn from this emerging and continuing tradition, with a focus on feminist interpretations of the Western philosophical canon, women's experiences of subjectivity and embodiment, and feminist conceptions of language, knowledge, and nature. We will consider a wide range of differing versions of feminist thought, and we may also explore the intersections of feminist philosophy with gender and men's studies.

PHIL 399 Independent Study: Advanced (1, 2, 3, or 4 credits)

Offered by mutual arrangement with instructor Prerequisites:
 PHIL 299 and instructor's permission. (At least two courses in PHIL at
 Antioch College may be required at instructor's discretion.)

This course is repeatable for credit

The independent study is an opportunity to engage closely in research, analysis, and writing with a philosophy faculty member and to earn credit for philosophic study outside of the formal classroom setting.

Credits for Independent Study are determined by the following principle: students will have 3 hours of supervised independent study per week per quarter credit, or a total of 30 hours of supervised lab/ field work per quarter credit distributed less evenly over the quarter than 3 hours/ week.

PHIL 410 Special Topics in Philosophy: (subtitle) (4 credits)

Offered every two years Prerequisites: one 100-level and one
 200-level PHIL course or instructor's permission

This course is repeatable for credit

This special topics course will be designed in conjunction with students, visiting scholars, and faculty in other disciplines to offer students the opportunity to engage with issues of particular philosophic relevance and import. This course may be taken as an elective more than once as long as the course title and description are distinct.

PHIL 440 Selected Topics in Contemporary Philosophy: (subtitle) (4 credits)

Offered every two years Prerequisites: one 100-level and one
 200-level PHIL course or instructor's permission

This course is repeatable for credit

This course is designed for advanced students of philosophy interested in exploring the diverse, complex, and challenging landscape of contemporary philosophy. In the context of this course, contemporary philosophy refers to the most significant philosophers and philosophical movements of the vast majority of the twentieth-century Western tradition. In particular, students will examine and discuss those philosophers and movements that have been most central to setting the stage for the future of philosophy in the twenty-first century such as phenomenology, critical theory, pragmatism, analytic philosophy, hermeneutics, and postmodernism.

Physics

PHYS 160 General Physics I (4 credits)

Offered once per year in the Winter quarter Prerequisites: MATH 155 or instructor's permission

This course introduces Newton's Laws of Motion and their use in analyzing real life situations involving force, motion, equilibrium, elasticity, friction, and gravity. Students learn to use the principle of Conservation of Energy to solve problems involving thermal, gravitational, rotational, and chemical energy. The course also covers basic concepts of heat and thermodynamics, as well as static and dynamic properties of fluids. There is a lab component to the course.

PHYS 260 General Physics II (4 credits)

Offered once per year in the Spring quarter Prerequisites: PHYS 160 and MATH 155; or instructor's permission. Recommended: MATH 160

This course includes basic concepts of waves and sound, light and optics, electrostatics, electric circuits, magnetism, electromagnetic induction, and electromagnetic waves. There is a lab component to the course.

Psychology

PSYC 105 General Psychology (4 credits)

Offered once per year Prerequisites: none

The field of psychology explores the interdependent experiences of thinking, feeling and acting and how these underlying dynamics affect the quality of one's psychological life. Psychology encompasses a wide number of therapeutic theories and approaches and each is characterized by its unique set of variables employed to explain behavior. It is the objective of this course to acquaint students with different theoretical frameworks, their particular methodologies and expectations for the psychology major.

PSYC 110 Foundations of Social Psychology (4 credits)

Offered once per year Prerequisites: none

The focus of social psychology is to more deeply understand individuals in interaction with other individuals, individuals in interaction with groups, and groups in interaction with other groups—an analysis of complex situations that involve multiple directions of influence. By looking at a wide range of social behaviors, students will endeavor to identify root causes, determine beneficial and unconstructive factors, and recognize the effects of their influence. Through this analysis, it is hoped students will critically attend to issues and conditions of social behavior performance in an effort to improve the quality of interactions in community.

PSYC 200 Basic Therapeutic Skills (4 credits)

Offered every two years
instructor's permission

Prerequisites: PSYC 105 or

This course is an introduction to foundational therapeutic skills. The goals of the course are for the student to learn and develop active listening skills, attending skills, rapport building, the art of questioning, self-reflexivity, consciousness raising, ethics, and note taking/ written report basics. This course will focus on cultivating general therapeutic skills that can be applied within any area of psychology and can be put to use immediately within their own community, work settings, and interpersonal relationships.

PSYC 205 Learning and Behavior (4 credits)

Offered once per year

Prerequisites: none

Learning is a critical component of adaptive behavior in animals and humans. This course will expose students to key concepts, theories, and experimental paradigms for studying and understanding animal learning and behavior. This will include the study of basic mechanisms of associative learning including Pavlovian and operant conditioning. Additionally, we will explore how the underlying principles of learning and conditioning affect our daily lives.

PSYC 210 Special Topics in Ecopsychology: (subtitle) (4 credits)

Offered once per year
instructor's permission

Prerequisites: PSYC 250 or
This course is repeatable for credit

This course offering is used to describe any topics-based course in the field of ecopsychology. This course may be used to replicate standard courses at other institutions that are not currently offered at Antioch

College, or to teach more specialized material based on the Instructor's expertise and interests. This course may be taken more than once as long as the course title and description are distinct.

PSYC 215 Social Marketing (4 credits)

Offered every two years

Prerequisites: PSYC 105 or PSYC

110 recommended but not required

Through participating in this course, students will learn how to be effective agents of social change. We will cover the basics of conservation psychology, or the study of the psychological processes that underlie behaviors that conserve or degrade the environment and the use of psychological principles to design effective interventions that encourage environmental conservation. To this end, students will learn principles of divergent areas within psychology: social, behavioral, cognitive, personality and motivation to better understand environmental behavior and learn how to apply these principles to encourage behavior change in others. This is an experiential course: students will work in small groups, following the steps of community-based social marketing to develop, implement, and evaluate an intervention on campus.

PSYC 220 Animal Behavior (4 credits)

Offered every year

Prerequisites: none

This course provides an in-depth look at the important theories, issues, and empirical techniques in the interdisciplinary field of animal behavior emphasizing both proximate and ultimate mechanisms and explanations for behavior. Students can expect to spend time outside of the classroom designing, conducting and reporting on their personal observations of animals.

PSYC 225 Developmental Psychology (4 credits)

Offered every two years

Prerequisites: none

This course provides an introduction to the milestones of human development from conception to death. Students will be able to describe physical, cognitive and social growth of humans with special attention to various cultural contexts of development and the rich diversity of individuals. The content is drawn from research and theories in developmental psychology. Students are expected to integrate their personal experiences, knowledge of psychology, and their observations of human development with the content of this course.

PSYC 230 Personality Theories (4 credits)

Offered every two years

Prerequisites: none

This course surveys the major theoretical approaches in Western psychology-derived throughout the 19th and 20th centuries-to personality development. Biographies of the theorists and the sociocultural context in which their theory developed, the theorists overall view of the person, basic theoretical concepts, and evaluation of the theory (including contributions and limitations) will be the focus of this course. Students will learn major personality theories including individual and systems perspectives and how to discern among them to begin to develop a personal psychological philosophy and orientation.

PSYC 242 Cognitive Psychology (4 credits)Offered every two years
instructor's permission

Prerequisites: PSYC 105 or

This course will review the major theories associated with cognitive psychology as they relate to cognitive processes of attention, memory, problem solving, imagery, categorization, action planning, comprehension, intelligence, aptitude, and basic learning principles. At the conclusion of the course, students will have a basic understanding of how varying theories are applied to these processes. Offered as needed every two to three years.

PSYC 250 Depth Psychology (4 credits)

Offered every year

Prerequisites: none

Contemporary depth psychology has its roots in the works of Freud and Jung whose approaches to therapeutic work made an important break from psychiatry and ushered in a cultural revolution. In its simplest form, depth psychology could be understood as a "psychology of the unconscious." This sub-field sets itself apart from other psychological modalities in use today by concerning itself with the multitude of unconscious processes that manifest in individuals and culture. At the conclusion of the course, students will be able to apply major theories associated with depth psychology to individuals, communities, and contemporary and current issues and events.

PSYC 299 Independent Study (Intermediate) (1, 2, 3, or 4 credits)Offered by mutual arrangement with instructor
instructor's permissionPrerequisites:
This course is repeatable for credit

The independent study is an opportunity to engage closely in research, analysis, and writing with a psychology faculty member and to earn credit for study outside of the formal classroom setting.

Credits for Independent Study are determined by the following principle: students will have 3 hours of supervised independent study per week per quarter credit, or a total of 30 hours of supervised lab/ field work per quarter credit distributed less evenly over the quarter than 3 hours/ week. By instructor's permission only.

PSYC 310 Biopsychology (4 credits)

Offered every two years Prerequisites: Any 200-level PSYC or BIO course, or instructor's permission

This course will provide a biological framework for understanding complex behaviors and mental processes such as perception, motor control, learning, memory, and emotion. This course first introduces the student to the machinery (cells and structures) that makes up the nervous system as well as its basic functions (physiology). These systems will be discussed within the context of these complex behavior and mental processes.

PSYC 325 Critical Community Psychology (4 credits)

Offered every year Prerequisites: PSYC 110 or instructor's permission

Critical community psychology has as its concerns the feelings, thoughts and actions of communities of people within their socio-political-historical context. It is a form of psychology concerned with doing research and taking social action with community participants in order to transform their lives and promote well-being. This course will expose students to central ideas, derived internationally, that shape the field including action research, conscientization, participatory research and unjust social conditions that oppress poor people. Students will engage in developing participatory action research projects with communities.

PSYC 330 Cross-Cultural Psychology (4 credits)

Offered every two years Prerequisites: PSYC 105 and at least second-year standing, or instructor's permission

Western psychology has tended to focus on the behavior of members of WEIRD (wealthy, educated, industrialized, rich and democratic societies)

populations and concluded on the basis of these nonrepresentative samples that many psychological processes are universal, or shared by all people across cultures. However, cross-cultural research in psychology has demonstrated that many psychological processes are more validly described as culture-bound. This course will explore the ways in which psychology is socially constructed. Through discussions, readings, and activities, we will examine how psychological processes, and the theories and study of psychological processes, are inextricably linked to specific historical, social, and cultural contexts. Students can expect to develop a broader, global perception of contemporary psychology and a useful set of critical-thinking tools with which to analyze and evaluate psychology.

PSYC 335 Abnormal Psychology (4 credits)

Offered every two years
instructor's permission

Prerequisites: PSYC 105 or

This course will provide students with an introduction to the field of abnormal psychology through the exploration of “abnormality” within historical, social, and cultural contexts, as well as the various predominating paradigms. We will look at major research issues as they relate to both the causal factors of each disorder and the efficacy of current treatments and interventions. Students will develop an awareness of professional issues in the field such as diagnostic uses and misuses, and ethical and legal issues surrounding the “power and privilege” to diagnose others. By the end of this course, students should have a firm foundation in the major diagnostic categories as well as the various theoretical lenses through which one can research and treat psychopathology.

PSYC 340 Special Topics in Learning and Behavior: (subtitle) (4 credits)

Offered every two years
instructor's permission.

Prerequisites: PSYC 205 or
This course is repeatable for credit

This course offering is used to describe any topics-based course in the field of learning and behavior. This course may be used to replicate standard courses at other institutions that are not currently offered at Antioch College, or to teach more specialized material based on the Instructor's expertise and interests. This course may be taken more than once as long as the course title and description are distinct.

PSYC 370 Special Topics in Social Psychology: (subtitle) (4 credits)

Offered once per year
instructor's permission

Prerequisites: PSYC 110 or
This course is repeatable for credit

This course offering is used to describe any topics-based course in the field of social psychology. This course may be used to replicate standard courses at other institutions that are not currently offered at Antioch College, or to teach more specialized material based on the Instructor's expertise and interests. This course may be taken more than once as long as the course title and description are distinct.

PSYC 395 Special Topics in Psychology: (subtitle) (4 credits)

Offered every two years

Prerequisites: one foundation course
in PSYC; or one 200-level course in PSYC; or instructor's permission

This course is repeatable for credit

These courses may focus on selected topics based upon faculty's expertise, students' interests, and curriculum needs. This may include a variety of interdisciplinary topics such as psychology of dreams, archetypal psychology, psychologies of liberation, theory and practice of conflict transformation, nonviolent action and social change, individual and collective trauma, participatory action research, psychology of consciousness, and psychology of religion. Prerequisite: one foundation course in PSYC, or one 200-level course in PSYC, or instructor's permission. May be repeatable for credit given different course titles and topics.

PSYC 399 Independent Study (Advanced) (1, 2, 3, or 4 credits)

Offered by mutual arrangement with instructor
instructor's permission

Prerequisites:
This course is repeatable for credit

The independent study is an opportunity to engage closely in research, analysis, and writing with a psychology faculty member and to earn credit for study outside of the formal classroom setting.

Credits for Independent Study are determined by the following principle: students will have 3 hours of supervised independent study per week per quarter credit, or a total of 30 hours of supervised lab/ field work per quarter credit distributed less evenly over the quarter than 3 hours/ week. By instructor's permission only.

PSYC 420 Political and Ethical Issues in Psychology (4 credits)Offered every two years
instructor's permission

Prerequisites: PSYC 335 or

How has the field of psychology decided what diagnoses are included or excluded in the Diagnostic and Statistical Manual (DSM)? How do diagnostic criteria determine who has access to resources? What is the role of psychopharmacology in psychology? How does the government or public policy affect the scope of psychological services? These questions, and the sociopolitical context of the psychology field, are taken up in this course. Major legal cases and ethical issues in psychology will be studied, along with contemporary psycho-political issues and concerns.

PSYC 470 Special Topics in Liberation Psychology: (subtitle) (4 credits)Offered every year
instructor's permission.Prerequisites: PSYC 250 or
This course is repeatable for credit

Grading: This course is graded "pass/ no pass"

This course offering is used to describe any topics-based course in the field of liberation psychology. This course may be used to replicate standard courses at other institutions that are not currently offered at Antioch College, or to teach more specialized material based on the Instructor's expertise and interests. This course may be taken more than once as long as the course title and description are distinct. Offered as needed every year. Prerequisite PSYC 250.

Science**SCI 101 Foundational Topics in Sciences (4 credits)**Foundation Course
Prerequisites: None

Offered once per year

Foundational Topics in the Sciences provides students an opportunity to explore timely, novel and interdisciplinary scientific subjects in a Foundation-level class. This course is designed to highlight rotating subjects in introductory science, with each course subject selected by the instructor. Each course offering will present a scientifically rigorous overview of the subject, which will reflect the scientific expertise of the

faculty member. All courses will explore common tools such as Scientific Methodology and Inquiry, Peer Review, and Scientific Communication. This course may be taken more than once as long as the course title and description are distinct.

SCI 270 Special Topics in Sciences: (subtitle) (4 credits)

Offered every one or two years Prerequisites: 8 credits of college level math and/ or science above the foundation course level and appropriate to the special topics and instructor permission This course is repeatable for credit

This course offering is used to describe any topics-based course in the Sciences Division at the intermediate level. This course may be used to replicate standard courses at other institutions that are not currently offered at Antioch College, or to teach more specialized material based on the Instructor's expertise and interests. This course may be taken more than once as long as the course title and description are distinct.

SCI 297 Independent Scientific Research (1, 2, 3, or 4 credits)

Offered by mutual arrangement with instructor Prerequisites: instructor's permission. Recommended: 8 credits of college-level science This course is repeatable for credit one additional time

Students will practice the process of science by participating in the design and implementation of an independent research project in the sciences. Students will use peer-reviewed scientific literature, make a formal presentation of their research, and will be encouraged to present research at professional scientific meetings. This course may be taken for one to four credits and may be repeated once. The instructor and student determine credit hours based on the expected time commitment and complexity of the project. It is recommended student have taken 8 credits of college science and instructor permission is required.

SCI 299 Independent Study (1, 2, 3, or 4 credits)

Offered by mutual arrangement with instructor Prerequisites: instructor's permission This course is repeatable for credit

The independent study is an opportunity to engage closely in research, analysis, and writing with a science faculty member and to earn credit for study outside of the formal classroom setting.

Credits for Independent Study are determined by the following principle: students will have 3 hours of supervised independent study per week per

quarter credit, or a total of 30 hours of supervised work per quarter credit distributed less evenly over the quarter than 3 hours per week.

SCI 370 Special Topics in Sciences: (subtitle) (4 credits)

Offered every one or two years Prerequisites: 16 credits of college level math and/ or science above the foundation course level and appropriate to the special topics and instructor permission
This course is repeatable for credit

This course offering is used to describe any topics-based course in the Sciences Division at the advanced level. This course may be used to replicate standard courses at other institutions that are not currently offered at Antioch College, or to teach more specialized material based on the instructor's expertise and interests. This course may be taken more than once as long as the course title and description are distinct.

SCI 394 Junior Seminar in the Sciences (4 credits)

Offered once per year in the Spring quarter Prerequisites: A Science or related self-designed major, and third-year standing

This course introduces students to the process of doing science. This process includes learning: the framework of scientific inquiry in various fields of science, the role of scientific literature, developing testable questions, and how data are generated, interpreted, and communicated. Students in this class will practice scientific skills such as: written and oral scientific communication, proposal writing, project planning and management, and the use and maintenance of literature bibliographic databases. Through a series of collaborative workshops and peer review exercises, students will prepare and submit a project proposal.

SCI 397 Advanced Scientific Research (1, 2, 3, or 4 credits)

Offered by mutual arrangement with instructor Prerequisites: instructor's permission. Recommended: 16 credits of college-level science
This course is repeatable for credit one additional time

Students will practice the process of science by designing and implementing an independent research project. Students will use peer-reviewed scientific literature and statistical analyses to frame and analyze independent research. Students will make formal presentations of their research and will be encouraged to present research at professional scientific meetings. Students will work independently but schedule regular meetings with their research course instructor. This course may be taken

for one to four credits and may be repeated once. The instructor and student determine credit hours based on the expected time commitment and complexity of the project. It is recommended student have taken 16 credits of college science and instructor permission is required.

SCI 399 Advanced Independent Study (1, 2, 3, or 4 credits)

Offered by mutual arrangement with instructor Prerequisites: SCI 299 and instructor's permission (At least two courses in sciences at Antioch College may be required at instructor's discretion.)

This course is repeatable for credit

The independent study is an opportunity to engage closely in research, analysis, and writing with a science faculty member and to earn credit for study outside of the formal classroom setting.

Credits for Independent Study are determined by the following principle: students will have 3 hours of supervised independent study per week per quarter credit, or a total of 30 hours of supervised work per quarter credit distributed less evenly over the quarter than 3 hours per week.

SCI 494 Senior Seminar in the Sciences (4 credits)

Offered once per year in the Spring quarter

Prerequisites: SCI 394 and a science or related self-designed major with fourth-year standing

This course is a Seminar-style capstone course for students pursuing BS degrees (Sciences or SDM). Students intending to perform an individual project (action/ outreach, literature review, or independent lab/ field research) must register for SCI 495 (Senior Project). Students may take either SCI 494 or SCI 495 for credit, but not both. In this course, the instructor will provide the framework/ background that will prepare students to produce a final project, possibly within a specific theme. Students will meet in large and small groups to plan and discuss ideas, provide peer-review critique and feedback, and provide periodic progress updates. Students must submit final written work, and give a formal oral presentation.

SCI 495 Senior Project in the Sciences (4 credits)

Offered once per year in the Spring quarter

Prerequisites: SCI 394, a declared science or related self-designed major, fourth-year standing, and instructor permission (following an application

process). Most instructors also require one or more terms of independent scientific research (SCI 297 and/ or SCI 397) to qualify for this course.

This course is an independent research course for students pursuing BS degrees (Sciences or Self-designed major), who will perform an individual action/ outreach project, literature review, or independent lab/ field research for their capstone work. Students intending to complete their capstone work within the structure of a seminar-style course must register for SCI 494 (Senior Seminar). Students may take either SCI 494 or SCI 495 for credit, but not both. In this course, students will meet individually and/ or in small groups with an individual faculty advisor to conduct their Senior Project. Students must submit a formal scientific paper based upon their research, and host a formal scientific poster during an end-of-term group poster session. *All students intending to register for SCI 495 must formally apply to an individual science faculty member, and be accepted, to register for this course.*

Spanish

SPAN 110 Introductory Spanish I (4 credits)

Offered once per year in the Fall quarter Prerequisites: Permission of the language faculty following the appropriate screening

This is a course for students new to Spanish and for students with some basic background in the language but who need to refresh their skills. SPAN 110 is based on a communicative approach to language learning that emphasizes the development of language skills (reading, writing, speaking, and listening), develops strategies for language learning, and integrates cultural products, practices, and perspectives in the service of communicating effectively with speakers of the target language in work, social, and other contexts.

SPAN 120 Introductory Spanish II (4 credits)

Offered once per year in the Winter quarter
Prerequisites: SPAN 110 or permission of the language faculty following the appropriate screening

This course continues to develop students' skills and provides strategies for learning language within a communicative approach that integrates

cultural products, practices, and perspectives in order to prepare students to communicate effectively with speakers of the target language in various social and professional settings including the workplace.

SPAN 130 Introductory Spanish III (2 credits)

Offered once per year in the Spring quarter

Prerequisites: SPAN 120 or permission of the language faculty following the appropriate screening

A continuation of SPAN 120, this course is offered during students' co-op term and is delivered online. Students will continue to strengthen their language skills and cultural understanding through a communicative approach.

SPAN 140 Introductory Spanish IV (4 credits)

Offered once per year in the Summer quarter

Prerequisites: SPAN 130 or permission of the language faculty following the appropriate screening

This is the final course in the introductory sequence. Students will continue to develop language skills (in reading, writing, speaking, and listening) in all modes of communication (presentational, interpretive, and interpersonal) within a communicative approach that integrates cultural products, practices, and perspectives in order to prepare students to communicate effectively with speakers of the target language in various social and professional settings including the workplace.

SPAN 210 Intermediate Spanish I (3 credits)

Offered once per year in the Fall quarter

Prerequisites: SPAN 140 or permission of the language faculty following the appropriate screening

This is the first course in the intermediate level sequence. Students will continue to develop skills in reading, writing, speaking and listening in all modes of communication within a communicative approach that integrates cultural products, practices and perspectives in order to prepare students to communicate effectively with speakers of the target language in various social and professional settings including the workplace. Methods may include, but are not limited to: structured and unstructured conversations; readings; and communicative activities. Areas of study may include but are not limited to: cultures and languages across the curriculum; film; theater; poetry; linguistics; and literature.

SPAN 220 Intermediate Spanish II (2 credits)

Offered once per year in the Winter quarter

Prerequisites: SPAN 210 or permission of the language faculty following the appropriate screening

This course is the logical continuation of SPAN 210. It is offered during students' co-op term and is therefore delivered online. Students will develop skills in reading, writing, speaking and listening within a communicative approach that integrates cultural products, practices and perspectives in order to prepare students to communicate effectively with speakers of the target language in various social and professional settings including the workplace. Methods may include, but are not limited to: online activities; reading of authentic materials; interactions with the community where they are working; peer interactions; and interactions with the faculty when appropriate. Areas of study may include but are not limited to: cultures and languages across the curriculum; film; theater; poetry; linguistics; and literature.

SPAN 230 Intermediate Spanish III (3 credits)

Offered once per year in the Spring quarter

Prerequisites: SPAN 220 or permission of the language faculty following the appropriate screening

This course is the logical continuation of SPAN 220. Students will develop skills in reading, writing, speaking and listening within a communicative approach that integrates cultural products, practices and perspectives in order to prepare students to communicate effectively with speakers of the target language in various social and professional settings including the workplace. Methods may include, but are not limited to: explicit review of grammar, and vocabulary building through structured and unstructured conversations; readings; and communicative activities. Areas of study may include but not be limited to: cultures and languages across the curriculum; film; theater; poetry; linguistics; and literature.

SPAN 240 Intermediate Spanish IV (3 credits)

Offered once per year in the Summer quarter

Prerequisites: SPAN 230 or permission of the language faculty following the appropriate screening

This course is the logical continuation of SPAN 230. Areas of study may include but not be limited to: cultures and languages across the curriculum; film; theater; poetry; linguistics; and literature.

SPAN 310 Advanced Spanish I (2 credits)

Offered once per year in the Fall quarter

Prerequisites: SPAN 240 or permission of the language faculty following the appropriate screening

This is the first in the sequence of advanced-level courses. It is offered during students' co-op term and is delivered online. Students will develop skills in reading, writing, speaking and listening within a communicative approach that integrates cultural products, practices and perspectives in service of communicating with speakers of the target language in order to prepare students to communicate effectively with speakers of the target language in various social and professional settings including the workplace. Methods may include, but are not limited to: online activities; reading of authentic materials; interactions with the community where they are working; peer interactions; and interactions with the faculty when appropriate. Areas of study may include but are not limited to: cultures and languages across the curriculum; film; theater; poetry; linguistics; and literature.

SPAN 320 Advanced Spanish II (3 credits)

Offered once per year in the Winter quarter

Prerequisites: SPAN 310 or permission of the language faculty following the appropriate screening

This course is the logical continuation of SPAN 310. Students will develop skills in reading, writing, speaking and listening within a communicative approach that integrates cultural products, practices and perspectives in order to prepare students to communicate effectively with speakers of the target language in various social and professional settings including the workplace. Methods may include, but are not limited to: explicit review of grammar, and vocabulary building through structured and unstructured conversations; readings; and communicative activities. Areas of study may include but not be limited to: cultures and languages across the curriculum; film; theater; poetry; linguistics; and literature.

SPAN 330 Advanced Spanish III (3 credits)

Offered once per year in the Spring quarter

Prerequisites: SPAN 320 or permission of the language faculty following the appropriate screening

This course is the logical continuation of SPAN 320. Areas of study may include but not be limited to: cultures and languages across the curriculum; film; theater; poetry; linguistics; and literature.

SPAN 340 Spanish Capstone (3 credits)

Offered once per year in the Summer quarter

Prerequisites: SPAN 330 or permission of the language faculty following the appropriate screening

This is a project-based course that is delivered while students are completing the language immersion co-op, in which they are expected to do research on a topic related to the co-op setting according to a pre-planned proposal. Before the last week of the term students must make an oral presentation of their research project that they will deliver electronically.

Senior Reflection Paper

SRP 494 Senior Reflection Paper (1 credit)

Offered once per year in the Spring quarter
senior standing

Prerequisites:

Grading: This course is graded “pass/ no pass”

During their last study term on campus, all students write a formal reflection paper about their educational experiences at Antioch College, in consultation with their faculty advisor(s) who formally evaluate this work. This paper focuses on the relationship and integration of the various elements of their education: classroom; co-op; and community. Students should consider how particular work, study, community, and language experiences worked together and built upon each other. Students may reflect upon specific assignments, texts, or projects, and upon various successes, failures, challenges, growth experiences, and, most importantly, continued questions and areas for future growth. Overall, students should contemplate the ways in which various aspects of their Antioch College education contributed to their overall development, their sense of themselves and their future goals, and their ability to be continuing and life-long learners. This course is writing intensive, and serves as one of the final samples of student writing.

Social Sciences

SSC 391 Qualitative Research Methods in Social Sciences (4 credits)

Offered once per year Prerequisites: social science majors only with 3rd or 4th-year standing or instructor's permission

This course will introduce students to qualitative paradigms in the social sciences and prepare students to engage with and undertake qualitative research. Students will consider the relationships among logics of inquiry, research designs, methods, methodologies, analyses, and ethical considerations in qualitative research. Students will learn how to ask qualitative research questions, how methodological choices will shape the ways they answer those questions, and how methodological choices are tied to broader theoretical and ideological concerns. Additionally, students will consider the possibilities of mixed-methods approaches to social science research.

SSC 392 Quantitative Research Methods in Social Sciences (4 credits)

Offered once per year Prerequisites: MATH 205 and social science majors only with 3rd or 4th-year standing or instructor's permission

This course will introduce students to quantitative paradigms in the social sciences and prepare students to engage with and undertake quantitative research. Students will consider the relationships among logics of inquiry, research designs, methods, methodologies, analyses, and ethical considerations in quantitative research. Students will learn how to ask quantitative research questions, how methodological choices will shape the ways they answer those questions, and how methodological choices are tied to broader theoretical and ideological concerns. Additionally, students will consider the possibilities of mixed-methods approaches to social science research.

SSC 394 Social Science Junior Seminar (4 credits)

Offered once per year in the Spring quarter

Prerequisites: social science majors only with 3rd-year standing

This course positions students to complete their Senior Projects. Students will select a topic, identify a body of related studies, and apply the skills developed in SSC 391 or SSC 392 to elaborate and refine their project focus. Through a series of collaborative workshops and peer review exercises, this course will enable students to advance their projects and develop a timeline for project completion. In consultation with their advisor, students will prepare and submit a project proposal.

SSC 495 Social Science Senior Project (4 credits)

Offered once per year in the Spring quarter

Prerequisites: SSC 494 and social science majors only with senior standing

Students culminate their Antioch College experience with a senior thesis or senior project devised with the help of their advisor. The senior project gives the Antioch College student the opportunity to pull together the knowledge and methods of inquiry achieved during their studies at Antioch College into a cohesive, informed final presentation. Students are expected to design, conduct, and present a research paper. This capstone work should demonstrate a student's knowledge of the field and their ability to use appropriate social science research methodology.

Visual Arts**VISA 101 Visual Language: A Focus on Two Dimensions (4 credits)**

Offered twice per year

Prerequisites: none

This studio course is an introduction to the basic techniques, terms, concepts, and formal strategies involved in two-dimensional image making. We will investigate fundamentals of composition and form such as line, contour, shape, movement, texture, value, and color. Using these forms of visual language, we will explore and deconstruct conventions of representation, abstraction, the surface of the picture plane, and the illusion of depth. In all cases *form* will be studied as a means toward *expression* or the communication of *meaning*. We will work to merge the

haptic, the visual, and the expressive to develop visual literacy. In other words, over the course of this term we will tighten the relationship between the body and tools (your mode of expression), the eye (a keen approach to observation), and the ‘heart’ (a *feeling* sense of observation, association, understanding and expression).

VISA 102 Visual Language: A Focus on Three Dimensions (4 credits)

Offered twice per year

Prerequisites: none

In this studio course, we will explore and discuss concepts in visual language with an emphasis on three-dimensional form. Our visual investigations are not meant to result in traditional art works; they are designed as projects that expand ideas of what thinking and creating visually can be. We will investigate three-dimensional form in relation to material, time, and space. We will consider fundamentals of sculpture such as material meaning, scale, process, action, and site. These fundamentals are the tools through which a world of concepts may be explored. In all cases, form will be studied in relation to content. Students may have the opportunity to work with materials such as wire, cardboard, clay, wood, fabric, and experimental media. In this course, we will work with three-dimensional form as an investigation of the visual and material world we live in. Our aim is to study and discover meaning and content from our everyday field of experience. Be prepared to think expansively.

VISA 165 Modern Art: Late 19th through Mid-20th Century (4 credits)

Offered once per year

Prerequisites: none

This art history course will address selected visual art movements beginning in the early 1860s with Realism and Impressionism in the West through the mid-1950s and the emergence of New York as an art world center examining the historical, theoretical, and critical foundations of modernist art and the historical avant-garde. We will also consider the development of modern art in non-Western contexts including Asia and Eastern Europe. Seminar style coursework will include, classroom discussion, selected readings, field trips, creative and/ or writing projects.

VISA 250 Sculpture: Concepts, Materials, and Processes (4 credits)

Offered once per year
instructor’s permission.

Prerequisites: VISA 102 or

Building upon the 3D visual literacy we developed in our foundation course, this course will continue an investigation of materials, methods, and concepts of 3 dimensional works. We will investigate the formal properties and expressive potential of our chosen materials and expand this investigation to explore space, context and site. Emphasis will be placed on the relationship of material to concept or meaning, the processes or methods used in making dimensional work, and the way in which objects exist in particular environments/ contexts. This studio class will include significant studio time, slide presentations, demonstrations of technical methods, one-on-one and group discussions, field trips, and critiques of your work. May be offered concurrently with VISA 350 and VISA 450.

VISA 265 Art History/ Art Stories (4 credits)

Offered once per year

Prerequisites: none

We will examine the histories, theories, critical foundations, and stories of modernist art, the historical avant-garde, and their relationship to contemporary artistic modalities. We will also consider contemporary art and the relationship to the historical avant-garde movements on which it builds, incorporating narratives and artworks that are produced though often times excluded from the critical dialogue. Seminar style coursework will include, classroom discussion, selected readings, field trips, creative and/ or writing projects.

VISA 270 Special Topics in the Visual Art with the Resident Artist: (subtitle) (4 credits)

Offered every two years
or instructor's permission

Prerequisites: VISA 101, VISA 102,
This course is repeatable for credit

The special topics course makes it possible for students to focus more closely on a material, technique or process that cannot be fully developed within the available curriculum. Possible studio methods include but are not limited to: ceramics, fiber arts, glass, metal, illustrations, printmaking, collage, and new media. This course will be offered every three years or prioritized, with equivalent frequency, according to curricular need. This course is being offered at multiple levels and allows for immersion in a specific topic of interest. Contact instructor for specific description, objectives and learning outcomes.

VISA 280 Drawing and Painting: Concepts, Materials, and Processes (4 credits)

Offered once per year
instructor's permission

Prerequisites: VISA 101 or

Building upon the two-dimensional visual literacy that we developed in our foundation course, we will address various problems in painting and drawing. Drawings and paintings will be made using a range of concepts, media, materials, and processes. Studio work will build the basic material and technical skills, and assignments will develop visual ideas in response to a variety of subject matter and conceptual frameworks. This studio class will include significant studio time, readings, presentations on the work of other artists, demonstrations of technical methods, one-on-one and group discussions, field trips, and critiques of your work. May be offered concurrently with VISA 380 and VISA 480.

VISA 299 Independent Study in Visual Arts (1, 2, 3, or 4 credits)

Offered by mutual arrangement with instructor
instructor's permission

Prerequisites:

This course allows individual students, in consultation with and under the supervision of a faculty member in related fields, to develop and design a course of study on a topic of mutual interest. The student takes the responsibility for designing and proposing a course syllabus (following a template for independent studies) that would clearly outline the learning objectives, course activities, assignments, and bases of evaluation for the course. The syllabus should specify the prerequisites for the course including academic standing, and the student should demonstrate sufficient background in visual arts to justify the required independent work. The faculty member is ultimately responsible for approving, supervising, evaluating, and grading the course.

VISA 330 Installation Art (4 credits)

Offered every three years
instructor's permission

Prerequisites: VISA 250 or

The history and practice of installation art is one of hybridity: drawing from minimalism; conceptual art; architecture; site- specificity; land and environmental art; new media; feminist art; and others. Growing out of the collapse of a work's autonomy, medium specificity, and sense of eternal and inert matter, installation art engages the aural, spatial, visual, and environmental planes of perception. In other words, installation art

engages an embodied spectator, as opposed to a spectator possessing a pair of disembodied eyes. Students may incorporate video, photography, painting, projected light, sound, and sculptural materials in works that expand the physical boundaries of art beyond the discrete object. The term will begin by investigating a particular and fairly broad history through texts and images so as to situate our explorations within a context and move into rigorous collaborative studio work.

VISA 350 Intermediate Sculpture (4 credits)

Offered once per year
instructor's permission

Prerequisites: VISA 250 or

This course will further explore sculpture techniques, processes, and approaches to three-dimensional space. Students will have greater independence to develop creative approaches to complex problems and will be introduced to a wider array of techniques associated with the use of mixed media such as clay, wood, metal, and plaster, as well as nontraditional materials. Students will also develop a concise artist statement through multiple revisions. Coursework will include lectures, critiques, field trips, and studio work. May be offered concurrently with VISA 250 and VISA 450.

VISA 365 Visual and Critical Studies Seminar (4 credits)

Offered once per year

For visual arts majors only

Prerequisites: VISA 265 and one of the following: VISA 250 or VISA 280;
or instructor's permission

The course will study selected investigations concerning contemporary art and its ongoing relationship with visual and critical studies. Through reading, discussion, and writing students will develop a critical theoretical vocabulary that provides the necessary framework for locating contemporary art in its social, cultural, and institutional contexts. Topics may include: globalization, race studies, gender studies, relational aesthetics, social practice, and much more. This class is intended for visual arts majors only.

VISA 370 Special Topics in the Visual Arts: (subtitle) (4 credits)

Offered every three years

Prerequisites: VISA 250, VISA 270,

VISA 280, or instructor's permission.

This course is

repeatable for credit

This special topics course makes it possible for students to focus more closely on a material, technique or process that cannot be fully developed within the available curriculum. Possible studio methods include but are not limited to: ceramics, fiber arts, glass, metal, illustrations, printmaking, collage, and new media. This course may be taken more than once as long as the course title and description are distinct.

VISA 380 Intermediate Drawing and Painting (4 credits)

Offered once per year
instructor's permission

Prerequisites: VISA 280 or

This course is structured on the premise that students have previous experience with the basic elements, concepts, processes, and skills of drawing and painting. Attention is given to the continued development of perceptual abilities and skills, and to personal development of approaches to content, concepts, processes, and creation. Within individual or collaborative projects, students will investigate a range of public contexts or sites for their work. Students will also develop a concise artist statement through multiple revisions. Demonstrations, presentations, readings, discussions, critiques, and daily one-on-one dialogue are part of the teaching method. May be offered concurrently with VISA 280 and VISA 480.

VISA 399 Advanced Independent Study in Visual Arts (1, 2, 3, or 4 credits)

Offered by mutual arrangement with instructor
instructor's permission

Prerequisites:

This course allows individual students, in consultation with and under the supervision of a faculty member in related fields, to develop and design a course of study on a topic of mutual interest. The student takes the responsibility for designing and proposing a course syllabus (following a template for independent studies) that would clearly outline the learning objectives, course activities, assignments and bases of evaluation for the course. The syllabus should specify the prerequisites for the course including academic standing, and the student should demonstrate sufficient background in visual arts to justify the required independent work. The faculty member is ultimately responsible for approving, supervising, evaluating, and grading the course.

VISA 400 Contemporary Collaborative Practices in the Visual Arts (4 credits)Offered every three years
or instructor's permission

Prerequisites: VISA 250, VISA 280,

Over the last four decades, a growing number of artists have adopted a mode of working that is radically different from the usual modernist model. In some cases, collaborative artists are working in traditional art world channels, but in other cases, artists are collaborating with people or groups outside the world of art. The artists often create work with, not for a community, and share decision making with people not ordinarily given a place in the world of museums or other art world sites. This work is often intertwined with progressive educational philosophies and radical democratic theory. Resultant artworks express a wide variety of social and aesthetic positions. In this studio seminar course, we will examine collaborative contemporary artistic practices and explore the various modes of methods of creative co-generation in the visual arts through study and practice. Our work will consider the relationship between process and product, the complicated circumstances surrounding authorship and the social/ political implications of making work “together.”

VISA 410 Comic Arts 1 (4 credits)Offered every three years
instructor's permission

Prerequisites: VISA 280 or

This course is an exploration of comics and the graphic novel as a storytelling art form. Emphasis is placed on storytelling concepts and technical drawing skills. Students will use research, storyboarding, writing, critique, and revision to foster the foundation for a personal voice. Students will also learn ways in which images can tell a full story independent of the written word, through tone, pace, time, and implied dialogue. This course includes discussions of important contemporary comic artists who are pushing the boundaries of comic narrative. Students will consider the political and social potential of the comic and graphic novel through an investigation of these contemporary practitioners. Areas of focus will include gender, race and class representation.

VISA 415 Comic Arts 2 (4 credits)Offered every three years
Prerequisites: VISA 410 or instructor's permission

Cross-listed as MEDA 415

This course is an exploration of the comics and the graphic novel as a storytelling art form with a focus on digital techniques and processes. Emphasis is placed on storytelling concepts and technical drawing skills. Students will use research, storyboarding, writing, critique, and revision to foster the foundation for a personal voice. Students will also learn ways in which images can tell a full story independent of the written work, through tone, pace, time, and implied dialogue. This course includes discussions of important contemporary comic artists who are pushing the boundaries of comic narrative. Students will consider the political and social potential of the comic and graphic novel through an investigation of these contemporary practitioners. Areas of focus will include gender, race, and class representation.

VISA 450 Advanced Sculpture Studio (4 credits)

Offered once per year
instructor's permission

Prerequisites: VISA 350 or

This course is designated for advanced majors in the Visual Arts. Students will focus on the development of substantial individual projects that present their own artistic investigation and emergent practice. Students will also develop an artist statement through multiple revisions. May be offered concurrently with VISA 250 and VISA 350.

VISA 480 Advanced Drawing and Painting Studio (4 credits)

Offered once per year
instructor's permission

Prerequisites: VISA 380 or

This course is designated for advanced students in the Visual Arts. Students will focus on the development of substantial individual projects that present their own artistic investigation and emergent practice. Students will also develop an artist statement through multiple revisions.

Work Portfolio

WORK 125T Work Portfolio for Transfer Students (2 credits)

Offered as needed, generally in the Fall Quarter
Permission of the Co-op faculty

Prerequisites:

The Work Portfolio for Transfer Students course focuses on reading, journal writing, and reflection activities that relate developing knowledge and skills to their recent employment. Here, students begin to develop knowledge and skills that allow for thoughtful reflection of their experiences on the job and in their community. In this work portfolio, these skills include purposeful remembering and reflection. Students are introduced to journal writing and experiential education theories. Organized reflective writing and other learning activities are designed to help students understand their trajectory towards achieving the stated co-op learning outcomes. These assignments foster a deeper awareness of working productively as a successful employee, and understanding organizational structure while reflecting on the co-op job. In the final paper students present an in-depth self-assessment of growth in the integration of classroom learning and its application to the experience of the workplace, and analysis of further needs for development.

WORK 145 Co-op Preparation I (1 credit)

Offered once per year in the Fall Quarter

Prerequisites: none

This is a required course for all students that generates open elective credit.

This is a campus-based course that leads students through the process of securing their first co-op jobs. Students develop the knowledge and skills necessary to create innovative resumes, write engaging cover letters, practice interview skills, and develop strategies for success in the workplace. They engage in observational exercises and are introduced to contemporary employment trends. Course requirements include the completion of a module on academic honesty, the creation of a resume, development of cover letter (and/ or self-designed proposal), the submission of a co-op interests form, and various other assignments.

WORK 150 Work Portfolio I (2 credits)

Offered once per year in the Spring Quarter

Prerequisites:

None

Co-requisite: Student must be engaged full-time (30 to 40 hours per week) in an approved co-op experience

This introductory Work Portfolio course is designed to help students more deeply consider their individual experience as an Antioch co-op student, encouraging them to become more articulate about their relationship to working and how it impacts learning. The readings and assignments in this course ask students to consider the historic idea of

cooperative learning, to reinterpret the Antioch adventure of experiential education, and to forge their own contemporary and personally meaningful experience as they identify your goals and realize their sense of agency.

WORK 250 Work Portfolio II (2 credits)

Offered once per year in the Winter Quarter Permission of the Co-op faculty	Prerequisites: Co-requisite: Student must be engaged full-time (30 to 40 hours per week) in an approved co-op experience
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Welcome to the world of work in the early 21st Century. Students find themselves entering a global talent market shaped by massive demographic, economic, linguistic, and digital disruptions that are challenging long-held assumptions about nearly every aspect of modern life. They sense that they must develop different skills and capacities than those of previous generations in order to lead lives of significance and service in this emerging world. In addition to the deep content knowledge that has always been central to Antioch's liberal arts approach, employers underscore the need to develop robust collaborative, communicative, cross-cultural, and interdisciplinary capacities in order to collect data, communicate ideas, and test proposed solutions to problems in the workplace. This Work Portfolio course is designed to help students understand themselves as a "free agents" that are able to navigate the emerging employment landscape and develop the instincts necessary for productive engagement with people and organizations beyond the protected walls of higher education. The course engages students in purposeful observation, journal writing/ blogging, auto-ethnographic observation, reflection exercises, reading, and discussion forums designed to help them develop a considered relationship with your employer and the community they serve. It is intended to help students learn more about themselves, consider how they move through the world, and reflect on how their experience relates to their life goals.

WORK 350 Work Portfolio III (2 credits)

Offered once per year in the Fall Quarter Successful completion of at least one prior Work Portfolio course at the 100/ 200-level or instructors permission	Prerequisites: Co-requisite:
Student must be engaged full-time (30 to 40 hours per week) in an approved co-op experience	

This course engages students in reflection on their work experiences, expands their knowledge of diverse work environments, and encourages them to consider a variety of strategies for productive engagement in the workplace. Recognizing that their work situations are each different and complex, the course leads students to examine the language, people, tools, skills, activities, rules, and culture of the work communities in which they participate. The course leads students to consider their work in relation to the following contexts and themes: (1) the Personal Context of Work, (2) the Social Context of Work, and (3) the Global Context of Work.

WORK 411 – The Art of the Working Artist and Creative Placemaking (2 credits)

Offered once per year in the Summer Quarter	Prerequisites:
Successful completion of at least two prior Work Portfolio courses with one at the 300-level or instructor's permission	Co-requisite:
Student must be engaged full-time (30 to 40 hours per week) in an approved co-op experience	

In this course, co-op students explore the artist's relationship to their practice, the arts-based workplace, and the surrounding community in which their work can be localized. Students examine their perspectives and purpose as an artist through an intersectional lens. By observing and contributing to an arts-based workplace, students explore how art and culture relate to lived experience, localized in diverse communities that are active sites of creative placemaking. As part of experiential place-based learning, students map the cultural assets in their surrounding geographical and cultural community to learn from local artists' efforts and their relationship to art institutions and audiences. In addition, students have an opportunity to contribute to their art portfolio, craft an artist statement for a grant proposal or application to a graduate program, and refine their professional profile as a capstone project that highlights the achievements they have earned through engagement in the arts at Antioch.

WORK 425 Work Portfolio IV (2 credits)

Offered once per year in the Summer Quarter	Prerequisites:
Successful completion of at least two prior Work Portfolio courses with one at the 300-level or instructor's permission	Co-requisite:
Student must be engaged full-time (30 to 40 hours per week) in an approved co-op experience	

This course is intended to promote student agency within the context of the Work Portfolio requirement. It is based on the belief that learning over co-op is maximized when students are encouraged to develop their own learning agenda and accomplish goals that they set for themselves. It is recognized that much can be attained by a student who engages in dialogue with their instructors, co-workers, supervisors, mentors, and other students, who can help them think about their work and how they hope to position themselves for the future. Nevertheless, this course emphasizes the idea that the crucial factor in learning is student interest. By leading students to reflect on the themes that they most want to pursue, this course frames experiential learning as a co-constructed process that is realized through the empowerment of student agency and the promotion of engaged dialogue.

WORK 431 Humanities Fieldwork: Oral History & Digital Scholarship (2 credits)

Offered once per year in the Summer Quarter	Prerequisites:
Successful completion of at least two prior Work Portfolio courses with one at the 300-level or instructor's permission	Co-requisite:
Student must be engaged full-time (30 to 40 hours per week) in an approved co-op experience	

This course guides students in collecting primary source material through direct investigation and observation that contributes to ongoing dialogue about the possibilities of human existence. It is an opportunity for students to conduct fieldwork while on co-op, in connection with a community partner in a distinct community setting. The course supports students who are actively developing their own research questions or documentary interests that may help form their senior project, and involves interviewing and curation of digital projects featuring those interviews within the context of a capstone oral history project. Oral History is generally defined as a methodology for conducting interviews, curating the result of those interviews, and making those interviews available for research, in accordance with the best practice guidelines established by the Oral History Association. Digital Scholarship is the process of using digital tools and platforms to investigate, arrange, and analyze oral histories, texts, data sets, and archival records. Humanities Fieldwork: Oral History & Digital Scholarship immerses students in best practices and tools for digital scholarship, while students conduct, process, interpret, and curate interviews conducted through fieldwork on co-op as their own independent research.

WORK 450 Work Portfolio IV: Cultural Immersion (2 credits)

Offered once per year in the Summer Quarter	Prerequisites:
Successful completion of at least two prior Work Portfolio courses with one at the 300-level or instructor's permission	Co-requisite:
Student must be engaged full-time (30 to 40 hours per week) in an approved co-op experience	

This cultural immersion or international co-op experience places the student in an environment where learning is accomplished through active interaction with the people, languages, history, and institutions of other cultures. Students are expected to develop an understanding of social institutions and a view of the complexities and involved in any view of culture as a determinant of human actions, beliefs, and social attitudes. Through fulfilling this co-op students should demonstrate growth in their ability to understand and acknowledge cultural differences and to conceptually relate one's own culture to another. If this co-op is also a target-language immersion experience, students should demonstrate greater facility in that language as measured by their associated language capstone.

WORK 475 Work Portfolio V (2 credits)

Offered once per year in the Summer Quarter	Prerequisites:
Successful completion of at least two prior Work Portfolio courses with one at the 300-level or instructor's permission	Co-requisite:
Student must be engaged full-time (30 to 40 hours per week) in an approved co-op experience	

The cultural immersion co-op is a planned learning experience that places the learner in an environment where learning is accomplished through active interaction with the people, use of language, history, and institutions of other cultures. This course expects students to form a clear understanding and appreciation of common characteristics of another culture's, peoples, and social institutions as well as their complexity and diversity. It allows the student to experience the power of culture as a determinant of human actions, beliefs, and interactions with the environment. Students should demonstrate growth in their ability to understand and acknowledge cultural differences and to conceptually relate one's own culture to another. A signature assignment encourages the student to relate their experience in the cross-cultural setting to the attainment of their educational goals, in terms of language learning (if

applicable), cultural understanding, and the understanding of the impact of one's own culture in the workplace.

WORK 481 Researching Cultures over Co-op: An Anthropological Approach (2 credits)

Offered once per year in the Summer Quarter	Prerequisites:
Successful completion of at least two prior Work Portfolio courses with one at the 300-level or instructor's permission	Co-requisite:
Student must be engaged full-time (30 to 40 hours per week) in an approved co-op experience	

This course is intended to support students researching cultures, communities, societies, social groups/ organizations, or institutions as a central component of their co-op experience. Using their specific co-op environments as field sites, students will develop a deeper understanding of the particular cultural contexts of their co-ops. The main goal is for students to use this research to create a writing sample suitable for graduate applications; the writing sample will be a formal research paper geared toward an academic audience in the social sciences. The course will guide students through sociocultural research in three main ways. It will introduce students to 1) fieldwork and data collection strategies, 2) methods for analyzing and synthesizing data, and 3) comparing and relating findings to existing literature and scholarship. The instructor will tailor the approach to each students' research projects/ co-op field sites. Students will have the opportunity to integrate and build on concepts from courses in anthropology, political economy, etc., and apply them to the research/ writing sample. They will gain experience in fieldwork methods and concentrate on the art of writing a capstone academic research paper based on their fieldwork experience--skills that will significantly enhance their professional profiles and give their resumes a valuable edge.

WORK 482 Ecosociology: A Participatory Action Research Approach toward Environmental Justice (2 credits)

Offered once per year in the Summer Quarter	Prerequisites:
Successful completion of at least two prior Work Portfolio courses with one at the 300-level or instructor's permission	
Co-requisite: Student must be engaged full-time (30 to 40 hours per week) in an approved co-op experience	

What are we learning from each other as observers of and/ or participants in the environmental justice movement? How are environmental activists in one part of the world benefiting from the experiences of those in other places? How can we increase the flow of ideas, strategies, and support systems in order to promote dialogue beyond our particular local struggles? While recognizing our own privilege, how can we help ensure that activists who desire greater connectivity have opportunities to engage with one another across geocultural, linguistic, and political divide?. The purpose of this participatory action research course is to engage students as social researchers, thinkers, and activists who can facilitate dialogue across cultural divides and help to link activist communities in various parts of the globe. It is intended to underscore the importance of translocal thinking, which is informed by awareness of and experience in the struggles of localized activist groups throughout the planet. The course will introduce students to a participatory action research model that is intended to help them engage with networks of activists, understand the social situations in which they exist, leverage emerging communications technologies, and amplify the voices of those working for environmental justice, and produce a capstone spoken-word advocacy project based on their research. Particular topics may include: harnessing the resources of educational institutions to increase translocal connectivity; sharing strategies for nonviolent social action toward environmental justice; promoting inclusiveness through community action and protest; and understanding the links between cultural sovereignty and environmental progress.

Academic Policies and Regulations

Requirements for Admission

Admission to Antioch College is offered on the basis of each individual student's qualifications. It is important that each application for admission demonstrate ability to benefit from and contribute to the total Antioch College program. In reviewing each application, the committee will look for the right combination of academic ability, willingness to work hard and contribute to our community, and exhibition of determination.

Antioch College is a test-optional school with a holistic review process that looks at many factors when assessing an applicant's ability to thrive at the College. While students are welcome to submit ACT or SAT scores, they are not required to do so. Applicants should also consider these additional factors:

- A strong education record correlates with achievement at Antioch College; and
- While in high school, most applicants will have studied a foreign language and completed four years of English, math, science, and social science; and
- We also look for work or volunteer experience, evidence of leadership, and participation in extracurricular activities.

At this time, Antioch College is not accepting applications from international students. We look forward to being able to do so in the future. Transfer students who apply and are admitted to Antioch College will have an evaluation of their transcripts for transfer credits, which will be coordinated by the registrar.

Antioch College does not discriminate in its admissions decisions on the basis of race, ethnicity, color, religion, sex, sexual orientation, national origin, age, marital status, or physical ability.

Early Action (Priority Scholarship Deadline)

While Antioch College does accept applications on a rolling basis, we strongly recommend submitting your application by February 1st in order to ensure that you are eligible for consideration for all scholarships. Decisions are guaranteed within three weeks of the Admission team receiving your completed application.

Enrollment Deposit

The \$450 enrollment deposit secures your spot in the incoming class. \$200 will be applied to room and board charges; the remaining \$250 will be refunded upon graduation after all fees and fines have been paid. We recommend submitting your deposit by May 1st.

Tuition and Fees

2016-2017 Tuition & Fees Addendum

Effective Fall 2016 Term (October 2016)**

<u>Direct Fees:</u>	<u>Costs per Term</u>
Full-Time tuition rate	\$8,642
Part-Time tuition rate (for 11 credits and under, excluding co-op term)	\$500/ credit hour
Housing Double Room	\$2,311
Housing Single Room	\$4,622
Board (19 per week - Meal Plan)	\$1,477
Community Governance Fee*	\$ 52
Student Service Fee* (includes Wellness Center, Theatre, Library, IT, Registrar, Nurse, Dr, Counseling, Tutoring, and other student support services)	\$198
Student Health Insurance***	TBD
Over-credit Fee (for 19 credits and over, by special petition only)	\$100/ credit hour
Audit fee for non-degree-seeking students	\$300/ course
Deferred Payment Plan Fee	\$25

**The fees are charged every term a student is enrolled*

***This addendum supersedes all other publications regarding fees*

****Actual premium will be determined Summer 2016. This fee is required for students without adequate medical insurance. A waiver (opt-out) that students have other coverage, along with proof, must be on file to avoid this charge.*

Tuition & Fee Refunds

When students withdraw from classes, their charges will be reduced and their accounts will be credited according to the following refund policy. For the purpose of this policy, the period of enrollment is a term. The beginning of the term is the first day of classes and the end of the term is the last day of classes. The beginning and end dates of each term are listed in the curriculum catalog. The unofficial withdrawal date is the last day of attendance.

If the withdraw date falls after the drop/ add period all fees are non-refundable and only tuition will be refunded per the following policy.

Tuition Refund Policy:

Withdraw Date	Refund
Two weeks or less	80%
Between two & three weeks	60%
Between three & four weeks	40%
Between four & five weeks	20%
More than five weeks	0%

Room & Board Refunds

When students withdraw from classes they will be given a required move out date from Residence Life. Once the finance department receives official notification that the student has moved out and of any additional charges that need to be added to the students final term bill, refunds will be calculated based on the following refund policy.

Refund Policy:

Withdraw Date	Refund
Two weeks or less	80%
Between two & three weeks	60%
Between three & four weeks	40%
Between four & five weeks	20%
More than five weeks	0%

Institutional Financial Aid Refunds

All institutional financial aid will be reversed based on the following refund policy.

Refund Policy:

Withdraw Date	Refund
Two weeks or less	80%
Between two & three weeks	60%
Between three & four weeks	40%
Between four & five weeks	20%
More than five weeks	0%

Refund Policy for Federal Student Aid

The U. S. Department of Education requires that Antioch College calculate Federal Student Aid eligibility based on the time a student is enrolled in each term. If a student completes at least 60% of the term, no refund calculation is required. There are two withdrawal classifications:

- Official Withdrawal: Notify the Registrar or Dean of Student Life in writing that attendance in all classes will cease as of a specific date, including any leave of absence.
- Unofficial Withdrawal: Student has stopped attending classes for more than 14 calendar days.

The federal formula requires a return of Title IV financial aid if you received any of the following Title IV fund sources: Federal Pell Grant, Supplemental Educational Opportunity Grant (SEOG), Federal Direct Loan (subsidized or unsubsidized), PLUS (parent) loan, National SMART (Science and Mathematics Access to Retain Talent) Grant, and withdrew on or before completing 60 percent of the term.

Title IV funds will be pro-rated based on the number of calendar days in the term and the number of calendar days attended. All refunds will be completed within 45 days of the date of determination, and Federal Student Aid will be returned in the following order:

- Ford Federal Direct Unsubsidized Loan
- Ford Federal Direct Subsidized Loan
- Ford Federal Direct PLUS Parent Loan
- Federal Pell Grant
- National Science & Mathematics Access to Retain Talent (SMART) Grant
- Federal Supplemental Educational Opportunity Grant (FSEOG) including FSEOG Match
- Other federal loan or grant assistance

Student Accounts and Billing

Each student is financially responsible for their student account. Students are responsible for providing a current billing mailing address. All balances must be paid prior to the first day of class each term or payment arrangements must be set-up and approved by the Finance department. Payments can be made by cash, check, money order, or credit card.

Payment plans are available as an alternative option to ensure payment of your bill. Payment plans must be paid in three equal installments by the beginning of the following months indicative of each term:

Fall Term: October, November, & December

Winter Term: January, February, & March

Spring Term: April, May, & June

Summer Term: July, August, & September

Students electing the payment plan will be assessed a \$25.00 processing fee per quarter. All accounts must be paid in full at the end of each term. Students may elect to have their net pay from an on-campus job transferred to their student account by completing the appropriate form.

Failure to send the full payment or to sign up for the payment plan option and pay on time will prevent the student from their registration for classes and a HOLD will be placed on their account. In addition, transcripts, grades and narrative evaluations will not be issued to any student with an outstanding balance. Students with outstanding balances at the end of each term will not be permitted to attend classes for the next term, receive grades, or participate in graduation ceremonies.

Additional Course Fees Policy

Additional academic fees are charged to students to recover the cost of materials and supplies not normally covered by the instructional budget and fundamental to the special instructional activities associated with a special course or program fee. These fees are listed with the course offerings each term and are assessed to all students enrolled in the course. Billing and collection of such fees is handled through the Finance Department and should not be collected by a department or faculty member. Additional academic fees are non-refundable and must be used solely for support of the course involved. In the event that a scheduled special activity is cancelled during the term, students will receive a credit to their student account. Additional academic fees will not exceed \$100.00, except under extraordinary circumstances.

Additional academic fees can be charged for the following items:

1. Manuals and materials that are retained by the student and used in lieu of a textbook.
2. Materials and supplies used by the student, including, but not limited to chemicals, solutions, gloves, filters, biological specimens, artists' media, glassware, photographic materials, course specific software license fee, software retained by the student and other one-time use items beyond what is normally provided by the course.
3. Breakage of lab or studio equipment, glassware, in a current or prior term.
4. Special course activities (transportation, admission costs, meals, private music lessons).
5. Instructional equipment (maintenance).

Items that should not be included in additional academic fees:

1. Salaries, wages and related benefits
2. Honoraria for guest speakers
3. Computers
4. Software and software licenses (ongoing licenses)
5. Faculty travel
6. Capital and infrastructure related expenditures

Course and Program Fees

Course and program fees are two types of academic fees that are incorporated into the learning goals and outcomes associated with courses that require an additional cost assessment to students.

Course Fees

Fee type	Fee assessment
Lab Fee	Varies
Studio Fee	Varies
Special Activity Fee	Varies
Music Instruction Fee	\$100.00
Special Materials Fee	Varies

Program Fees

Oral Proficiency Interview (OPI) Registration Fee

The fee to take the OPI is based upon the language and assessment delivery type (i.e. telephone, computer).

Note: Students who take the OPI for a language not offered at Antioch can contact the Office of the Registrar and Academic Services to identify the OPI fee relative to the language and assessment delivery type.

OPI Reschedule Fee

Due to the nature of the interview and scheduling, there is a rescheduling fee for the OPI due to a no show appointment without prior notice or arriving late to the assessment session.

Student Penalties And Fines

The purpose of this policy is to identify key principles related to the imposition of student penalties and fines in relation to the assessment of additional academic fees of any kind in any given term. This policy applies to all students and to all administrative units providing services or loans (i.e. library resources, academic support adaptive equipment, lab/classroom equipment, or materials) to students, which carry a financial or other obligation on the part of the student.

Principles

1. Penalties and fines are established to encourage students to meet their obligations to return loaned items owned by the College and to pay monies owed to the College.

2. The College will ensure all penalties and fines are administered impartially and fairly.
3. Penalties and fines will be established for non-payment of established academic fees or failure to return loaned items. The chief penalty will be the suspension of student access to services until the college-owed obligation has been met.
4. All penalties and fines will be posted to student accounts.
5. Students who have incurred a penalty and/ or fine must return to the issuing department to make payment or resolve the penalty.
6. As appropriate, the College will make use of collection agencies to collect monies owed to the College.

Payment of Fines and Removal of Penalties

- A. The issuing department will receive notification of payment of fines and remove any imposed penalties as follows:
 1. If students have received library fines, they must pay fees in the Finance Department and return to the Library to show proof of payment of the fine in order to have any imposed penalty removed.
 2. If tuition fees are in arrears, students will return to the Finance Department to pay their fees.
 3. If students have received notice from a collection agency, they must pay the account directly to the collection agency.

- B. **Appeals**
 1. Appeals are to be made to the department issuing the penalty or fine.
 2. The appeal must be in writing. All appeals must include or identify the reasons the appeal is being sought:
 - i. Is the appeal being sought because the fine or penalty was unfairly levied? Please explain.
 - ii. Is the appeal being sought due to unavoidable extenuating circumstances? Please describe and attach any supportive documentation.
 3. Each department issuing a penalty or fine will establish a process for reviewing appeals.

4. The final authority for appeal for a penalty or fine is the head of the unit issuing the penalty or fine.

Center for Academic Support Services (CASS)

Antioch College Peer Tutoring Program:

The Antioch College Peer Tutoring program is designed for students to support their fellow students in their academics. Tutors are selected by full-time faculty by division/ course on a quarterly basis. Most faculty members require peer tutors to have successfully passed the course for which they wish to serve as a peer tutor. The areas in which there are most frequently tutors are math, sciences, writing, media, and languages (sometimes not a peer tutor). There is some flexibility for other areas to have peer tutors based on need.

CASS requires all tutors to hold an overall GPA of 3.0 or higher to serve as a peer tutor. Additionally, all tutors must complete training at the beginning of each quarter and submit the required forms to CASS and Human Resources before beginning to tutor for the quarter. If a student is interested in serving as a peer tutor, they should reach out to a faculty member in their respective area of interest around mid-term of the current term to be considered as a tutor for the following term.

Academic Accommodation due to Disability:

In accordance with the American's with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, Antioch College offers reasonable accommodations to students with documented learning, physical, and/ or psychological disabilities. The Center for Academic Support Services is dedicated to providing equal access to educational opportunities for students with disabilities. If a student has one or more documented disabilities that affect their ability to learn, they are asked to provide documentation to the Associate Director of Student Support Services. The information provided will be reviewed with the student to determine accommodations and approaches for effective learning. Students are required to identify their needs and register with Academic Support Services in order to be considered eligible for reasonable accommodations at Antioch College.

Registering as a Student with a Disability

1. The student must contact the Associate Director of Student Support Services to register as a student with a disability. No student should delay in meeting with the Associate Director of Student Support Services out of concern for not having appropriate paperwork.
2. The student then must meet with the Associate Director of Student Support Services to discuss the determination of disability status and appropriate accommodations. All accommodations are determined on a case-by-case basis. The presence of a disability does not automatically guarantee accommodations.

PLEASE NOTE: In order to receive accommodations, the student must register and request accommodations in a timely fashion. For example, faculty members need at least a week's notice to arrange for alternate testing locations and extended time. Students needing alternative texts are encouraged to present their requests as soon as possible before or during the quarter.

The Center for Academic Support Services wishes to encourage student self-advocacy and expects an interactive process where students participate in the accommodation process.

Student Responsibilities

- To request accommodations using the listed procedures and to do so in a timely fashion (by the end of week 2).
- To arrange specific details of requested accommodations with faculty and staff members.
- To maintain the same academic standards required of all Antioch College students, including timely completion of academic work.
- To abide by the Antioch College Student Code of Conduct and the Student Handbook for matters such as academic honesty and behavior.

Definitions:

- **Accommodation:** “any modification made for a person or within an environment to minimize the discriminatory effect of a

person's physical, emotional, or learning disability.” (Boston University)

- **Reasonable accommodations:** “those adjustments within a work or school site that allow an otherwise-qualified individual with a disability to perform the tasks required.” (B.U.)
- **Functional Limitations:** Refers to activities that individuals may have trouble doing or tasks they may have difficulty carrying out, due to the specific nature of their disability.

Accommodations Must:

- Be based on the specific diagnosis
- Be based on the functional limitations of the disability upon the specific individual
- Be subject to modification if the impact or symptomatology of the disability changes
- Be subject to modification based on the exigencies of medication trials and adjustments
- Be preceded by disclosure of the disability to the Center for Academic Support Services with appropriate documentation.

Accommodations Cannot:

- Cause undue burden on the setting or the institution
- Significantly alter the academic requirements of the course
- Significantly alter the course content

Who is Eligible for Accommodations?

There are several academic resources available to all Antioch College students. However, students who request accommodation on the basis of a diagnosed disability must register with the Center for Academic Support Services. The Associate Director of Student Support Services meets with students on an individual basis in order to plan the appropriate accommodations.

Registering with the Center for Academic Support Services

Appropriate and reasonable accommodations are best determined through an interactive process that includes the student with the disability, the Center for Academic Support Services, course instructors, and other faculty or staff members as appropriate. Students are expected to make accommodation requests in a timely fashion.

1. **Contact the Center for Academic Support Services.** Requests for accommodations are made to the Student Success Advisor who can be reached at 937-319-6139 ext. 3303 or at studentsupport@antiochcollege.edu.
2. **Meet with the Associate Director of Student Support Services to discuss determination of the status of the student as a person with a disability.** If the student is a person with a disability, the Center for Academic Support Services will determine the necessary accommodations. The student receives a letter (VISA) verifying the student's disability status and needed accommodations. At this point, the student is responsible for presenting the letter (VISA) for accommodations to the faculty member. The student may request that a member of disability services staff contact the faculty member for an initial introduction.
3. **Discuss details of the accommodations with faculty and staff members as appropriate.** It is the student's responsibility to follow-up to arrange specific accommodations. For testing accommodations, students must make arrangements with faculty one week prior to test/ exam.

Guidelines for Instructors of Students with Disabilities

1. Appropriate and reasonable accommodations are best determined through an interactive process that most often includes the student with the disability and the Center for Academic Support Services staff. Occasionally faculty or staff members will be asked to join in the discussion as the situation warrants.
2. Please refer students who identify themselves as students with disabilities to the Center for Academic Support Services and feel free to call to discuss any questions or concerns (McGregor Hall, 209 ext. 3303).

3. Information is sent to faculty only at the request of a student. Even if a student has documented a disability, he or she must request that a letter of accommodation be provided for your class.
4. The Center for Academic Support Services is responsible for determining which students are eligible as students with disabilities.
5. It is suggested that you include a statement in your syllabus that encourages students with disabilities to use the process. This ensures that we are providing students with effective notice of the availability of reasonable accommodations.
6. If a student requires an accommodation in your classroom, the Center for Academic Student Support Services will provide a letter for the student to present to you. That document will detail the accommodations to which the student is entitled. Accommodations should not alter the fundamental nature of the program of study. If you are concerned that an accommodation will fundamentally alter the nature of your course, please contact the Center for Academic Support Services.
7. Although accommodations are non-negotiable, details about how the accommodations will be provided are generally arranged between the faculty member and the student. If you need assistance arranging appropriate accommodations, please contact the Center for Academic Support Services.
8. Confidentiality: Absolute confidentiality is essential. Please do not make any reference to a student's disability in class or in front of other students, faculty, or staff members. The student may opt to tell you about his or her disability, and you are free to ask for details about the ways that the disability impacts on class performance and learning once the student has disclosed to you.

For more information please contact the Associate Director of Student Support Services at studentsupport@antiochcollege.edu or call 937-319-0093.

Placement Testing

All new, including transfer, students to Antioch College are required to take placement assessments in Writing, Mathematics, and Foreign Languages during new student orientation, unless granted an exemption from one or more of these assessments. Placement assessment results are used to determine course placement upon enrolling in classes at Antioch College and to determine if students have any special needs for supplemental instruction and support (through tutoring and/ or additional courses). Students who may be exempt from taking the placement tests will be informed of their status during orientation.

There is no exemption from placement testing in Foreign Languages. Exemption from the Writing or Math assessment will be based upon accepted transfer credit reviewed prior to new student orientation. Students may also be granted an exemption from Math assessment upon achieving the designated score requirements on Advanced Placement (AP) or International Baccalaureate exams. Students may be granted an exemption from the Writing assessment by achieving the designated score requirement on AP, ACT, or SAT exams.

Official transcripts and exam scores must be received and accepted by Antioch College prior to the first day of new student orientation for exemption consideration. Students who submit transcripts during or after new student orientation will be required to take the placement assessment in Writing, Mathematics, and Foreign Languages. The score received on the assessment will be the only consideration of course placement at Antioch, even if transcripts and/ or standardized exam scores are presented to the College any time during or after new student orientation. This includes any time after matriculation has been established at Antioch College.

Campus E-Mail

General Policy

Antioch College provides its computer systems and e-mail access for academic and administrative purposes. Access to these systems is a privilege, and every user is expected to use good judgment when using the e-mail system.

The Antioch College e-mail system is considered an official means of communication, and all members of the campus community are expected to check their e-mail on a regular basis. E-mail accounts will be created and deleted according to the E-mail Account Management Policy.

The e-mail messages express the views of the individual author and may not reflect the views or opinions of the college as a whole.

The College's e-mail system should not be used to send messages containing material that is fraudulent, harassing, sexually explicit, profane (including slang or abbreviated profanity), obscene, intimidating, defaming, or otherwise unlawful or inappropriate. Violations of this nature are considered very severe. Any offense detected will be handled swiftly and to the fullest extent allowed under college policy, including, where appropriate, academic dismissal, termination of employment, and civil or criminal action. Any violation of policy will be handled in the following manner:

- Students will be referred to the Dean of Student Life for disciplinary action/ sanction;
- Faculty will be referred to the Vice President for Academic Affairs;
- Staff will be referred to their immediate supervisor;
- Human Resources will take appropriate action as outlined in the policy manuals for Faculty and Staff.

Transfer Credit Policy

Acceptance of Credit to Antioch College

Acceptance of credit from colleges and universities, accredited or not, is at the sole discretion of the College. The evaluation of coursework completed at another college or university is considered on a case-by-case basis and determined upon review and evaluation of official transcripts, course descriptions, and course syllabi after acceptance to Antioch College. The Registrar's Office will facilitate the approval process between the student and division or program.

1. Antioch College allows each student a total of fifty quarter transfer credits and one co-op experience from all transfer sources, including:
 - a. Advanced Placement exams
 - b. International Baccalaureate exams
 - c. Coursework from other colleges or universities
 - d. Workplace experience
 - e. Military coursework
2. Courses with grades lower than a C are not transferable.
3. Course(s) considered for transfer credit must be appropriate for degree requirements at Antioch College.
4. Grades earned at other colleges and universities are not transferable or included in the calculation of grade point averages at Antioch College.
5. Remedial courses are not acceptable for transfer credits.
6. Competency or proficiency credit earned from an exam at another college or university is not acceptable transfer credit.
7. Antioch does not accept credit for correspondence courses.
8. Antioch College's language requirement is proficiency based; credit for language courses is not accepted. New and transfer students must take a language proficiency assessment prior to initial enrollment for course-level placement in languages offered at Antioch College.
9. Antioch College accepts credit for online or distance learning courses.
10. Antioch College students who complete coursework at another college or university with the intent of transferring credit to Antioch College must obtain prior approval from the registrar. Coursework submitted for transfer that has not been pre-approved will not be considered.

11. Credits earned by matriculated students through consortial arrangements (including, but not limited to GLCA, SOCHE, study abroad programs, etc.) do not count against the credit transfer limit.

Credit for AP and IB Examinations

Credits are awarded for appropriate scores earned on Advanced Placement (AP) and International Baccalaureate (IB) examinations. Incoming first-year and transfer students with sufficiently high scores on appropriate AP and IB exams of the appropriate level may receive academic credit for their scores. Credits associated with acceptance of AP and IB scores will be evaluated on a case-by-case basis. Students are encouraged to inquire at the Registrar's Office for more information. Note that credits awarded for exam scores count against a student's total allowable transfer credits, and are subject to all of the policies regarding transfer of credit. Official score results must be submitted to the Registrar's Office. An AP/ IB transfer chart is posted on the college website, which identifies approved course considerations and additional specifications in relation to credit for AP and IB examinations.

Transfer Placement for Relevant Work Experience

Students who transfer to Antioch College with at least second-year status may be eligible for placement into the Work Portfolio for Transfers (WORK 125T) course during their first quarter of enrollment and may have their prior work experience counted as one of the cooperative educational experiences required for a Bachelor's Degree. The Work Portfolio for Transfer Students is a 2-credit course that entails reading and reflective writing assignments about learning from work. This course must be taken concurrently with WORK 145. In order to qualify for placement into Work 125T, the following criteria must be met:

1. Students must have worked in a paid position within one year of matriculation at Antioch College.
2. Students must have worked a minimum of 300 clock hours (work hours themselves are not applicable to receiving transfer credit).
3. An Employment Verification Form must be submitted prior to matriculation to the Office of Admissions for applicant file completion and co-op/ registrar referral purposes.

Courses and Examinations Not Accepted for Transfer of Credit

Antioch College reserves the right to deny credit for courses that are not compatible with those offered in its undergraduate degree programs. Some general categories of courses and examinations never receive transfer credit. Examples of courses and examinations that are not accepted for transfer of credit include:

- Remedial courses considered below college level (usually numbered below 100).
- Courses offered for non-credit continuing education units.
- Courses providing instruction in English as a Second Language (including 100-level or above).
- Examinations offered by the College-Level Examination Program (CLEP).
- Competency or proficiency credit earned from an exam at another college or university.
- Correspondence Courses

Indicators on Transcript

Grades earned at other colleges and universities are not transferable and are not included in the calculation of grade point averages at Antioch College. Transfer credit for courses must be completed with a minimum grade of C. Grades and grade points for courses transferred will not be reflected on the transcript. Transfer credits are recorded with a grade indicator of a T and the hours are included in the student's earned hours. Transfer credit for courses for which a student earned a grade of P (pass) will only be considered if the transcript clearly states that a grade of P is equivalent to a grade of C. Courses with No Pass (NP), Credit (CR) or No Credit (NC) or other similar indicators on a transcript under transfer review are not considered transferable.

Military Credit

Credits awarded for Armed Forces Training Schools (AFTS) coursework may be considered for transfer credit. Official military transcripts must be submitted to the Registrar's Office for evaluation prior to matriculation. No credit is awarded for Military Occupational Specialty (MOS) programs unless the specific programs align with Antioch's curricular offerings.

Overlapping Content

If a division or program considers two of its courses to have overlapping content, credit will be awarded for only one. For example, if a transfer

course in Chemistry has overlapping content in General Chemistry I (CHEM 105) and General Chemistry II (CHEM 160), credit is granted for either CHEM 105 or CHEM 160. Divisions, programs or courses in which such overlapping occurs, may include, but are not limited to: Anthropology, Biology, Chemistry, Environmental Sciences, Political Economy, Foreign Languages, History, Literature, Mathematics, Media Arts, Performance, Philosophy, Physics, Psychology and Visual Arts.

Restricted Transfer Credit

Transfer credit will not generally be awarded for vocational or technical courses unless the specific courses align with Antioch's curricular offerings.

Transfer Credit Evaluation Process

It is the Policy of Antioch College that the following process for the internal evaluation of transfer credit be as written below:

1. Students indicate to the Admissions Office that they wish to transfer credits. Students should provide the Admissions Office with:
 - a. full and complete official transcripts;
 - b. course descriptions of classes they wish to transfer; and
 - c. syllabi of classes they wish to transfer.
2. The Admissions Office forwards to the Registrar's Office all appropriate documents for the determination of transfer credit.
3. The Registrar's Office inspects the student's documents, and determines which courses would be appropriate for transfer consideration. The course(s) must be appropriately matched to our curriculum (i.e. does "General Psychology" at another institution match our "General Psychology" closely enough to be considered equivalent). The registrar will consult individual faculty members in appropriate areas if there are questions regarding the equivalency of specific courses.
4. The Registrar's Office completes a preliminary transfer credit evaluation for a maximum consideration of 50 quarter credits. A copy of the evaluation will be sent to the student and the student's academic advisor. A copy of the form will be placed in the student's academic file.
5. The Registrar's Office will forward to the Cooperative Education Department for evaluation any documents supporting transfer credit for previous work experience. If transfer credit

for the previous work experience is deemed appropriate, the Registrar will contact the student with instructions about how to earn that credit (see Transfer Placement for Relevant Work Experience above).

Note that this form is a preliminary review of transfer credit. After consulting their advisor, the student may choose to change their request as to which courses will be considered for transfer. Examples include:

1. A student who enters with an interest in a psychology degree may instead major in literature, at which time the initial evaluation may need to be modified to reflect this change. The student must request a transfer credit re-evaluation, which can be done through the Registrar's Office. Once re-evaluation is completed, the student's transfer credit will be updated in the academic information system.
2. A student may provide additional or updated transcripts if additional credit was earned from another institution of higher education prior to the student's initial term of enrollment or if a newer transcript shows courses completed as opposed to in progress.
3. A student may choose to withdraw their request for courses to be transferred, or may choose only to transfer in select courses.

Academic Residency and Student Status

All students aspiring to become candidates for the Antioch College Bachelor of Arts or Bachelor of Science degree must complete a minimum of fifteen quarters. Four of the fifteen quarters will be full-time work terms and eleven will be study terms in residence at the Antioch College campus. The normal standards of academic progress allows for a student to earn 180 credits with a minimum GPA of 2.0. The final study term must be on campus unless this requirement is waived by petition to the Academic Policy and Review Committee (APRC). A petition to waive the requirement must be submitted to the Registrar's Office no later than the end of their junior year. Residency for transfer students may be affected by the amount and type of transfer credit awarded.

Class Standing

The total number of credits earned, including any approved transfer credits accepted by the College, determines class standing at Antioch College. Class standing may be used to determine eligibility registration in some classes, financial aid awards, etc. The registrar determines class standing as follows:

Class Standing	Credits
First Year	0 – 50 credits
Second Year	51 – 100 credits
Third Year	101 – 135 credits
Fourth Year	136 – 180 credits

Full-Time Students

Students maintain full-time status by registering for at least 12 quarter credits at Antioch College or at an associated and approved off-campus study program by petition to the APRC. Students engaged in cooperative education terms at Antioch College complete the equivalent of a minimum of 12 quarter-credits of activities (36 hours per week) and their enrollment status as a student on a cooperative education term is considered full-time. Students admitted to Antioch College as Horace Mann Fellows are required to maintain full-time status each term. Students may petition for part-time status on a quarterly basis.

Part-Time Students

A part-time student is one who is approved by APRC to enroll for less than 12 credit hours on a quarterly basis. A student must petition for part-time status by the 7th week of the quarter prior to the term during which they intend to enroll part-time. Petitions for Less than Full-Time Status forms are available in the Registrar's Office.

Degree-Seeking Students

A degree-seeking student is one who has officially been accepted into a degree program at Antioch College and who has enrolled for classes.

Non-Degree-Seeking Student

A non-degree-student is one who is not officially accepted into a degree program during term(s) of enrollment at Antioch College. This student does not have an intention to earn a degree but wishes to take or audit a course for personal interest. This type of student is able to take or audit a course with the instructor's permission and only if seats are available. In cases when class-size limit has been met, priority goes to degree-seeking students. Registrations for course audits will not be processed until the last day of registration in the term the student is seeking enrollment. A request to audit a class must be completed and submitted to the registrar prior to the start of the term of intended enrollment.

Other Types of Status

At Antioch College, other types of status are determined by the numerical representation of a student's quality of performance in each enrolled course. The letter grade determines the status of a student in good or unsatisfactory standing. The status of good or satisfactory academic standing means a student has achieved a minimum 2.0 grade point average (GPA). Unsatisfactory academic standing, or a GPA below 2.0, may result in academic probation, suspension, or dismissal.

Consequences of unapproved part-time status

Several college opportunities, including college scholarships, awards, positions, etc. require full-time status. With prior approval of a formal petition, students who are part-time may still be eligible for those opportunities that require full-time status. Any student who is registered for 1-11 credits (part time status), and who does not have an APRC-approved Petition for Less than Full-Time Status, will be considered a part-time student, and thus ineligible for any college scholarships, awards,

positions, etc. that require full-time status. Consequently, students may be required to pay additional tuition (due to loss of scholarship), may lose a college-sponsored job, etc.

Student Enrollment Status during Cooperative Education Terms

As a minimum standard for the work portion of a cooperative education (co-op) term at Antioch College, students are required to engage in an approved cooperative education experience a minimum of 30 hours per week for a minimum of ten weeks. Concurrently, they are required to do a two-credit Work Portfolio course online, through which they engage in sustained reflection on the experience and maintain regular communication with their course instructor. The Work Portfolio course requires two hours of online participation each week plus course activities that require four hours of appropriate activity “out of class” (off-line) to achieve the required course outcomes, for a minimum of six hours of activities per week for the duration of two-credit Work Portfolio course.

During work terms, while students are formally enrolled for a lesser number of academic credits than they are during study terms, the workload is considered equivalent to that of a full-time study term student: 30 hours of work activity translates to the equivalent of 10 quarter credits, based on the Carnegie Unit Interpretations policy, while earning 2 credits for the Work Portfolio course. Thus, students engaged in cooperative education terms at Antioch College complete the equivalent of a minimum of 12 quarter-credits of activities (36 hours per week) and their enrollment status as a student on a cooperative education term is considered full-time.

Antioch College is committed to broadening its conception of the cooperative education experience in response to changes in world of work. It is understood that a significant number of students hope to use co-op to engage in entrepreneurial opportunities, conduct research related to their majors, become involved in artistic ventures, or develop skills through sustained work in informal settings. It is also clear that numerous students are interested in proposing a co-op job of their own design. For these reasons, as outlined in the 2012-2014 Curriculum Catalog, by “formal petition to the dean of cooperative education, students may seek approval to substitute one or more cooperative education job(s) with self-

selected major-related paid or unpaid internship(s); research appointment(s); or other academically or professionally significant experience(s)” that fulfill their ambitions for experiential learning off-campus.

With this in mind, cooperative education experiences are evaluated based on the following criteria:

- **A safe and supportive working/ learning environment** – Is the workplace or study site safe? Will the student be able to adhere to safe operating procedures?
- **Reciprocity** – Will the student work with other people in situations where they would have legitimate expectations on their time and energy, and likewise would they be in a position to expect something in return from them?
- **Appropriate preparation and clear definition of activities** – Will they receive appropriate training so that they understand clearly the activities to be performed? Will they be able to communicate sufficiently with colleagues so that they will be successful in their efforts?
- **Adequate supervision** – What kind of oversight will be afforded to ensure that the experience will be rigorous beyond the Work Portfolio course?
- **Sustained Engagement** – Will the work require commitment over a sufficient period of time? Cooperative education entails a situation where people must live up to expectations on which they have agreed. Students are allowed flexibility in that they may involve themselves in more than one work experience, but they must provide verification for all experiences.
- **Thematic Consistency** – If the student will be working at different locations with different sets of people these should be within a discipline or focused on a consistent purpose throughout the cooperative education term.
- **Performance evaluation** – How will the success of their experience be judged? Are expected levels of performance adequately communicated?

Class Over Co-Op Policy

Antioch College values and respects the learning that takes place during Co-op terms, and actively discourages activities that distract from this endeavor. As such, the number of classes students are allowed to take during Co-op terms is restricted. As per the degree requirements, all students must register for and successfully complete an on-line Work Portfolio class associated with the Cooperative Education Experience; this class is an integral part of the Co-op term, and enhances the learning during work. Antioch College also recognizes that year-round language instruction is necessary for the proper attainment of oral proficiency, and as such all students are required to register for on-line Language and Culture classes during work terms, until the language requirement is met. Additionally, given the importance of second language acquisition, students on the three-year language track may continue to take language classes during Co-op terms. All class activities (including auditing courses) over Co-op terms, other than Work Portfolio or Language and Culture, are restricted or forbidden, as discussed below.

To be eligible to file a petition to request the privilege of registering for an additional class over co-op, a student:

- 1) Must have at least second year status or higher (51 quarter credits or more)
- 2) Must have successfully completed Work 150 or Work 125T, and its associated Cooperative Education experience.
- 3) Must be in good academic standing.
- 4) Must have a cumulative GPA of 2.5 or higher.
- 5) Must have no unresolved disciplinary issues in the Office of Student Life.
- 6) Must have no unresolved billing/ financial issues with the Billing Office.
- 7) Must have regular and reliable Internet access for the duration of the Co-op term.
- 8) Must meet all requirements for registration for a class at the institution through which the course is to be taken (includes registration at Antioch College, cross-registration, or registration at a non-affiliated institution).
- 9) May not register for more than one additional class over co-op beyond Work Portfolio and Language and Culture.

- 10) May not register for more than three classes over co-op of **any type**, including Work Portfolio and Language and Culture.
- 11) May not register for more than 8 quarter credits total over co-op, including Work Portfolio and Language and Culture.
- 12) May not audit a class over co-op terms.
- 13) May not register for a class which conflicts with the expected work hours of the co-op job in any way.

All requests for taking an additional class during a Co-op term are evaluated by the Academic Policy and Review Committee (APRC) on a case-by-case basis, according to the process described below. In order for a request for an additional class to be considered, a student must:

- 1) Obtain a copy of the “Petition to Register for an Additional Class Over Co-op” form from the Registrar’s office, and complete it. In addition to standard office information, this form requires
 - a) Signatures of Academic, Co-op, and Language advisors
 - b) A clear rationale as to why the requested class must be taken over the indicated co-op term, and not at some other point
- 2) Return this petition to the Registrar’s Office no later than the end of the seventh week of the academic term prior to when the additional class over co-op is desired to be taken. The Registrar will then forward the petition to APRC for consideration.

The decision of APRC is final.

Self-Designed Co-op Policy

The Cooperative Education (Co-op) Program is committed to broadening its conception of the co-op experience in response to changes in the world of work. It is understood that a significant number of students hope to use their cooperative work term to explore entrepreneurial opportunities with start-up firms, conduct research related to their majors, become involved in artistic ventures, or experiment with their own ideas. It is also clear that numerous students are interested in proposing a co-op job of their own design. For these reasons, as explained in the Antioch College Curriculum Catalog, by “formal petition to the dean of cooperative education, students may seek approval to substitute one or more cooperative education job(s) with self-selected major-related paid or unpaid internship(s); research appointment(s); or other academically or professionally significant experience(s)” that fulfill their ambitions for learning off-campus.

If a student desires to propose a Self-Designed Co-op Experience, they are required to work with their co-op advisors to develop their plan and to write a formal proposal. Draft proposals must be submitted by the fourth week of the quarter preceding the cooperative work term in question. Final proposals with a signed employer/ mentor verification form are due by the seventh week of the term.

The proposal must be in narrative form addressing all of the following points: How the opportunity relates to the student’s immediate academic interests, long-term educational goals, career objectives, previous work experiences, ambitions for skill development, and/ or personal needs. Proposals should be approved by the co-op advisor before being submitted to the Dean of Cooperative, Experiential, and International Education.

If the student proposes to be self-employed, involved in research, or engaged in some form of artistic work of their own design, they must identify someone with legitimacy in the proposed field of interest who has agreed to serve as a mentor and provide guidance in planning their co-op. They are required to provide the name, contact information, and signature of the individual in order to verify the mentorship relationship.

Proposals will be judged on the following criteria:

- **A safe, ethical, legal, and supportive working/ learning environment** – Is the workplace or study site safe? Will the student be able to adhere to safe, ethical, and legal operating procedures? In this regard, students are informed that employers in the United States are bound by workplace fairness standards as codified in federal and state law and are required to maintain an environment that is free from harassment and other forms of discrimination as stipulated by the U.S. Equal Employment Opportunity Commission (EEOC).
- **Reciprocity** – Will the student commit to work in situations where other people would have legitimate expectations of them, and thus, those individuals would be reasonably expected to offer compensation, training, or other forms of support for the student?
- **Appropriate preparation and clear definition of activities** – Will the student receive appropriate training so that they understand clearly the activities to be performed? Is approval from the Institutional Review Board (IRB) or Institutional Animal Care and Use Committee (IACUC) required for this experience?
- **Adequate supervision** – What kind of oversight will be afforded to ensure that the experience will be rigorous beyond the Work Portfolio course? Will the student be able to communicate sufficiently with colleagues so that they will be successful in their efforts?
- **Thematic Consistency** - If the student will work in different locations with different sets of people, their work should be within a particular field or focused on a consistent purpose throughout the co-op in order to afford them a coherent learning experience.
- **Sustained Engagement** - Will the student be occupied full-time throughout the cooperative work term? Please keep in mind that although most co-op jobs are scheduled for 11 to 12 weeks to meet employer obligations, a minimum of 10 weeks of full-time work (at least 30 hours per week) is required. Students may have more than one employer but must provide verification from all.
- **Performance evaluation** – How will the success of the experience be judged? Are expected levels of performance adequately communicated?

Evaluation of Academic Performance: Grades

The Registrar's Office provides students with a credit report or transcript, by request. This report includes letter grades and narrative evaluations from faculty. The letter grade is calculated to represent numerically a student's quality of performance. In addition, letter grades determine student status: good standing, academic probation, suspension, and dismissal. Antioch College uses the standard 4.0, plus/ minus grading system. Each letter grade is associated with a grade point, which is established to determine a student's grade point average. The grade point average is calculated at the end of each quarter.

Grade	Quality Points	Meets Degree Requirement	Earns Credit
A	4.0	yes	yes
A-	3.7	yes	yes
B+	3.4	yes	yes
B	3.0	yes	yes
B-	2.7	yes	yes
C+	2.3	yes	yes
C	2.0	yes	yes
C-	1.7	no	yes
D+	1.3	no	yes
D	1.0	no	yes
D-	0.7	no	yes
F	0.0	no	no

The table above does not apply to basic skills courses. Students must earn at least a B to pass MATH 090 and ENG 090. These courses do not generate credit that can be counted towards a Bachelor's degree.

Other Grade Indicators in Use

The following are not used to compute the grade point average:

AU—Indicates the attendance of students who wish to audit a class for personal interest with no intent to seek a degree. An Audit Request Form is available in the registrar's office. College employees may obtain an Audit Request Form from Human Resources. Deadline: The request form

must be submitted by the last date to register for intended term of enrollment.

P/ NP— For a course designated by the College as “Pass/ No Pass,” the grades of “P” or “NP” must be assigned. Based upon designated courses and based upon certain language proficiency expectations and assessments, all passing work (A to C) is given the uniform grade of P and will receive attempted and earned credit. Work below C- is considered not passing, and is given a grade of NP and does not receive attempted or earned credit. The grades of P and NP are not calculated in the GPA.

M—Temporary indicator assigned to a student whose work is somehow implicated in a breach of academic integrity. Deadline: Based on the issue of integrity, once the academic honesty policy has been fully implemented, the faculty member can submit the final grade through a Grade Change Form submission to the registrar. This process can be delayed up to six months. If a final grade is not submitted by the deadline of final grade submissions at the end of the next study term, the M indicator will automatically convert to an F grade.

NG—The “no grade” indicator is a temporary indicator reserved for those occasions when teachers find they are missing a piece of work from a student, which they believe the student did, in fact, complete. The NG indicator serves as a placeholder on the student’s transcript until the teacher is prepared to submit the final grade. This indicator is also used when faculty fail to submit a grade that the student earned in the course. It is the responsibility of the student to contact the instructor so that a Grade Change Form can be submitted to the registrar’s office. Deadline: A final grade must be submitted by the end of the fifth full week of the next study term. The indicator will automatically convert to an F grade in the event a Grade Change Form is not submitted to the registrar by the deadline.

IN—An “incomplete grade” is a temporary indicator assigned when a written request has been initiated and submitted by the student and approved by the faculty member. Verbal approvals for incompletes are not acceptable. The faculty approval of the request indicates that requirements have not been completed by the student for good cause or some other circumstance beyond their control that prevented the student from completing the work during the term. An incomplete is not automatic or appropriate for students who have not managed to complete coursework in a timely manner. A student should be passing the class

before a faculty considers approving an incomplete grade. No faculty member is required to issue an incomplete. It is the student's responsibility to request an incomplete in writing, complete any work or expectations identified by the faculty member, and ensure that the grade has been changed. Requests for Incomplete Grade Forms are available in the registrar's office. Deadline: Faculty may change incompletes by submitting a Grade Change Form by the deadline identified on the request form or by the end of the sixth full week of the next study term, whichever date comes first. If no grade is submitted by the earliest deadline, the incomplete grade will automatically convert to an F. Visiting professors, adjunct faculty, and resident faculty scheduled for a leave during the next academic term may not award incompletes.

R—This indicator is applicable to students who repeat a course. The first grade will be excluded and marked as repeated (R) and the second grade will be included in calculating the grade point average.

W—A withdrawal indicator is used when the student withdraws from one or more classes in a quarter. Deadline: This code reflects a withdrawal after the add/ drop deadline and by the end of the seventh full week of the quarter. A student is unable to withdraw from a class after the seventh full week of a quarter. Work completed through this point in the term is sufficient to warrant an actual letter grade. A withdrawal indicator is also used when a student has submitted a request for leave or withdrawal from the College. A student who is granted leave will be withdrawn from all courses and Ws will be recorded on his or her official transcript. This indicator may also be used for an audited course that was not completed successfully.

WD—An official withdrawal initiated by the Registrar's Office. A WD is designated for a student who is removed from a class for administrative reasons prior to the withdrawal deadline. Examples include: a student who has pre-registered for classes for the next term but does not return to campus (an enrollment status of No Show will be indicated for the quarter); a student who has attended class, but then stops attending class before the withdrawal deadline without withdrawing; a student who is removed from a class for disciplinary reasons; a student who, due to personal circumstances, is not able to withdraw themselves.

Y—The Y indicator identifies an exemption of a course based on placement scores and language proficiency assessments administered

during new student orientation at Antioch College. These tests must be taken before the start of the first term of enrollment at the College.

T—A transfer credit indicator identifies credit that was approved and transferred to Antioch College. Only credit for non-remedial courses passed with a C grade or higher is transferable to Antioch College. Grades and grade points will not be reflected on the transcript or used for calculation of the Antioch College GPA.

Report of Grades

Final quarterly grade reports are not mailed through U.S. postal service or sent through e-mail addresses. Students may view final grades through the comprehensive academic management system or submit a Request for Grade Report at the Registrar's Office. Students should allow for up to fifteen business days for processing. Students will be contacted via e-mail when the grade summary report is ready for pick up. Students must present an official campus ID, or state-issued ID (such as a driver's license), or federal ID (such as a passport) in order to receive a copy of the completed grade summary report. The grade summary report request will include the option for grades, narrative evaluations or both. Students may also request a transcript.

Midterm Grades

Deficient midterm grades and attendance notifications are submitted to the registrar at the end of the fifth full week of each term. The purpose of midterm grades is to provide the student, faculty advisor, and academic support services with a timely alert that the student's academic performance by the midpoint of the term is deficient. Students who receive deficient midterm grades are strongly encouraged to discuss their academic performance with the course instructor, faculty advisor and/ or staff in the Office of the Registrar and Center for Academic Support Services.

Change of Grade

All grades assigned by course instructors are final at the time of submission by the instructor. The Office of the Registrar is authorized to change a final grade upon written request of an instructor provided a clerical or procedural error is the reason for the change. Examples of clerical or procedural errors include miscalculations in the adding of scores, incorrectly transcribing grades, or the inadvertent exclusion of student work that was completed during the term. No change of grade

may be made on the basis of reassessment of the quality of a student's work or, with the exception of I (incomplete grade), the completion of additional work. The temporary indicators of M (pending academic dishonesty case) and NG (no grade reported) may also be changed at the instructor's request.

A change of grade is accomplished by the course instructor submitting to the registrar a Change of Grade Form, available from the Registrar's Office. The temporary indicators I and NG must be changed by the end of the fifth week into the following term (unless other arrangements have been made and documented) or those grades will convert to F. A grade of M must be changed by the time final grades are due at the end of the following term or the M will convert to F.

Dean's List

Each study term, the Dean's List recognizes students with a term grade point average of at least 3.5 and who have no grades of C-, D+, D, D-, or F. This recognition appears on students' official academic transcripts. Students with unresolved INs, Ms, NGs, Ws, or WDs, as well as those with unresolved violations reported to the Dean of Student Life, will be excluded from placement on the Dean's List.

Narrative Evaluations

Faculty members evaluate student learning based on a set of standards and learning objectives. Assessment is a continuous process requiring the active participation of the student and the instructor. Evaluation is an integral part of both learning and teaching and an essential ingredient of the Antioch College experience. In addition to submitting grades, faculty members generally provide narrative evaluations detailing appraisals of each student's performance in a course; consult your faculty advisor or instructor for exceptions. Faculty members are asked to hold the narrative evaluations for incompletes until they have been resolved.

Narrative evaluations for introductory language courses will be written after students take the OPI and complete the Language 140 course. Similarly, narrative evaluations will be written for Language 240 courses in the intermediate sequence. In the advanced sequence, narrative evaluations will be written for every course according to the guidelines indicated below. Students may obtain a narrative evaluation for any course upon request to the instructor. Guidelines for these requests will be provided in the syllabus at the beginning of each course.

The narrative evaluation includes:

1. A description of the course objectives and related learning outcomes (i.e. the basis on which credit is granted or withheld); and
2. An appraisal of how the student achieved or failed these objectives; the extent to which the requirements were fulfilled; and
3. The instructor's assessment of the quality of the work, and his or her judgment of how well the student has understood the material. Narrative evaluations are a part of the student's permanent academic record on file in the registrar's office. When transcripts are requested, the student may elect to have some or all of these narrative evaluations available to accompany the official transcript. Narrative evaluations for incompletes must be submitted at the time the course grade is changed by the instructor.

Narrative evaluations are not required in the following instances:

1. Audits: A student that is auditing a course.
2. Failing Grade: A student that receives a failing grade in the course (F grade).
3. Overall Student Enrollment of More than 25: A student enrolled in a class that has an overall enrollment 25 or more students at the time the schedule adjustment period ends (at 5:00 pm Tuesday of week 2). If a student would like to have a narrative for the course, it is the student's responsibility to contact the instructor of record to request a narrative evaluation. This request must be provided to the instructor of record no later than week 5 of the following term.

Narrative evaluations are a part of the student's permanent academic record on file in the Registrar's Office. When transcripts are requested, the student may elect to have some or all of these narrative evaluations reproduced to accompany the official transcript. An explanation of Antioch College's system of evaluation is sent with the transcript.

In order to make changes to an already submitted narrative evaluation, the instructor is required to resubmit the new version of the narrative evaluation to the Registrar's Office. Narrative evaluations for incompletes must be submitted at the time the course grade is changed.

Student Self-Evaluations

Students are expected to actively participate in the evaluation of their learning. For example, the student is encouraged to write a self-evaluation for inclusion with the narrative evaluation. Self-evaluations should:

- A. Include an assessment of the student's own accomplishments in the course, both with respect to the stated course objectives and the student's own expectations.
- B. Be submitted to the instructor before the last day of class for timely incorporation with the instructor's narrative evaluation. Students must sign each evaluation.

Do not include an evaluation of the course content or the instructor's performance (Such evaluations are conducted by the Academic Affairs office at the end of the quarter).

Calculating Your Grade Point Average

To calculate your G.P.A. for one term:

1. Multiply the point value of the letter grade (see table on page 262) by the number of credit hours. The result is the grade points (quality points) earned.
2. Total the credit hours for the term; total the quality points for the term.
3. Divide the total quality points by the total credit hours.

To calculate your cumulative G.P.A.:

1. Follow steps 1 and 2 above for each term.
2. Total the credit hours from all terms; total the quality points from all terms.
3. Divide the total quality points for all terms by the total credit hours for all terms. The result is the cumulative G.P.A.

Grade Mediation: Appealing a Grade or Narrative Evaluation

Students may appeal grades and narrative evaluations on procedural grounds. That is, they may question whether the grade was awarded fairly, or the narrative written properly, according to clear standards, and in a manner consistent with stated policies of Antioch College. An appeal begins with a conversation between the student and instructor. If this discussion does not lead to a conclusion, the student, after consultation with their faculty advisor, may contact the Vice President for Academic Affairs (VPAA). The VPAA's primary role in the process is as a mediator. The VPAA may advise the student on the merits of the case and shall, at the request of the student, mediate between student and instructor. This mediation must occur within one academic term after completion of the course. A meeting of all parties or separate meetings of the VPAA with each party may be arranged. Sometimes the VPAA may recuse her/himself and refer the case to the Associate Dean of Academic Affairs (ADAA) or another academic administrator. Under no circumstances is the VPAA, the ADAA, or any academic administrator allowed to change the grade or narrative evaluation assigned by the Instructor of Record. If at any point in the process the Instructor of Record discovers that the grade/ narrative in question was due to an error (miscalculation, incorrect transcription, typographical error, etc.), then the Instructor of Record is free to change the grade/ narrative according to the Change of Grade Policy found in this Catalog.

If this mediation does not lead to a result agreeable to the parties, either or both may request a mediation hearing before the Academic Policy and Review Committee (APRC). The VPAA (or her/ his designee) shall request a special session of APRC. The hearings shall be recorded during the presentation and discussion of evidence with all parties present. APRC shall meet in executive session for deliberation, which will include a comprehensive review of the documents of the case. After deliberation, a recommendation is presented, which will reflect an equitable review in the interest of both parties as it seeks to determine if grading procedures/ evaluation processes were somehow faulty and if a remedy is feasible. The recommendation of APRC will be deemed final and shall be recorded in the student's record in the Registrar's Office. APRC may not change the grade assigned by the Instructor of Record except in clear cases of professional misconduct. If APRC believes misconduct has taken place, the committee shall formally notify the VPAA for possible further action.

While APRC may not change a narrative evaluation, it may have the Registrar remove the narrative evaluation in question from the student's official record.

Registration

Academic Registration

Students will register for courses scheduled in each quarter prior to the start of each term. Returning students will have the opportunity to register for classes for the next term during pre-term registration period, which begins during week 8 of each term.

Specific registration dates and directions on how to register will be provided by the Registrar's Office and published the college website. Students should allow ample time for pre-registration advising appointments with their faculty advisors. Failure to register during the scheduled pre-term registration time frame will result in a late registration fee assessment.

Over-Crediting

Full-time students may choose to take 12 – 18 credits per quarter. Under specific circumstances, which generate additional fees of \$100 per over-credit, and which may have negative impacts upon student success, full-time students may take more than 18 credits. This situation is referred to as “over-crediting”, and is an option available to students, although it is typically not recommended in most academic situations.

To take more than 18 credits, an Over-Crediting Petition must be submitted to the registrar before the student registers for courses, and before the end of the pre-term registration period immediately prior to the term indicative of the request (preferably) or before the schedule adjustment period. Students should note that there must be a compelling and coherent academic rationale as to why the over-credit request should be granted. In the event of denial of over-crediting, the registrar will notify the student, and the student may appeal to the Academic Policy and Review Committee (APRC), whose decision is final. The following conditions and restrictions upon over-crediting exist:

1. Students must have the permission of their academic adviser;
2. Students may not take more than 22 credits, under any

- circumstances;
3. Students within their first term at Antioch College may not over-credit, regardless of past history, transfer status, etc.;
 4. Students must be in good academic standing; the sole exception is if a student must over-credit as part of the terms of academic probation;
 5. Students must be in good financial standing;
 6. Students must be in good community standing (no outstanding or unresolved disciplinary actions);
 7. Students must not have any outstanding incomplete grades or unresolved academic integrity or no grade indicators;
 8. Students must have earned all attempted credits in the last term (work or study);
 9. Students must have a minimum GPA of 2.5;
 10. Students may not over-credit in any term during which they are also enrolled in a Basic Skills class (currently ENG 090, MATH 090);
 11. Students may petition the Academic Policy and Review Committee (APRC) for an exception to restrictions 1 – 10. Students should note that the academic rationale for such a request is paramount, and that the decision of APRC is final;
 12. Credits for audited classes count towards determining over-crediting;
 13. Over-credit petitions from students with third or fourth-year standing will not be approved unless the student has an up to date, signed degree plan on file in the Registrar's Office.
 14. Students may not take more than a total of 18 over-credits during their Antioch career.

Over-Crediting Petitions are available in the Registrar's Office.

Course by Special Arrangement

In rare instances, a student may petition to take a course during a quarter when it is not being offered. This is known as a course by special arrangement. The form for the petition is available in the Registrar's Office. It is the student's responsibility to find an instructor willing to teach the course. The student and the instructor will fill out the form and submit it to the Vice President for Academic Affairs for approval. The petition will be approved only if the student can provide a compelling reason why they cannot take the course when it is normally offered. The

approved form must then be turned in to the Registrar's Office along with a completed registration or schedule adjustment form.

Adding and Dropping Courses

The Pre-Registration Period concludes at the end of the day on Monday before classes begin. At this point, the Schedule Adjustment Period begins. Students may make adjustments to their schedule by adding and dropping classes until 5:00 p.m. on Tuesday of the second week of the term. The adding and dropping of courses is accomplished by filling out a Schedule Adjustment Form, available in the Registrar's Office. Courses may not be added or dropped after the end of the Schedule Adjustment Period.

Adding Classes

The student's advisor must sign the Schedule Adjustment Form when a student wishes to add courses to their schedule. Additionally, the student must have the instructor of the desired class sign the form. The form is then brought to the Registrar's Office for processing. Schedule Adjustment forms are available in the Registrar's Office.

Dropping Classes

The student's academic advisor must sign the Schedule Adjustment Form when a student wishes to drop a class from their schedule. The student then brings the form to the Registrar's Office for processing. When a class is dropped during the Schedule Adjustment Period there is no history of the course on the student's academic record. From the end of the Schedule Adjustment Period through the end of the seventh week of the quarter, students may withdraw from a class. A W grade indicator will be included on the student's transcript. Schedule Adjustment forms are available in the Registrar's Office.

Specific Courses that Cannot Be Dropped

Placement testing for writing, quantitative skills, and language proficiency occurs during new student orientation, which takes place immediately before the beginning of the students' first study term on campus. In the event the student's placement test results indicate they do not meet the minimum college-level requirements, students must enroll in the appropriate basic math skills (MAT 090) or basic writing (ENG 090) course. Students are not allowed to drop a basic math or basic writing course unless the student is permanently withdrawing or taking a leave of

absence from the college. Official documentation for withdrawal or leave of absence must be submitted to the Registrar's Office before the withdrawal is placed on the student record.

Upon successful completion of the basic math and writing courses, a student would proceed to take courses that satisfy the writing and quantitative requirements. If a student should not successfully complete MAT 090 or ENG 090, the course(s) must be retaken during the next term of offering. A student who elects to enroll in MATH 090 or ENG 090, who is not automatically placed in the course(s) due to placement test results, will have the option to drop the course(s) during the schedule adjustment period.

Retaking a Course

All grades submitted by faculty are recorded on students' official transcripts. However, any course for which a student did not earn a passing grade may be retaken. This includes any course for which a C- or less was earned, or B- or less for ENG 090 College Writing Skills and MATH 090 College Math Skills.

Both grades earned for the course will be recorded on the transcript. There will be an indication of **R** (repeat) to the right of both grades. The first grade will not be figured into the student's grade point average. The grade earned for the repeat of the course will be figured into the student's grade point average. Both attempts at the course will be counted toward the total of cumulative attempted hours. Only the second attempt will count as earned credits.

If a student receives a failing grade for a course, the student is not permitted to take a course at another college and have it transferred to Antioch as an equivalent to the previously taken Antioch course in order to improve the grade received at Antioch.

Some courses for which the title and number remain the same but the content changes are not considered repeated when taken more than once. Examples of this include individual music instruction courses or a Student Life course in martial arts. Other times, a repeatable course will have the same title and number but include a different subtitle. In these cases, the title will be followed by a colon, and the course content for that particular term will appear as a subtitle after the colon (e.g. HIST 330 The History of a City: *Paris*). Be aware that not all course names with colons and subtitles are repeatable. To be sure, consult the course description. For a

complete list of all repeatable courses as of the publishing of this catalog, see the list of repeatable courses in the appendix on page 363.

Cross-Registration

Antioch College participates in the cross-registration program with participating member colleges and universities through the Southwestern Ohio Council of Higher Education (For a list of SOCHE member institutions, visit www.soche.org). Students who desire to take one or more courses to access academic opportunities not available at Antioch College may earn credits through cross-registration at consortium member institutions. Courses may be taken for credit or non-credit. Before the cross-registration process can take place, a student must meet the following requirements:

1. Must be in good academic standing with a 2.5 cumulative GPA or higher;
2. Must be a degree-seeking student at Antioch College;
3. Must be have second-year standing at Antioch (at least 51 credits earned). Students approved to take a language offered at a SOCHE member college or university due to proficiency level and placement, are exempt from this requirement during their first year of enrollment at Antioch College;
4. Must meet all eligibility requirements of the host institution;
5. Must have no unresolved disciplinary issues in the Office of Student Life;
6. Must be an enrolled student prior to and during the term of cross registration;
7. The course creating cross registration must not be in the form of an Independent Study.

If the requirements for cross-registration are met, it is the student's responsibility to complete the following:

1. Obtain the SOCHE Cross-Registration form at the Registrar's Office; and
2. Meet with a faculty advisor and identify course offerings at consortium member institutions. The course must be identified on the Cross-Registration Application and approved by the advisor; and
3. After submission of the Cross-Registration Application, schedule a meeting with the registrar to discuss scheduling, registration and cost aspects of cross-registration with member institutions;

and

4. Students registered for more than 18 credits (between the home and host institution), will be responsible for fees incurred due to over-crediting. If you are over-crediting, you must file an over-credit petition with the Registrar's Office.

Deadline for Application Submission: Both cross-registration forms must be submitted to the Registrar's Office no later than the Friday of the first week of the pre-term registration period prior to the term of cross registration.

PLEASE NOTE: The following limitations and considerations apply to cross-registration:

1. Credit hours taken at host institution may not exceed credit hours being taken at home institution.
2. Combined course load for student at both home and host institutions may not exceed full-time course load allowable at home institution.
3. May not register for a course that is available at home institution during the same term.
4. May not be used for non-credit continuing education courses, workshops, or seminars.
5. Regular tuition and fees payable to home institution by the published deadline.
6. Special fees (lab, parking, etc.) normally paid by host institution's students must be paid to the host institution by cross-registration students
7. Grading is according to the academic standards and grading practices of the host institution.
8. A transcript, grade report, or grade notification is sent from the host institution to home institution for inclusion on official transcript at the home institution.
9. To use cross-registration for the summer term, the degree-seeking student must be registered or pre-registered for the current summer or upcoming fall term at the home institution, or if the student is not enrolled or registered at the home institution for the summer, the student may cross-register for a maximum of two courses at the host institution.
10. Quarter hours are converted to semester hours, and vice versa, as appropriate to the student's home institution, according to the

home institution's conversion formula.

Auditing a Class

A non-degree-seeking student who wishes to audit one or more courses may register for them without credit and without a grade. Audit Request Forms are available in the Registrar's Office. Refer to the college website for additional fees in relation to auditing a course.

Any degree-seeking student may audit a course with permission of the instructor provided there is an open seat on the first day of classes. When determining an overload (more than 18 credit hours per term), the Registrar's Office includes the audit credits as part of the overall credit load. If an overload should result, a petition to overload must be submitted with the student's registration form in order for the course to be included in the overall enrollment for the term.

No student may change a credit registration to audit or change an audit to credit registration once the term of intended enrollment has started.

Fees Associated with Auditing Classes

- **Audit Fee (non-degree)** – This fee is assessed to non-degree-seeking students only. The fee is not assessed for Student Life courses (CLXX courses and some designated PERF courses require a fee for participation – Contact the registrar for specific courses that generate the fee for each term). The fee is non-refundable.
- **Participation Fee** – A fee associated with community members who wish to take credit and non-credit bearing co-curricular/ Student Life courses. The fee is non-refundable*.
- **Special Course Activity Fee** – Fees associated with courses that have events or activities incorporated into the learning goals/ outcomes that require students to attend. This activity can be on or off campus. The fee will be placed on the students' account upon registering for the course. Fees must be paid by the Friday of week 2 of the term. The fee is only refundable if the course is dropped during the add/ drop period during the first week each term. Anytime after this period, the fee is non-refundable*.

**If a course is canceled due to minimum enrollment not having been met, the fee will be credited to students.*

Class Enrollment Policy

Registration will guarantee the student a place in class only when the student registers and then attends classes during the schedule adjustment period or if the instructor approves the registration by instructor signature on the Schedule Adjustment Form. Any student appearing at a later time may or may not be admitted at the discretion of the instructor. This policy is designed to remove from the class students who have no serious intent to take a course and to make space available to admit other students who would like to enroll. Even pre-registered students may be removed from a class which they do not attend during the schedule adjustment period of any term or when notification of intent to take the course is not given to the instructor by the end of the schedule adjustment period.

Attendance Policy

Class attendance is strongly recommended. It is the expectation for all students to attend all classes regularly to ensure that they may benefit from continuous instruction. Instructors are required to track daily attendance in all classes.

A student may be removed from a class that they do not attend during the schedule-adjustment period of any term when notification of intent to take the course is not given to the instructor by the end of the schedule-adjustment period. (This will not apply to students who have been approved for a leave of absence.)

A student may be removed from all classes if they do not attend any classes during the schedule adjustment period of any term when notification of intent to take their courses is not given to the instructors by the end of the schedule adjustment period. (This will not apply to students who have been approved for a leave of absence.) The student may be considered a “no show” and may be administratively withdrawn from school.

A student will be removed from all classes and withdrawn from school if they do not attend any classes for two consecutive weeks (a week is defined as above, unless on an approved leave of absence). The student’s last date of academic attendance will be presumed to be the class day immediately prior to the reported absences. If the student does not attend any classes during the first two weeks of the term the student will be considered a “no show” and will be administratively withdrawn from school.

Students who have been administratively withdrawn for non-attendance will have to apply for reinstatement (see Reinstatement Policy on page 307).

Instructors will receive official notification from the Registrar’s Office of all students who are approved for withdrawals and medical, personal, and academic leaves of absence. If a student informs a faculty member that they will be absent for any of these reasons, but there has been no official notification from the Registrar’s Office, the faculty member should report the student’s announcement to the Registrar’s Office so the registrar can ensure that the appropriate paperwork is completed.

Accommodations for Religious Holiday Observances

It is the responsibility of the student to seek accommodations for religious observances during each term. Students must inform their instructors in writing within the first two weeks of each quarter of their intent to observe the holiday, even when the exact date of the holiday will not be known until later. When alternative arrangements for missed work are possible, they should be made at the earliest opportunity prior to the observance of the holiday with the instructor of record of each enrolled course affected by the student absence.

Course Substitution Policy

A student is expected to complete all College degree requirements that were in effect at the time of matriculation. The coursework for each program has been chosen to provide the student with a carefully considered set of skills and the appropriate knowledge for their chosen major.

Occasionally, a student may have already acquired the knowledge and skills required for a particular course and would not benefit from repeating its content. In such cases, it may be deemed appropriate for the student to be waived from having to take the course, making room for a relevant course substitution.

Students wishing to petition for a course substitution must first declare a major and submit a degree planning form. Students should then discuss the subject with their academic advisor. The student should be prepared with sufficient documentation and/ or justification to warrant a course substitution.

- A required course is no longer offered due to a change of curriculum
- A course taken at another school is not an exact match for a requirement but is deemed by the student's advisor to be acceptable. (An official transcript and course syllabus are required.)
- A required course is not offered when the student could reasonably schedule it, provided the student has not forgone the opportunity to take the course at an earlier time

If the advisor agrees that it is reasonable to consider a course substitution, the student should complete in conjunction with their advisor a *Petition for a Course Substitution*, have the advisor sign the petition, and then submit the form to the Registrar's Office for processing.

- Only petitions submitted sufficiently far enough in advance will be considered.
- Failure to enroll in a required course is not sufficient reason to request a course substitution.
- Course substitutions will only be considered for students who declared a major and have an approved degree plan in place.
- In order to use a transfer course as a substitution, the course must meet the established guidelines for transfer credit and must match the content and outcomes of the required course.
- Substitution of a course for a previously failed course is not permitted.

The Registrar's Office will not make a determination as to the petition. However, to ensure the accuracy of your degree audit and your degree plan you must submit the petition to the Registrar's Office. Since your degree audit and your degree plan are used to track your program requirements, it's very important that they accurately reflect any changes made in requirements. The Registrar Office will see that the petition is forwarded to the appropriate division for consideration. Once the division has made a decision, the Registrar's Office will notify the student of the decision.

Center for Academic Support Services Course Substitution Policy

Antioch College recognizes that some students, as a result of a disability, may find it difficult to satisfy specific course work requirements for degree completion. Therefore, in compliance with Section 504 of the Rehabilitation Act of 1973, and the American's with Disabilities Act of 1990, qualified students with disabilities may request that appropriate course substitutions be considered. Academic Policy and Review Committee (APRC) will review course substitution requests on a case-by-case basis. When the issue pertains solely to a requirement within the

major, the Vice President for Academic Affairs will refer requests to the specific department.

Guidelines for Requesting Course Substitutions for Foreign-Language or Quantitative Reasoning

Requests for required course substitutions must be received by the Center for Academic Support Services (CASS) no later than Friday of the 7th week of the term prior to the term in which the student would like the course substitution to be made. Recognizing limited course availability, it is in the best interest of the student, if possible, to self-identify prior to enrollment to allow ample time to provide essential substitutions. **If students do not submit course substitution requests by the deadline they will need to find another means of meeting the college requirement (i.e. take the required course elsewhere and transfer the credit. Exceptions to the limit on transfer credits will be made in these cases).**

Course substitution requests will be reviewed by APRC. Approval of course substitutions will be determined on an individual, case-by-case basis, based on educational documentation, advisor recommendations, and supporting materials included with the student's request. The student must provide current documentation of a disability, which includes the impact of the specific disability on the course work or subject area in question to CASS. After reviewing the student's documentation and major requirements, CASS will determine whether or not a course substitution or requirement exemption is a reasonable accommodation. CASS will then submit a VISA to APRC on the student's behalf.

Course substitutions must maintain the integrity of the student's program of study. The course for which the student is requesting a substitution must not be an essential component of the student's major program of study. Some students have disabilities that directly impacts language learning and therefore would require that they be exempt from Antioch College's language requirement. Others have disabilities that negatively impact their quantitative reasoning. While those students cannot be exempt from quantitative reasoning entirely, a course substitution will be made for courses that are not essential for the student's major program of study.

If students are exempted from the foreign-language requirement, those credits must be earned by taking additional elective courses (open elective credits). Students will work with their faculty advisor to select courses that

will meet the following recommended criteria for substitutions to meet the foreign-language requirement.

- Courses must not be used to satisfy requirements within the student's major
 - If English speaking cultural courses (electives) are available at Antioch, efforts should be made to enroll in those cultural courses given Antioch's mission, "that diversity in all its manifestations is a fundamental component of excellence in education"
1. Meet with the Center for Academic Support Services (CASS) to review the following:
 - Student's educational history concerning language learning and study and quantitative reasoning.
 - Educational testing which demonstrates significant difficulty with specific language-based tasks in reading, spelling, writing, speaking, or listening, or with quantitative reasoning.
 - Student and APRC will be presented with a VISA stating that the student meets the criteria for a course substitution in or exemption from the language requirement, or for a course substitution in quantitative reasoning.

Please note that it is extremely important that when obtaining documentation for these disabilities that your physician document precisely the types of courses that are challenging as well as the courses that could be used as substitutions for your specific diagnosis.

2. Meet with your Faculty Advisor to discuss appropriate course substitution options that will satisfactorily meet both the college requirements and the requirements of the student's academic program. * Course substitutions are **not** possible for academic programs that require quantitative or language coursework as an essential element of the major.

3. Submit “CASS Course Substitution Request” to APRC by the end of your fourth quarter at Antioch. This statement should outline:
 - a. The reasons that you are requesting a language or quantitative reasoning course substitution (include an outline of past language/ quantitative learning experiences)
 - b. The course options decided upon in the consultation with your faculty advisor to fulfill the college requirement in foreign-language or quantitative reasoning study
 - c. Requests for required course substitutions must be received no later than Friday of the 7th week of the term prior to the term in which the student would like the course substitution to be made
4. Documentation of an applicable learning disability from a qualified specialist must be on file with CASS and will remain confidential (it is not forwarded to APRC). Additional documents may include letters of support from tutors, instructors, or other relevant sources. Attach additional documents to the CASS Course Substitution Request. Students may be exempt from language requirement as a result of this.
5. APRC will review course substitution requests and will inform students of the decision via email within 30 days. The Registrar’s Office and Faculty Advisor will be copied on this email.

* Appeal Process: A student who is denied a course substitution request may appeal the decision within 30 days to VPAA.

Please note: Course substitutions provided for a student in high school are not a guarantee of the same or similar substitution at Antioch College.

Declaration of Major

Students are expected to meet with their faculty advisor(s) for careful selection of courses each term and in exploring majors offered and requirements, including the self-designed major. All degree-seeking students must declare a major and file a degree plan no later than the end of the 7th week of the Spring term of their second year. While formal proposals for the self-designed major are not finalized an approved until September 1 (Summer term) of the second year of study, students intending to self-design must submit a degree plan by this earlier deadline. Students who do not both submit a degree plan and declare a major by the required deadlines will not be allowed to register for the subsequent academic term. Forms for declaring and changing a major are available in the registrar's office. The forms include the Declaration of Major Form and the particular degree-planning sheet for the student's intended major. In the case of a self-designed major, the Self-Designed Major Proposal Cover Sheet replaces the Declaration of Major Form. The degree plan must be approved by the student's academic advisor and then submitted to the Registrar's Office for review.

Updating the Degree Plan

The degree plan is considered a “living document”—one that may change based on the availability of specific courses offered quarter by quarter. Therefore, the plan must be updated periodically to maintain its accurateness. All fourth-year students must submit an updated degree plan by the end of the seventh week of the Fall term of their fourth year, or they will not be allowed to register for the subsequent academic term. The updated degree plan must be approved by the student's academic advisor and then submitted to the Registrar's Office for review.

Change of Major

Changing a major requires a student to seek advising support from the faculty advisor before a change of major can take place. Forms for declaring and changing a major are available in the Registrar's Office. Students may not change their major within two academic terms of their anticipated graduation.

Change of a Major to a Self-Designed Major

Proposals for the SDM will not normally be considered beyond the established deadlines for declaring a self-designed major (see Self-

Designed Major (SDM) Policy). Students normally begin the process of declaring a self-designed major during the Fall term of their second year with the expectation of approval by the end of the Spring term.

Students who wish to change their major to a self-designed major outside of the established deadlines must submit a formal appeal to the Academic Policy and Review Committee (APRC) via the Registrar.

The Self-Designed Major (SDM) is available for students with special objectives that cannot be met by another major offered at Antioch College. It is not intended for use by students who, during their final year, have not met (or will not meet) the requirements of their intended major and are looking for an alternate path to graduation.

Credits Earned in the Final Two Years Policy

Antioch College recognizes that the learning that takes place in the final two years during a student's course of study is the most intense, and the College especially values the deep study that takes place during the Senior Seminar and the Senior Project. It is for this reason that the following Policy is in place:

1. 45 of the last 90 quarter credits earned towards a Bachelor's Degree must be earned through Antioch College.
 - a. Students who will not pursue the optional fifth co-op are required to take all credits in the final three study terms of the fourth year through Antioch College, based on an average load of 15-16 credits per study term.
 - b. Students who are pursuing the optional fifth co-op are required to take
 - i) All credits in the final two study terms,
 - ii) All credits in the final two work terms, and
 - iii) A portion of the credits of the study term before the final two work terms through Antioch College, based on an average load of 15-16 credits per study term and 4-5 credits per work term.
2. The Senior Seminar, the Senior Project, and the Senior Reflection Paper, which represent capstone educational experiences, must be taken at Antioch College, and not through any consortial arrangement.
3. Consortial arrangements, such as cross-registration through SOCHE or GLCA, may be used to meet up to 20 out of these 45 credits, with the exceptions of the Senior courses noted above.

Satisfactory Academic Progress Policy

Satisfactory Academic Progress and Title IV Financial Aid Requirements

It is necessary to measure the progress of each student on a term and end-of-academic-year basis in order to provide students with clear guidelines and expectations against which to gauge performance and progress towards the degree. The monitoring of satisfactory academic progress also permits the college to provide students with timely academic advice and support services. The number of credits earned, work experiences successfully completed, and grade point average (GPA) are some of the criteria by which academic progress is gauged.

Antioch College's standards of satisfactory academic progress require that students earn Antioch College credit and complete jobs at least at the minimal satisfactory rate each term. Students must understand that failure to meet the minimum standards of progress may necessitate additional quarters of enrollment, delaying graduation, generating additional costs in tuition and fees, and the potential loss of Title IV eligibility.

Qualitative Evaluation - Grade Point Average

All students are expected to achieve at least a 2.0 grade point average in order to graduate. Students who fail to meet this standard for any SAP evaluation may receive an institutional academic warning, be placed on institutional academic probation, receive an institutional academic suspension, or be academically dismissed. Additionally, students who are placed on institutional academic warning will be automatically placed on Financial Aid warning. Students who fail to meet the standard of academic progress for two consecutive quarters may be at risk of losing their financial aid.

Pace of Completion - Credits Completed and Maximum Timeframe

All students are expected to receive passing grades for at least 80% of enrolled coursework in order to graduate. Students with first-year status (50 or fewer quarter credits) are expected to receive passing grades for at least 67% of enrolled coursework. This completion rate is determined by dividing the cumulative number of credit hours the student has successfully completed by the cumulative number of credit hours the student has attempted. Students with at least a second-year status (51 quarter credits or more) who fail to meet this standard for

any SAP evaluation may receive an academic warning, be placed on academic probation, receive an academic suspension, or be academically dismissed. Additionally, students who are placed on academic warning will be automatically placed on Financial Aid warning. Students who fail to meet the standard of academic progress for two consecutive quarters may be at risk of losing their financial aid.

Students must successfully complete at least 80% of all attempted credits each quarter. Antioch degree programs require 180 credits for completion. Thus, the maximum number of credits a student may attempt is 225. When the student's total attempted credits plus the number of credits remaining to be completed exceeds 225, the student is no longer eligible for Title IV aid unless successful upon appeal.

Financial Aid Warning - End-of-Term Satisfactory Academic Progress Evaluations

All students at Antioch College are expected to maintain the college's standards of satisfactory academic progress (SAP). Academic progress is measured by both grade point average and credits completed as defined in this policy. Students who fail to meet these standards may receive an institutional academic warning, be placed on institutional academic probation, receive an institutional academic suspension, or be academically dismissed.

Satisfactory academic progress is evaluated at the end of each quarter. A student who is not meeting the minimum satisfactory academic progress requirements at this time will be automatically placed on financial aid warning for one quarter and will continue to be Title IV eligible.

Students on financial aid warning will have until the end of the following quarter to meet SAP requirements or they will lose Title IV eligibility unless successful upon appeal (see Financial Aid Appeal and Probation – Impact of SAP on Financial Aid below).

All Antioch College students are expected to maintain a full-time course load of at least twelve credit hours, although a course load of 15 – 16 credit hours per quarter is required to graduate within 4 years. Since there are no less than full-time programs at Antioch College there is no SAP policy to uniquely measure the progress of a student who may occasionally be enrolled at a less than full-time status.

Financial Aid Appeal and Probation – Impact of SAP on Financial Aid

Students who receive Title IV Financial Aid and are placed on financial aid warning will have until the end of the following quarter to meet SAP requirements or they will lose eligibility for Title IV aid unless successful upon appeal.

A student who has lost Title IV aid eligibility may appeal to have their Title IV reinstated. A financial aid appeal must be submitted to the Academic Policy and Review Committee (APRC) and will be reviewed by APRC and the director of financial aid. The appeal must be based on the following criteria:

- Injury or illness
- Death of a relative
- Other mitigating circumstances

The appeal must be made in a letter written by the student to APRC. The student will submit the letter to the registrar, who will forward it to APRC. The appeal must explain why the student failed to make SAP and what has changed in his/ her situation that will allow him/ her to make SAP at the next evaluation point. If the appeal is successful, the student will then be placed on financial aid probation for the next quarter and will continue to be eligible for Title IV aid. The student must meet SAP at the end of the quarter while on probation or he/ she will not be eligible for financial aid after that quarter.

Financial Aid probation is for one (1) quarter only. At times, it may be determined that a student will need more than one quarter to rectify the academic deficiency. In these situations, an academic plan to meet SAP over 2 or more quarters will be developed by the APRC. The student maintains Title IV eligibility as long as he/ she is meeting all requirements of the academic plan. If the student is not meeting all requirements of the academic plan after the end of financial aid probation, then he/ she has lost Title IV eligibility, unless successful upon 2nd and final appeal. The academic plan will be placed in the student's academic file and will be reviewed with the student minimally at the end of each quarter.

A student may only appeal twice and the reason for appeal must be different in each appeal.

A student who fails to meet SAP after two successful appeals will lose Title IV eligibility.

Other Requirements

Incomplete Courses

Courses for which a student receives an incomplete grade (IN) have no grade points and will have no effect on SAP grade point average evaluations. However, incomplete courses will count as credit attempted for the purpose of SAP evaluations for credits completed. Incomplete grades must be rectified by the 6th week of the next quarter or they will be converted to an “F” and will be counted in the GPA at the next SAP evaluation.

Withdrawals

Courses from which a student withdraws and receives a withdrawal grade (W) have no grade points and will have no effect on SAP grade point average evaluations. However, withdrawn courses will count as credit attempted for the purpose of SAP evaluations for credits completed.

Course repetitions

If a student repeats a course, the first grade earned will be excluded from the student’s permanent record and the grade earned during the retake will replace the initial grade and be included in the calculation of the GPA for SAP evaluations. However, both iterations of the course will count as credit attempted (only the second iteration will count as credit earned) for the purpose of SAP evaluations for credits completed.

Federal regulations allow students receiving Title IV aid to repeatedly take courses for which they earned no higher than ‘F’ until a passing grade is earned. But students are allowed to repeat courses for which they earned higher than ‘F’ only once. Even though all grades below ‘C’ are considered non-passing courses at Antioch College, courses for which a student has earned C-, D+, D, or D- can only be repeated once, even if the student fails the course the second time it is taken.

Transfer credit

Credit hours accepted as transfer credit from another institution indicated by a transfer grade (T) have no grade points and will have

no effect on SAP grade point average evaluations. However, transferred courses will count as credit attempted and credit earned for the purpose of SAP evaluations for credits completed.

Basic Skills Courses

Credit hours and grades for College Math Skills MATH 090 and College Writing Skills

ENG 090 will not be excluded from SAP evaluations.

Change of Major

Coursework taken by a student for enrollment in other majors will not be excluded from

SAP evaluations.

Reestablishing Title IV eligibility

A student may reestablish Title IV eligibility when his/ her GPA is 2.0 or higher and has received passing grades for at least 80% of attempted courses.

Institutional Response to a Lack of Satisfactory Progress

The First Watch Academic Intervention Committee (FWAIC) monitors early alert reports, issues, and/ or concerns generated by faculty or staff regarding students' progress during each term, including minimum and satisfactory academic progress. An institutional response will commence based on the term grade point average and overall performance related to satisfactory academic progress of each student.

The Academic Policy and Review Committee (APRC) governs all processes related to probationary sanctions, suspensions, and dismissals. The APRC also monitors students' progress with regard to general education requirements, program requirements, language requirements, total credits, and grade point average. If students are not meeting stated benchmarks in a timely manner, the APRC may make referrals to The Office of Academic Support Services, The First Watch Academic Intervention Committee, The Office of Financial Aid, as well as students' advisors in order to prompt better compliance with academic standards.

Academic Alert

Even though students may have accumulated a GPA indicative of good academic standing, it is the goal of the college to provide early

alert and intervention for students who are below a 2.5 GPA. If a student's cumulative or quarterly GPA falls between 2.49 and 2.0 that student may receive an academic alert.

Students will receive a letter from APRC informing them of the alert. In addition, the student may be expected to attend a student success coaching session once a month during the next study term and participate in a tutoring program based on identified concerns through early alerts or from faculty.

A status notation will not appear on the student's transcript.

Academic Warning

If a student's quarterly GPA falls below 2.0 that student will receive an academic warning.

Students who receive an academic warning will receive a letter from APRC informing them of their status. In addition, the student may be expected to adhere to one or more of the following:

1. Attend monthly student success coaching sessions
2. Participate in the tutoring program based on identified concerns through previous early alert reports or faculty narratives
3. Participate in up to two student success workshops based on areas of study skills deficiency
4. Counselor referral at the discretion of FWAIC

A status notation will not appear on the student's transcript.

Academic Probation

If a SAP evaluation finds a student deficient in one or more areas the student may be placed on academic probation for the next term. The level of severity of the deficiency will determine whether the student is placed on academic warning or academic probation. Being placed on probation means that:

1. The student's cumulative GPA fell below 2.0 or
2. The student's quarterly GPA is below 2.0 for two consecutive quarters and the cumulative GPA is below 2.0
3. The student failed to earn at least 8 credits with passing grades at the end of the first term of enrollment

The student will receive a letter from the Registrar's Office informing them of their status. The student will have until the end of the next term either to correct the deficiency or meet the requirements of an academic plan developed by APRC or the student will be placed on academic suspension for the following term. In addition to case-specific recommendations outlined by the APRC, the student may be expected to adhere to one or more of the following:

1. Attend bi-weekly student success coaching sessions
2. Participate in the tutoring program based on identified concerns through previous early alert reports or faculty narratives
3. Participate in up to 3 student success workshops based on areas of study skills deficiency.
4. Must earn at least 12 credits while on probation
5. Other conditions deemed appropriate by the APRC

A status notation of academic probation will appear on the student's permanent official transcript. The student will automatically be placed on financial aid probation and must appeal the financial aid probation in order to be eligible for financial aid while on probation (see Financial Aid Appeal and Probation – Impact of SAP on Financial Aid above).

Academic Suspension & Financial Aid Appeal and Probation

Students who are placed on academic suspension will receive a letter from APRC informing them of their status. Being placed on suspension means that:

1. The student failed to earn at least 12 credits with passing grades while on probation or
2. The student earned a quarter GPA less than 2.0 while on probation or
3. The student has been on probation for two consecutive terms and has failed to correct the SAP deficiency or
4. The student may not have met intervention conditions during the immediate previous terms of probation

The suspension will last for one quarter. The student may return based on having met the suspension conditions for returning to school. An

Intent to Re-Enroll form must be completed and returned to the Registrar's Office no later than the seventh week of the term prior to the anticipated term of return (see Reinstatement Policy on page 307).

A status notation of academic suspension will appear on the student's permanent official transcript. Students are allowed to return from only one academic suspension. A second suspension will result in an automatic academic dismissal. Additionally, the student must earn at least 12 credits in any quarter after returning from academic suspension or the student may be academically dismissed.

Academic Dismissal

Students subjected to academic dismissal will receive a letter from APRC informing them of the decision. A status notation of academic dismissal will appear on the student's permanent official transcript.

A student who is dismissed is no longer eligible for Title IV aid at Antioch College.

A student dismissed for academic reasons may petition the college for reinstatement after one calendar year (see Reinstatement Policy on page 307).

End-of-Year Satisfactory Academic Progress Evaluations

In addition to the end-of-term SAP evaluations the Academic Policy and Review Committee (APRC) will conduct annual credit summary evaluations. Students' progress will be evaluated by the following standards:

End of Year One

Academic Alert

- Student earned fewer than 45 credits
- First co-op failure (failing Work Co-Op or Work Portfolio automatically results in a failing grade for both)
- Failure to obtain novice-high language proficiency

Academic Warning

- Completed fewer than 3 foundation courses
- Completed fewer than 2 Global Seminars

- Completed no writing or quantitative courses

Academic Probation

- Student earned fewer than 40 credits with passing grades

End of Year Two

Academic Alert

- Student earned fewer than 95 credits with passing grades
- First co-op failure

Academic Warning

- Completed fewer than 6 foundation courses
- Completed fewer than 3 Global Seminars
- Completed fewer than 2 writing or quantitative courses
- Completed fewer than 3 courses in the major (BA)/
Completed fewer than 5 courses in the major (BS)
- Failed to obtain novice-high language proficiency

Academic Probation

- Student earned fewer than 80 credits with passing grades
- Second co-op failure

End of Year Three

Academic Alert

- Student earned fewer than 130 credits with passing grades
- First co-op failure

Academic Warning

- Completed only 3 of the 4 required Global Seminars

Academic Probation

- Student earned fewer than 112 credits with passing grades
- Completed fewer than 8 foundation courses
- Completed fewer than 3 Global Seminars
- Completed fewer than 6 courses in the major (BA)/
Completed fewer than 8 courses in the major (BS)
- Completed fewer than 2 co-ops
- 2nd co-op failure

Academic Suspension

- Third co-op failure

End of Year Four

Academic Warning

- Student earned fewer than 180 credits with passing grades
- First co-op failure

Academic Probation

- Student earned fewer than 150 credits with passing grades
- Completed fewer than 9 foundation courses
- Completed fewer than 4 Global Seminars
- Completed fewer than 9 courses in the major (BA)/
Completed fewer than 11 courses in the major (BS)
- Completed fewer than 3 co-ops
- 2nd co-op failure
- For students on 3-year language rack – Failure to achieve intermediate- high proficiency (Spanish or French)/ Failure to achieve intermediate-mid proficiency (Japanese)

Academic Suspension

- 3rd co-op failure

Academic dismissal

- 4th co-op failure

Consequences of Academic Sanctions

Any academic sanction can result in ineligibility for financial aid (including Title IV aid, scholarships, and institutional grants) as well as the required withdrawal from participation in special programs during the term(s) of academic sanction. It is the responsibility of the student to speak with a financial aid representative regarding potential financial aid ineligibility when subjected to academic sanctions.

Initial Appeal of Decisions by APRC

If a student wishes to appeal a decision by The Academic Policy and Review Committee (APRC) on matters of suspension or dismissal they must submit a written appeal to APRC through the Registrar's Office detailing additional information not previously provided, mitigating circumstances, inaccuracies, or any perceived deviation from the process. In certain cases a student may be invited to appear before the Committee in order to discuss the decision. The written appeal must be submitted to the Registrar no later than five working days after the initial decision.

Secondary Appeal of Decisions by APRC

Students who have additional claims after an appeal of the initial APRC decision has been upheld may submit a written appeal to the Vice President of Academic Affairs no later than two weeks after APRC's decision. The VPAA will investigate the merits of the case and prepare a final response for the student.

Reinstatement Following Academic Suspension or Dismissal

A student who has been suspended for one or more terms must complete an Intent to Re-Enroll form if they wish to re-enroll in the college. This form is available in the Registrar's Office and must be returned to the Registrar's office no later than the seventh week of the term prior to the anticipated term of return.

A student dismissed for academic reasons may petition the college for reinstatement after one calendar year. The student should provide evidence that they have taken steps to correct the problems that contributed to their academic deficiencies. Such evidence may include successful full-time coursework at another institution of higher learning*, productive work experiences, or other significant achievement. The

student should also submit at least two letters of recommendation and the appropriate degree planning sheet for the student's major.

** Antioch College students who complete coursework at another college or university with the intent of transferring credit to Antioch College must obtain prior approval from the registrar. Coursework submitted for transfer that has not been pre-approved will not be considered.*

A student who has been dismissed for academic reasons may apply for reinstatement by submitting an Application for Enrollment Reinstatement to the Registrar's Office no later than the last day of the seventh week of the quarter prior to the quarter for which the student wishes to return. No exceptions will be made. Applications received after this deadline will not be considered for the next quarter. Instead, they will be considered for the following quarter (see Reinstatement Policy on page 307).

Leave and Withdrawal Policy

If a student leaves the school for any reason before the end of a term, by default, the student will receive the grades they would have earned but missing all the remaining work in their courses, which in most circumstances would result in Fs. In certain circumstances, based upon the timing of the departure and in accordance with established policies, a student may request an institutional leave or a withdrawal and may be eligible for Ws or INs (see Other Indicators in Use in the Passing Grade Policy).

If a student has been granted a Leave of Absence after the end of a quarter in which they have received an incomplete, the incomplete deadline will be extended for one quarter. There are no exceptions to this extension unless the student petitions and receives approval from APRC.

All leaves from the college have a potential impact on Title IV recipients. Students planning leaves of absence are required to consult the Financial Aid Office about their financial aid status.

Categories of Institutional Leaves

Students may make a written request for an institutional leave from Antioch College for reasons related to:

1. **Personal Leave** – A personal or professional leave related to non-academic activities that must be conducted away from Antioch College.
2. **Medical Leave** – A leave due to health-related issues, including physical or psychological reasons, major surgery, pregnancy or some other form of health-related problem or concern. Students applying for a medical leave must provide appropriate supporting documentation from a health care professional. Medical documentation must cover the entire requested leave time including any recuperation period after medical treatment. Without documentation a student will instead be placed on personal leave. If a student, because of medical circumstances, is unable to file a leave request on their own, the student's emergency contact of record can facilitate the application and provide the supporting documentation.
3. **Academic Leave** – A leave indicative of an academic opportunity not sponsored by Antioch College such as studying

abroad, employment related to educational goals and academic major, or participation in outside research. Students applying for an academic leave must provide appropriate supporting documentation. Please note that students with documented disability may be able for a Horace Mann Fellowship extension (see Center for Academic Support Services).

4. **Military Leave/ Call to Active Duty** – A leave due to a military assignment that must be completed away from Antioch College or by being called to active duty. Students applying for a military leave must provide appropriate supporting documentation from a reporting office of any branch of the United States military.

Requests for Leave forms are available in the Registrar's Office or in the Office of Student Life. Submission of completed requests must include any additional documentation that supports the student's request for leave. Completed forms must be submitted to the Registrar's Office. If the request is submitted before the withdrawal deadline (Friday of week 7), the student will receive Ws for all courses; if the request is submitted after the deadline, the student will receive the grades they would have earned but missing all the remaining work in their courses, which in most circumstances would result in Fs. An official notification of the request approval will be sent to the student by the registrar. All students who receive financial aid from Antioch College must consult with the Office of Financial Aid before withdrawing.

De-enrollment from the College

A student may officially withdraw from all courses and de-enroll from the college at any time during the quarter. If the withdrawal form is submitted before the end of the seventh week of the quarter, Ws will be recorded for all registered courses. The student may also be eligible for a partial refund (see Refund Policy). Ws cannot be recorded after the seventh full week of a quarter; work completed through this point in the term is sufficient to warrant an actual letter grade, which in most circumstances would result in Fs. A request for a withdrawal submitted after the seventh week of the quarter will be processed at the end of that quarter.

Re-Enrollment Following Approved Request for Leave

A student who has received an approved request for leave or who withdrew from all courses during a term may be eligible to return to Antioch College. A notification of Intent to Re-enroll must be received no

later than the seventh week of the term prior to the anticipated term of return. No exceptions are made. Relevant offices review the request for reinstatement and the student will be informed about the decision upon completion of the internal process (see Reinstatement Policy on page 307).

Leaves of absence are, generally, approved to last for one term or only a part of a term. The student must return to school immediately after the approved end of the leave for a leave that involves only a part of a term. In the case of a leave approved for an entire term, the student must return to school at the start of the next term. Students who fail to return on time will be withdrawn from Antioch College and will have to apply for reinstatement by submitting an Application for Enrollment Reinstatement to the Registrar's Office (see Reinstatement after an Undocumented Withdrawal in the Reinstatement Policy on page 310).

De-Enrollment of Non-Registered Students

Matriculated degree seeking students, who have not successfully resolved all registration holds and who have not successfully registered by the end of the second week of the term, will be de-enrolled from Antioch College. If the student currently resides in on-campus housing, the student must vacate official college housing within 48 hours of official notification of de-enrollment. Students who have been administratively withdrawn from the college must submit an application for enrollment reinstatement to the Registrar's office if they wish to return to school (see Reinstatement Policy on page 307).

Procedures for Leaves and Withdrawals

These procedures for approvals of leaves of absence and withdrawals have been developed to ensure accurate and timely communication of official student enrollment statuses.

Upon notification of approved leaves and withdrawals, the Registrar's Office will process the request and immediately notify Academic Affairs (VPAA), the student's advisor, and each of the student's instructors. An Official Notice of Leave or Withdrawal form will be used to communicate the information. Faculty will receive an email notification from the Registrar's Office and a hard copy of the notice in their faculty mailboxes. Additionally, the Registrar's Office will maintain a comprehensive spreadsheet of all students whose status is affected by leaves and withdrawals as the term progresses. This spreadsheet will be sent to:

- Academic Affairs
- Faculty
- Library
- Student Life
- Housing
- Financial Aid
- Student Accounts
- Cooperative Education
- IT

Anytime a student is added to the spreadsheet or the status of a student already on the spreadsheet changes, an updated copy will be sent to all parties.

Leaves

- **Academic Leaves**
 - Submitted to the Registrar's Office on a form available in the Registrar's Office (*Application for Leave or Official Withdrawal*)
 - Reviewed by APRC at its next scheduled meeting
 - Chair of APRC will send official letter of decision to the student. A copy of the letter will be sent to the Registrar's Office for inclusion in the student's file.
 - The Registrar's Office will send a *Notice of Leave or Withdrawal* form to all departments:
 - Academic Affairs
 - Faculty
 - Library
 - Student Life
 - Housing
 - Financial Aid
 - Student Accounts
 - Cooperative Education
 - IT
 - Deadline for submission of the form: Friday of the seventh week of the quarter for a leave that will take place during that quarter; or prior to completion of the

current quarter for a leave that will take place during the next quarter.

- **Personal Leaves**

- Submitted to the Dean of Student Life on a form available from the Office of Student Life (*Application for Leave or Official Withdrawal*)
- Reviewed by Dean of Student Life and the VPAA
- Dean of Student Life will send official letter of decision to the student. The application and a copy of the letter will be sent to the Registrar's Office for inclusion in the student's file.
- The Registrar's Office will send a *Notice of Leave or Withdrawal* form to all departments:
 - Academic Affairs
 - Faculty
 - Library
 - Housing
 - Financial Aid
 - Student Accounts
 - Cooperative Education
 - IT

Although there is no deadline for the submission of requests for leave, advanced notice is required. The request is due within one week of the desired start date of the leave or the end of the quarter, whichever is sooner. Note that in some circumstances where students are unable to submit the request themselves, the Registrar's Office can initiate an official withdrawal (see **Other Grade Indicators in Use** in the Passing Grade Policy).

- **Medical Leaves**

- Submitted to the Dean of Student Life on a form available from the Office of Student Life (*Application for Leave or Official Withdrawal*)
- Reviewed by Dean of Student Life and the VPAA
- Dean of Student Life will send official letter of decision to the student. The application and a copy of the letter

will be sent to the Registrar's Office for inclusion in the student's file.

- The Registrar's Office will send a *Notice of Leave or Withdrawal* form to all departments:
 - Academic Affairs
 - Faculty
 - Library
 - Housing
 - Financial Aid
 - Student Accounts
 - Cooperative Education
 - IT
- Although there is no deadline for the submission of requests for leave, advanced notice is required. The request is due within one week of the desired start date of the leave or the end of the quarter, whichever is sooner. Note that in some circumstances where students are unable to submit the request themselves, the Registrar's Office can initiate an official withdrawal. (see **Other Grade Indicators in Use** in the Passing Grade Policy).
- Medical leaves cannot be processed without proper medical documentation. If a student, because of medical circumstances, is unable to file a leave request on their own, and the emergency contact of record cannot immediately supply medical documentation, a Temporary Absence Notification can be sent to the Registrar's Office until such time that the medical documentation can be provided. Temporary Absence Notifications may come from the Office of Student Life, Counseling Services, Health Services, or Academic Affairs. A Temporary Absence Notification is not a substitute for official leave paperwork, and it does not excuse the student's absence from classes. An official leave request with accompanying medical documentation must be provided within seven days of the student's return to Antioch College or the leave will be processed as a personal leave.

- **Military Leaves**

- Submitted to the Dean of Student Life on a form available from the Office of Student Life (*Application for Leave or Official Withdrawal*)
- Reviewed by Dean of Student Life and VPAA
- Dean of Student Life will send official letter of decision to the student. The application and a copy of the letter will be sent to the Registrar's Office for inclusion in the student's file.
- The Registrar's Office will send a *Notice of Leave or Withdrawal* form to all departments:
 - Academic Affairs
 - Faculty
 - Library
 - Housing
 - Financial Aid
 - Student Accounts
 - Cooperative Education
 - IT
- Although there is no deadline for the submission of requests for leave, advanced notice is required. The request is due within one week of the desired start date of the leave or the end of the quarter, whichever is sooner. Note that in some circumstances where students are unable to submit the request themselves, the Registrar's Office can initiate an official withdrawal. (see **Other Grade Indicators in Use** in the Passing Grade Policy).

Withdrawals

- Official notification of intent to withdraw must be provided to the Dean of Student Life on a form available from the Office of Student Life (*Application for Leave or Official Withdrawal*). The withdrawal date will be the date the student submits the form.
- The Dean of Student Life will review the completed form with the Vice President for Academic Affairs (VPAA) and then forward the completed form to the Registrar's Office for processing.

- The Registrar's Office will send a *Notice of Leave or Withdrawal* form to all departments:
 - Academic Affairs
 - Faculty
 - Library
 - Housing
 - Financial Aid
 - Student Accounts
 - Cooperative Education
 - IT

New Students Arriving Late to Campus

All new students to Antioch College are required to attend a new student orientation during the week before the quarter begins. At times, unavoidable circumstances may prevent a student from arriving to campus until after the start of the quarter. A request for a late arrival to campus can be made through the Dean of Student Life. The Dean of Student Life will notify the Registrar's Office of approved late arrivals, and the Registrar's Office will notify all departments. Academic Affairs will ensure that arrangements are made to facilitate aspects of new student orientation (i.e. placement testing, general education requirements overview, registrar and academic services overview, academic advising, and registration) upon the student's arrival to campus.

Reinstatement Policy

The purpose of this policy is to document the procedures for a student returning to a course of study at Antioch College after a leave of absence, withdrawal, suspension, or dismissal. These procedures are intended to outline the general process by which a student applies for reinstatement, but may not cover all possible circumstances. This policy makes no assumptions about nor offers any insights into the possibility of the success of a student's reinstatement. However, it should be noted that the final authority for reinstatement lies with the appropriate decision making bodies as enumerated below. Simply following any of these procedures does not guarantee reinstatement.

Reinstatement, if successful, does not guarantee access to particular courses, co-ops, or financial aid. Registering for courses, arranging for a co-op, and assessing financial aid eligibility are processes that are unique from reinstatement. It is the responsibility of the student to contact the appropriate offices to make arrangements for these services. Registering for courses, arranging for co-ops, and determining financial aid eligibility takes time. It is in the student's best interest to submit their application well before the deadline.

In all cases of reinstatement in which the student was out of school for a full calendar year or more, the registrar in consultation with the student's advisor and/ or APRC will determine whether the student will continue with the degree requirements in effect when they first enrolled, or with the requirements in effect at the time of reinstatement.

Because of the periodic way in which study terms and co-op terms alternate and the economical way in which courses are scheduled at a small institution like Antioch College, a leave of absence can have a profound effect on a student's progress toward graduation. In order to help ensure that the student is prepared to recover from this interruption in their education, when the student plans a leave of absence the student is required to work with their advisor to update their degree plan. A copy of the updated plan must be submitted to the Registrar's Office along with the request for the leave. Students who wish to plan a leave but have not yet declared a major are encouraged to declare their major before taking the leave. Students who are not prepared to declare a major at the time a leave is being planned may submit a copy of their degree audit prepared by the registrar.

A student who withdraws from Antioch College for personal reasons rather than face disciplinary charges that are pending against that student will not be eligible for reinstatement, re-enrollment, or an Antioch College degree, and a notation to this effect will be entered on the transcript.

Returning to School after a Leave

Leaves of absence are, generally, approved to last for one term or only a part of a term. The student must return to school immediately after the approved end of the leave for a leave that involves only a part of a term. In the case of a leave approved for an entire term, the student must return to school at the start of the next term. Students who fail to return on time will be withdrawn from Antioch College and will have to apply for reinstatement by submitting an Application for Enrollment Reinstatement to the Registrar's Office (see Reinstatement after an Undocumented Withdrawal).

Students who fail to return to school within one year of the approved end date of the leave will have to reapply for Enrollment through the Office of Admissions. This does not apply to military leaves (see Reinstatement Following a Military Leave).

Reinstatement after a Personal Leave

Students who take a personal leave from the College must submit an Intent to Re-Enroll form to the Registrar's Office no later than the last day of the seventh week of the quarter prior to the quarter for which the student wishes to return. No exceptions will be made. Forms received after this deadline will not be considered for the next quarter. Instead, they may be considered for the following quarter. Intent to Re-Enroll forms are available from the Registrar's Office.

Reinstatement after an Academic Leave

Students who take an academic leave from the College must submit an Intent to Re-Enroll form to the Registrar's Office no later than the last day of the seventh week of the quarter prior to the quarter for which the student wishes to return. No exceptions will be made. Forms received after this deadline will not be considered for the next quarter. Instead, they will be considered for the following quarter. Intent to Re-Enroll forms are available from the Registrar's Office.

Reinstatement Following a Medical Leave

Students who take a leave of absence for medical reasons must submit an

Intent to Re-Enroll form to the Registrar's Office no later than the last day of the seventh week of the quarter prior to the quarter for which the student wishes to return. No exceptions will be made. Forms received after this deadline will not be considered for the next quarter. Instead, they will be considered for the following quarter.

A student seeking to re-enroll after a medical leave must demonstrate to the College that the student's health permits the successful completion of studies. Documentation needed to support this finding will be determined by Health Services or its designee, but will generally include information from the student's clinician as well as an assessment by Health Services or its designee. The decision whether to permit a student to re-enroll is within the sole discretion of the College. Intent to Re-Enroll forms are available from the Registrar's Office.

Reinstatement Following a Military Leave

Students who take a leave of absence for military service must submit an Intent to Re-Enroll form to the Registrar's Office no later than the last day of the seventh week of the quarter prior to the quarter for which the student wishes to return. No exceptions will be made. Forms received after this deadline will not be considered for the next quarter. Instead, they will be considered for the following quarter. Intent to Re-Enroll forms are available from the Registrar's Office.

The student must also submit a copy of their military release certificate or a resident certificate with the Intent to Re-Enroll form. Either of these documents will include the duration of service and the date of discharge. The end date of the leave is not necessarily the date confirmed by the leave of absence form, but the end of the quarter in which the date of discharge occurs. (Typically, the end-date of the leave will not be known to the student at the time the leave is requested.)

Students who fail to return to school within three years of the approved end-date of the leave will have to reapply for Enrollment through the Office of Admissions. Students who are recovering from injuries incurred during active duty will have an additional two years (a total of five years) to return to Antioch College.

Reinstatement after Voluntary Withdrawal

Students who voluntarily withdraw from the College and wish to return before one calendar year has passed since the date of their withdrawal must submit an Intent to Re-Enroll form to the Registrar's Office no later

than the last day of the seventh week of the quarter prior to the quarter for which the student wishes to return. No exceptions will be made. Forms received after this deadline will not be considered for the next quarter. Instead, they will be considered for the following quarter. Intent to Re-Enroll forms are available from the Registrar's Office.

Students who voluntarily withdraw from the College and wish to return after one calendar year has passed since the date of their withdrawal must reapply for enrollment through the Office of Admissions.

Reinstatement after an Undocumented Withdrawal (failure to attend)

Students who have been administratively withdrawn from the College for non-attendance and wish to return before one calendar year has passed since the date of their withdrawal must submit an Application for Enrollment Reinstatement to the Registrar's Office no later than the last day of the seventh week of the quarter prior to the quarter for which the student wishes to return. No exceptions will be made. Applications received after this deadline will not be considered for the next quarter. Instead, they will be considered for the following quarter.

The Academic Policy and Review Committee (APRC) will review Applications for Enrollment Reinstatement and any supporting documentation provided by the student. APRC may consult with the student's academic, co-op, or language advisors, previous instructors of courses, or any other persons APRC believes may be able to provide relevant information that will assist in making its decision. After its review, APRC will determine whether or not the student may be reinstated and the conditions under which the student may be reinstated. APRC will notify the student of its decision by letter. A copy of the letter will be included in the student's academic file.

An appeal of APRC's decision may be made by written petition to the Vice President for Academic Affairs no later than two weeks after APRC's decision.

Applications for Enrollment Reinstatement are available from the Registrar's Office.

Students who have been administratively withdrawn from the College for non-attendance who wish to return after one calendar year has passed since the date of their withdrawal must reapply for enrollment through

the Office of Admissions.

Reinstatement after Academic Suspension

Students placed on academic suspension must submit an Application for Enrollment Reinstatement to the Registrar's Office no later than the last day of the seventh week of the quarter prior to the quarter for which the student wishes to return. No exceptions will be made. Applications received after this deadline will not be considered for the next quarter. Instead, they will be considered for the following quarter.

The Academic Policy and Review Committee (APRC) will review applications for Enrollment Reinstatement and any supporting documentation provided by the student. APRC may consult with the student's academic, co-op, or language advisors, previous instructors of courses, or any other persons APRC believes may be able to provide relevant information that will assist in making its decision. After its review, APRC will determine whether or not the student may be reinstated and the conditions under which the student may be reinstated. APRC will notify the student of its decision by letter. A copy of the letter will be included in the student's academic file.

An appeal of APRC's decision may be made by written petition to the Vice President for Academic Affairs no later than two weeks after APRC's decision.

Students may apply for reinstatement after only one academic suspension. A second academic suspension will result in automatic dismissal from the College.

Applications for Enrollment Reinstatement are available from the Registrar's Office.

Reinstatement after Academic Dismissal

A student dismissed for academic reasons may petition the college for reinstatement after one calendar year. The student should provide evidence that they have taken steps to correct the problems that contributed to their academic deficiencies. Such evidence may include successful full-time coursework at another institution of higher learning*, productive work experiences, or other significant achievement. The student should also submit at least two letters of recommendation and the appropriate degree planning sheet for the student's major.

* *Antioch College students who complete coursework at another college or*

university with the intent of transferring credit to Antioch College must obtain prior approval from the registrar. Coursework submitted for transfer that has not been pre-approved will not be considered.

A student who has been dismissed for academic reasons may apply for reinstatement by submitting an Application for Enrollment Reinstatement to the Registrar's Office no later than the last day of the seventh week of the quarter prior to the quarter for which the student wishes to return. No exceptions will be made. Applications received after this deadline will not be considered for the next quarter. Instead, they will be considered for the following quarter.

The Academic Policy and Review Committee (APRC) will review applications for Enrollment Reinstatement and any supporting documentation provided by the student. APRC may consult with the student's academic, co-op, or language advisors, previous instructors of courses, or any other persons APRC believes may be able to provide relevant information that will assist in making its decision. After its review, APRC will determine whether or not the student may be reinstated and the conditions under which the student may be reinstated. APRC will notify the student of its decision by letter. A copy of the letter will be included in the student's academic file.

An appeal of APRC's decision may be made by written petition to the Vice President for Academic Affairs no later than two weeks after APRC's decision.

Applications for Enrollment Reinstatement are available from the Registrar's Office.

Reinstatement after Student Life Issued Suspension

Students placed on a Student Life issued suspension, either through the Dean of Student Life's office or by the Community Standards Board, must submit an Application for Enrollment Reinstatement to the Registrar's Office no later than the last day of the seventh week of the quarter prior to the quarter for which the student wishes to return. No exceptions will be made. Applications received after this deadline will not be considered for the next quarter. Instead, they will be considered for the following quarter. The Office of Student Life, who will issue a decision, will review the form. The Office of Student Life will notify the student of its decision by letter. A copy of the letter will be included in the student's academic file.

Applications for Enrollment Reinstatement are available from the Registrar's Office.

Appeals of Dean of Student Life Decisions

If a student wishes to appeal a decision made by the Dean of Student Life, the process is as follows:

- These appeals may address the content and consequences of a decision made by the Dean of Student Life.
- Appeals should be directed to the chair of the Community Standards Board (CSB), who will convene a CSB hearing board comprised of different members of CSB than the initial hearing board. This board will be convened within a week, provided the term does not end before this is possible.
- The party making the appeal shall appear before the hearing board and explain the reasons for the appeal. The hearing board should also seek information from the Dean of Student Life and others with information pertinent to the decision.
- The hearing board will decide in closed session whether or not to hear the appeal. Should the hearing board decide that no appeal is warranted, they shall so state in writing. The reason(s) for not hearing the appeal must be entered in the official record.
- If the appeal is heard, the hearing board may uphold the decision made by the Dean of Student Life or facilitate, according to CSB procedure, the rendering of a new decision.
- CSB decisions regarding appeal of a Dean of Student Life decision are final unless other College policies permit further action.

Academic Honesty Policy

Antioch Honor Code

Antioch College is a community dedicated to the search for truth, the development of individual potential, and the pursuit of social justice. In order to fulfill our objectives, freedom must be matched by responsibility. As a member of the Antioch community, I affirm that I will be honest and respectful in all my relationships, and I will advance these standards of behavior in others.

Community members should understand that academic dishonesty is harmful to the Antioch College community and its reputation. The College expects high standards of behavior and that all community members act responsibly and honestly.

Academic Dishonesty Defined

Antioch College values academic honesty by all members of the community. At Antioch College, all forms of cheating, plagiarism, and fabrication are considered academic fraud. Cheating occurs when students do not do their own work in an academic exercise or assignment. Plagiarism occurs when students appropriate the work or ideas of another without acknowledgement, or fail to correctly identify the source, whether it is done consciously or inadvertently. Examples include, but are not limited to, the following actions:

- Presenting and paraphrasing information and ideas from sources without credit to the source.
- Use of direct quotations without quotation marks and without credit to the source.
- Failure to provide adequate citations for material obtained through electronic research.
- Downloading and submitting work from electronic databases or websites as your own work or without citing sources.
- Participation in a group project that presents plagiarized materials.
- Submitting material created/written by someone else as your own, including purchased term/research papers, art, music, performance, etc.
- Copying from another student's examination.
- Allowing a student to copy from another student's examination.

- Using outside materials on an examination, assignment, etc. that are not authorized for use during the examination, assignment, etc.
- Collaborating on a project that was intended to be completed individually.
- Preparing or obtaining notes to take into a closed-book examination, for example, writing on the hand or desk, preparing a crib sheet, or storing information in any other format for use and retrieval during the examination.
- Using written notes or information, or electronic devices, such as a laptop computer, phone, or calculator in an unauthorized manner to store, share, and/or retrieve information during an examination.
- Falsifying citations, for example by citing information from a nonexistent reference.
- Listing sources in the bibliography that were not used in the academic exercise.
- Engaging another individual (whether a part of the College community or from outside of the College community) to complete the student's examination, to complete the student's academic exercise, or to write the student's paper.
- Self-Plagiarism, or "recycling" work, in which previously written or published work is presented as newly written
- Duplicate submissions (submitting one assignment to two different courses without specific permission of both instructors), at any point during your academic career, regardless of when the work was created

Defining "Common Knowledge"

Information that is found consistently in multiple sources (such as reference books or textbooks), is easily accessible, and is known to be true by a wide audience is generally assumed to be common knowledge and would not need to be documented. Information from sources not readily available to most people, which concentrates on a specific field or subject area, and contains jargon not commonly used and specific to a discipline or field of study, should be documented.

Students who are unsure whether or not specific information is considered to be common knowledge should consult their course instructor to avoid plagiarism.

In general, students' work must be their own. Violations of academic honesty are taken very seriously. Penalties for violations range from failing assignments or tests to dismissal from the College. These acts violate the Antioch College Honor Code and damage trust in one another. Community members, who witness or suspect violations of academic integrity, should report the suspected offender to the instructor.

Levels of Violation

There are two levels of violation: major and minor infractions.

- **Minor Infraction** – A violation that occurs either without clear evidence of the intention to deceive or with evidence that is insufficient to constitute proof. While a minor infraction is not a major infraction, a second minor infraction of the same nature will be treated as major infraction.
- **Major Infraction** – A violation with evidence that supports the student's intention to deceive and/ or a continued pattern of disregard for the conventions of academic integrity.

Conflict of interest in academic honesty cases

For cases of academic dishonesty, "conflict of interest" is defined in part on a person's role in the process, and in part on a person's relationships to the student(s) and instructor(s) directly involved in the alleged breach of academic integrity. No person who has brought an academic integrity case against the specific student, or who has a close personal relationship with the accused student, may serve in a *decision-making* role on the committee; however, said individuals may remain in non-decision making roles, such as advisor or support person.

The committee for hearing academic honesty cases

While all cases of breaches of academic integrity are heard by APRC, additional persons will join APRC for academic honesty hearings, as follows:

- 1) Student members: 2 (from a pool of up to 20)
 - a) At the beginning of each academic year, Community Council (ComCil) shall create a pool of up to twenty students, who have been at Antioch College for at least one full academic year
 - i) To maintain continuity, no more than ten members may be different than the previous academic year's pool

- ii) All members of the pool must be trained appropriately, including in the procedures for hearing academic honesty cases, on how to maintain strict integrity and confidentiality, etc. The Office of Academic Affairs (OAA) and ComCil will jointly decide how the training is to be conducted.
 - iii) No student who has been found guilty of an infraction of academic honesty may be a member of the pool.
 - b) When an academic honesty case is to be heard, the Registrar will select two trained students from the pool, who have no conflict of interest with the case at hand
- 2) Faculty members: As needed (to maintain integrity)
 - a) OAA shall maintain a pool of faculty members, who have been at Antioch College for at least one full academic year, and who are not currently away from the college for extended periods (research term, leave of absence, etc.)
 - i) All members of the pool must be trained appropriately, including in the procedures for hearing academic honesty cases, on how to maintain strict integrity and confidentiality, etc. The Office of Academic Affairs (OAA) will decide how the training is to be conducted.
 - b) When an academic honesty case is to be heard, the Registrar will replace any faculty member of APRC who has a conflict of interest with the case at hand, with a faculty member from the pool.
 - i) If a faculty member who normally serves on APRC has an advisee come before the committee, the faculty member shall recuse themselves of their role as an APRC member (with replacement as above), but may remain as the student's advisor.
 - ii) If a faculty member who normally serves on APRC has brought the case of academic dishonesty against the accused student, the faculty member shall recuse themselves of their role as an APRC member (with replacement as above), but may remain as the complainant.
 - iii) No person who has brought an academic integrity case against the specific student may serve in a decision-making role on the committee.
- 3) Replacement of committee members in the case of conflict of interest

- a) Any member of an academic honesty hearing case, who has a *decision-making role* on the committee, and who has a conflict of interest, must be replaced with another member of similar status, consistent with the composition of the committee.
 - i) While support persons for the student or faculty, and the student's advisor, may not have decision-making roles on the committee, they may still be present, as they have an accepted vested interest.
- b) Students and faculty will be replaced, as noted above.
- c) Administrators from OAA with a conflict of interest will be replaced with another administrator of a similar type.
 - i) Instances of administrators with teaching and/or advising duties shall be handled similarly to the faculty cases above, except that another OAA administrator will fill their normal role on the committee

Support persons for students and faculty

At any step in the procedure, the student or the faculty member may invite another Antioch community member to accompany them to any of the meetings to assist with resolution, within certain limitations. It is of the utmost importance that any and all support persons maintain strict confidentiality and uphold the integrity of the process. The role of support persons is, as requested, to provide support, advice, or assistance to the student or faculty requesting their presence, and to advise the student or faculty in preparing for the hearing. Support persons may not have decision-making roles on the committee, given the inherent conflict of interest.

By default, the support persons for a student are their academic advisor, who will attend the hearing on behalf of the student, and possibly one additional community member, as described below. In the instance that the academic advisor is the person bringing the claim of academic dishonesty against the student, the advisor may not be a support person, and will instead attend the meeting as the person bringing the claim (the complainant); no additional support person will replace the advisor in this instance.

- 1) A student may select another student only from the approved pool of trained students created by ComCil. A student may only

- select a staff or faculty member who has worked at Antioch College for at least one full calendar year.
- 2) A faculty member may only select a staff or faculty member who has worked at Antioch College for at least one full calendar year.

Procedure

Faculty members are allowed to have their own additional course-specific policies for how academic dishonesty is handled, but are limited in the sanctions that may be imposed without a formal hearing. Instructors may choose to handle cases within their own course, and/or to proceed with formal action.

Individual faculty members are responsible for determining if the alleged violation should be:

- a. Handled by the instructor internally (within their course).
Although the instructor may issue a failing grade for the assignment, project, exam, etc., the instructor may not issue a failing grade for the course. However, failure of the course may result due to the weight of the assignment, project, exam, etc.; or
- b. Referred to APRC with the recommendation that the violation be treated as a minor infraction; or
- c. Referred to APRC with the recommendation that the violation be treated as a major infraction.

The faculty member(s) should meet with the student to discuss the alleged act of academic dishonesty. During this meeting, the faculty member may request sources from the student or ask questions to determine the student's familiarity with the material in question. When possible, the instructor should arrange to meet with the student within one calendar week of becoming aware of the alleged violation.

The faculty member(s) should gather the evidence that confirms academic dishonesty (e.g., make copies of the assignment; get citations for, or copies of, the sources that were plagiarized).

If a faculty member chooses to proceed with formal action, the student attends a meeting called by the Academic Policy and Review Committee (APRC) with the faculty member(s) and advisors to discuss the incident. In this meeting, the following should be addressed:

- a) Describe the evidence that confirms that academic dishonesty occurred.
- b) Listen to the student's response.
- c) Review what academic dishonesty is, how it violates the Honor Code, how it is unacceptable in a scholarly community and how to cite sources properly.
- d) Review the College's Academic Honesty Policy and procedures with the student.
- e) Inform student of what the consequences may be (see Resolutions of Academic Dishonesty Cases below).

After this meeting, the faculty member(s), the student's advisors (if in attendance), and APRC will determine the consequences.

Before the consequences are determined, APRC will request that the registrar review the student's record to confirm if this is a first or second incident, etc., and then APRC completes the Academic Dishonesty Report form. If records indicate that this is not the student's first offense, the policy for the second (etc.) offense (see consequences of academic dishonesty below) will be put into effect. *Knowledge of a student's prior record should be used in determining penalties, but must not enter into the decision about the presence or nature of academic dishonesty.* All parties will retain copies of the report and its accompanying documentation after the hearing and a copy will be forwarded to the registrar to become a part of the student's academic record.

Resolutions of Academic Dishonesty Cases

Resolution of all formal cases of academic dishonesty minimally requires remediation. However, APRC may, at its discretion, include additional outcomes that are restorative, punitive, and/ or educative in nature.

Any offense: The student may be required to write a formal letter of apology to the course instructor(s). The student may be required to (re)take training regarding academic dishonesty. APRC may require additional measures. In all cases of violations except the third, APRC in consultation with the instructor in question will determine the appropriate level of sanction for each violation. Lesser violations should receive lesser penalties, whereas more serious violations should receive more serious consequences. In all instances, instructors and APRC are encouraged to enact restorative and educative justice practices in all appropriate cases.

Minor violation: Sanctions can include failure of the assignment (which may result in failure of the course due to the weight of the assignment), or failure of the course regardless of the weight of the assignment.

First major violation: Sanctions can include failure of the assignment (which may result in failure of the course due to the weight of the assignment), or failure of the course regardless of the weight of the assignment, or academic suspension.

Second major violation: Academic suspension or dismissal

Third major violation: Academic dismissal

The student is notified of the outcome of the Academic Honesty hearing in writing by the Chair of the Academic Policy Review Committee (APRC) via email to their Antioch College email address and hardcopy letter in their Antioch College mailbox.

Appeal: The decision and sanctions resulting from an Academic Honesty hearing by APRC may be appealed by the accused student in writing to the Provost and Vice President of Academic Affairs (VPAA) at ACAA@antiochcollege.edu.

To receive consideration, an appeal must be full and complete upon submission, including in it the basis for appeal, the rationale for any claims or arguments to consider an appeal, and must be submitted by within three (3) business days of the date of the email and letter notification from APRC.

- A business day is defined as any day the College is open, whether or not classes are held, but does not include: weekend days, holidays observed by the College, or intersessions between the academic terms.
- A student's submission of an appeal suspends the imposition of sanctions until the appeal is decided.
- Until both the APRC hearing and appeal are concluded, a student receives an "M" grade indicator (Academic Integrity Indicator) on their transcript for the course in question. While this indicator does not affect GPA, it also does not indicate successful completion of the course, and thus the course in question cannot be used to satisfy degree requirements or to

meet prerequisites, until the appeal is resolved. See the “Evaluation of Academic Performance: Grades” section in the Catalog, subsection “Other Grade Indicators in Use”

Basis for consideration of appeal may only be one of the following:

- **The Process was conducted unfairly.** The student argues that the procedural protections were not provided appropriately, the original hearing was not conducted fairly in light of the charges and information presented, or that there were violations of the procedures as laid out in the policy.
- **New information.** The student argues that the Provost and VPAA should consider new information sufficient to alter a decision or other relevant facts not available during the original hearing.
- **Inappropriate sanctions only in cases of suspension or dismissal.** The student argues that the sanction imposed was not fair and reasonable relative to the violation for which the student was found responsible.

The Provost and VPAA, or their designee, will notify the student within three (3) business days whether or not there is a basis for appeal, and, if so the form of the appeal.

At the discretion of the Provost and VPAA, or their designee, appeals may take the form of Administrative Appeals considered by the Provost and VPAA, or their designee, or referred back to APRC for consideration based on the information provided in the appeal letter.

If an Administrative Appeal is granted the Provost and VPAA, or their designee, shall investigate the grounds for appeal, request information from all relevant parties, and request additional evidence or information in the decisions of the appeal. The Provost and VPAA, or their designee, further has the authority to uphold or modify the sanctions of APRC, which can include increasing or decreasing the original sanction(s). The recommendation of any designee will then be returned to the Provost and VPAA for consideration and acceptance.

The Provost and VPAA, or their designee, may also refer the matter back to APRC for reconsideration in light of the new information presented in the appeal and/or to reconsider the sanction(s). The recommendation of APRC will then be returned to the Provost and VPAA for consideration

and acceptance.

The decision of the Provost and VPAA is final and will be communicated to both the student and the faculty member, and to the Registrar as the Chair of APRC.

A student dismissed for academic dishonesty may petition the college for reinstatement after one calendar year (see Reinstatement Policy).

Notification of Student Rights under FERPA

Student Rights

The College subscribes fully to the guidelines set forth in the Family Educational Rights and Privacy Act (FERPA) of 1974, Section 438 of the General Education Provision Act. It provides students access to education records directly related to them and protects the private information contained within those files from unauthorized persons.

The Family Educational Rights and Privacy Act (FERPA) is a federal law that applies to educational agencies and institutions that receive funding under a program administered by the U.S. Department of Education. It affords students certain rights with respect to access to, amendment, and disclosure of their education records. Specifically, these rights include:

The right to inspect and review the student's education records within 45 days of the day the College receives a request for access.

A student should submit to the Registrar a written request that identifies the record(s) the student wishes to inspect. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the Registrar, the Registrar shall advise the student of the correct official to whom the request should be addressed.

The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

A student who wishes to ask the College to amend a record should write the College official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed. If the College decides not to amend the record as requested, the College will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

The right to provide written consent before the College discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

The College discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials

with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted as its agent to provide a service instead of using College employees or officials (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the College.

Upon request, the College may also disclose education records without consent to officials of another school in which a student seeks or intends to enroll. In such cases, the College will make reasonable efforts to notify students of this action.

Exceptions to FERPA

Exceptions to the rights outlined above relate, primarily, to student and/or campus safety issues. The limited occasions when a student's consent is not required to disclose personally identifiable information include:

- To protect the health or safety of students or other individuals. Such a release of information could include medical or law enforcement personnel, public health officials, and parents. This information may include medical or health treatment records;
- To provide timely warning and information of crimes that represent a threat to the safety of students or employees;
- To provide information from campus law enforcement units to others;
- To another institution at which the student seeks or intends to enroll;
- To parents if a student is a dependent for income tax purposes, if a health or safety emergency involves their child, or if a student under the age of 21 has violated any law or policy concerning the use or possession of alcohol or other controlled substance. Please note that disclosure of information to parents in these circumstances is permitted, not required. The policy of Antioch College is to notify parents only in the case of a health

or safety emergency or other set of extraordinary circumstances that affect a student's status at the college.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA.

The name and address of the Office that administers FERPA is:

**Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 202-5901**

Directory Information

Antioch College shall give public notice of the categories of information that it has designated as directory information by identifying them in the curriculum catalog as well as on the College's website, in *One Morgan Place*, and in other publications directed to students. The College shall give students a reasonable period of time to inform the institution that any or all of the information designated should not be released without their prior consent. The Registrar will post such notification annually at the beginning of Fall Quarter in *One Morgan Place* and other appropriate venues to offer students the opportunity to opt out of releasing any or all of the information designated as directory information. The Cooperative Education Program will offer opt-out opportunities at the beginning of the cooperative work term before job lists are circulated. Academic Affairs will offer training for all new matriculating students regarding their FERPA rights within their first term on campus.

The US Federal Government's definition of the term "directory information" relating to a student includes the following: the student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended by the student.

Antioch College considers cooperative education job placement as one of the officially recognized activities that is central to its mission. For this reason, students' names will periodically be listed in association with their co-op employer, the position that they have attained, as well as the city,

state, and country where they are working. Students will be given the opportunity to opt out of these listings prior to publication.

Self-designed majors are also considered integral to programming at Antioch College. For this reason, the titles and descriptions of these will be published regularly.

With these unique features in mind, Antioch College's definition of the term "directory information" relating to a student includes the following: the student's name; city, state/ province and country of origin; major field of study, including self-designed majors and descriptions thereof; participation in officially recognized activities including cooperative education, research experiences, and study abroad; dates of attendance; degrees and awards received including publications, conference presentations, academic achievements, and other honors; and recent previous educational agency or institution attended by the student.

Student Records Policy

Antioch College maintains all student records in compliance with The Family Educational Rights and Privacy Act of 1974 (FERPA). It is the joint responsibility of the College and the student to ensure that records are complete and accurate.

Academic Records

The Registrar's Office serves as the repository for all official academic records for students at Antioch College. The Registrar's Office is authorized to issue official transcripts on behalf of Antioch College. It maintains the following types of academic records:

1. Degree plans or other documents of comprehensive student learning objectives.
2. Reports—including grades, narrative evaluations, and class lists reporting credit—which provide documentary support for the awarding of credits and degrees.
3. Transcripts of learning activities.
4. Correspondence relating to student records.
5. Summary biographical data in compliance with federal and state reporting requirements.
6. Reports of committee or administrative actions regarding student status.

Other Student Records

The Office of Admission and Financial Aid maintains data to ensure that admissions standards have been met and that students have been properly admitted. The office also maintains student and parental information relating to the application for and receipt of financial awards. The dean of cooperative, experiential and international education maintains records pertinent to students' part-time and full-time work experiences. The Office of Student Life maintains records pertinent to disciplinary reports and community living in campus housing.

Retention of Student Records

Student records will be retained for the following minimum periods of time. Any documents not specifically noted below are retained in accordance with AACRAO records retention guidelines:

Recruitment materials are disposed of after students enroll at Antioch College. Letters of recommendation are retained until admission. And

student waivers for rights of access to letters of recommendation are retained until termination. All other materials are retained for five years after graduation or the last date of attendance. These materials include:

- Acceptance letter
- Advanced placement record
- Application for admission or readmission
- Correspondence, relevant date
- Entrance exam reports/ test scores
- Medical records
- Military documents
- Placement test records/ scores
- Residency classification forms
- Other test scores
- Transcripts from other colleges
- Transcripts from high school

International Student Documents

There is no upper limit on the retention of documents for international students on student visas. For exchange visitor visas, documents are retained for 3 years after the graduation or date of last attendance. The following documents are maintained:

- Copy of Employment Authorization (work permit), if granted
- Copy of Alien Registration Receipt Card (evidence of admissibility as a permanent resident)
- I-20 (certification of eligibility for F-1 visa status)
- Copy of I-94 Card (document issued to non-immigrants; also known as Arrival-Departure Record)
- IAP 66 (certificate of eligibility for J-1 visa status)
- Passport number
- Statement of Educational Costs (shows estimate of total school year costs)
- Statement of Financial Responsibility (shows evidence of adequate financial resources)

Access to Student Academic Records

Antioch College provides students with access to their student records in compliance with FERPA. For complete information about student rights provided by FERPA, see Notification of Student Rights under FERPA on

page 322.

Hearing to Challenge Content of Student Records

Any student may choose to challenge the content of his or her Antioch College records informally or through a hearing if the student thinks the records are inaccurate, misleading, or otherwise in violation of the right to privacy of the student. The hearing serves as a formal opportunity to seek the correction or deletion of any such inaccurate, misleading, or other inappropriate data contained in the record. The student may also seek inclusion of explanatory information. Formal hearings will be conducted in the following manner.

Any request for a hearing to challenge an Antioch College record must be made in writing to the College president or his or her designee.

The hearing request must:

- Identify in specific terms the portion(s) of the record to be challenged.
- State the reason(s) for challenging the record so identified, and state the remedy sought; that is, the correction or deletion of the information under challenge or the opportunity to submit explanatory information to accompany the challenged student record.

Hearing Procedures

1. The hearing will be conducted by the College president or his/her designate.
2. The hearing will be granted within a reasonable time, but no more than thirty (30) days after the hearing request has been made.
3. Reasonable notice shall be given to the student and other necessary parties of the date, time, and place of the hearing.
4. The hearing shall be limited to a consideration of the specific portion(s) of the student's record being challenged.
5. The Registrar's Office will represent the challenged record at the hearing. Where practicable, the College will attempt to have a representative from the office responsible for the challenged record present at the hearing.
6. The student will have the right to be assisted by an advisor of his or her choice. •The burden of sustaining the challenge rests with the student.

7. Reasonable opportunity shall be provided for all parties to present evidence and witnesses directly related to that portion(s) of the record being challenged.
8. The student will be provided written notification of the disposition of the challenge (including the reason for such disposition).
9. The remedies available to the student as a result of a hearing are:
 - The record may stand; or
 - The record may be corrected;
 - The record may be deleted; or
 - Explanatory information, of a reasonable length, may be inserted in the student's record file.

Release of Student Records

Safeguarding the privacy of student records is a primary concern of the Registrar's Office. No student information will be released to any party without the written consent of the student, except to the following:

- Appropriate personnel and agents of Antioch College who have legitimate educational interest in seeing student records.
- Appropriate state and federal agencies that, under law, are entitled to have access to College records.
- In connection with an application for, or receipt of, financial aid.
- Accrediting associations in the performance of their accrediting functions.
- In compliance with a judicial order or subpoena.

The Registrar's Office will maintain a log of access to student records for all non-college personnel. This information is made available to students, upon request, in the Registrar's Office.

Change of Student Data

Students who need to change specific data elements to reflect current information on their student record must submit a Change of Student Data Form. By using this form, the following data elements can be identified and changed:

- Correct Mailing Address (any type, i.e. home, local, billing, co-op, etc.)

- Correct Birthdate
- Correct Social Security Number
- Any other aspect of data not identified in this or other sections of the curriculum catalog.

Preferred Name Policy

Antioch College recognizes that as a community many of its members use names other than their legal names to identify themselves. As long as the use of this different name is not for the purposes of misrepresentation, the college acknowledges that a preferred name can be used wherever possible in the course of college business and education.

Therefore, it is the policy of Antioch College that any student may choose to be identified within the college's information system with a preferred first name in addition to the person's legal name. It is further understood that the person's preferred first name shall be used in all college communications and reporting except where the use of the legal name is required by college business or legal need.

A Request for Preferred Name form must be submitted to the Registrar's Office. The individual is free to determine the preferred first name the student wants to be known by in the college's information system. However, inappropriate use of the preferred name policy (including but not limited to avoiding a legal obligation or misrepresentation) may be cause for denying the request. A Request for Preferred Name form is available from the Registrar's Office.

The preferred name will only be used in cases where a legal name is not absolutely necessary. Examples of where your legal name are necessary include, but are not limited to, financial aid documents, billing statements, payroll, official transcripts, enrollment certifications, and Federal immigration documents. In some cases if you indicate a preferred name, it may be necessary to clarify that your preferred name is different than your legal name. Examples of this include, but are not limited to, official interactions with police, security, and/ or law enforcement, and verification of medical records.

Consistent with the Family Educational Rights and Privacy Act (FERPA), Antioch College allows for the release of directory information, which includes a student's preferred name when one is designated. If a student does not want disclosure of the preferred name to external organizations or persons, the student can set a FERPA restriction on the student record

by completing a FERPA Information Release Declaration form which is available in the Registrar's Office. Choosing a FERPA restriction means the College cannot confirm student status to anyone inquiring about the student record. For more information about FERPA and setting FERPA restriction, contact the Registrar's Office.

Using a preferred name is not the same as a legal name change through the courts system. A student may be challenged if relying on documents with a preferred name when asked to provide proof of legal name and/ or identity for employment or government purposes, such as obtaining a passport.

Other considerations include the use of both the official name and a preferred name on various documents used for external purposes. For example, a transcript and verification from the College with the official university name and a letter of reference from a faculty member who knows the student primarily by the student's preferred name may require some clarification when applying for internships, jobs, and/ or graduate school.

Name Change Policy

Student names on all official college records must reflect the student's legal name. Students who have earned degrees at Antioch College may only change their name designation by presenting to the Registrar's Office a court order approving the new name. There will be a \$50.00 fee for the printing and mailing of a new diploma.

If you have not yet received your degree, review the following categories to determine how to proceed with a change of name.

Divorce

A student who wishes to change their name because of divorce, must present to the Registrar's Office a court order granting the divorce decree. Maiden names may only be used when authorized by the court.

All Others

You may change your name without court order by presenting to the Registrar's Office verification of the new name. The following may be used to verify the new name: driver's license, DMV/ BMV identification card, passport, legal court document, birth certificate, or alien registration card. Documentation must be provided for all changes including the following: I, II, III, IV, Jr., Sr. or other suffix to the name; middle name or initial; or an addition or subtraction of a hyphen.

Gender Change Policy

Students identify their gender designation at the time they apply for admission to the college. Students who wish to change the gender designation for their official records must provide the Registrar's Office with a certified copy of a court order showing change of gender or other legal identification, such as a revised driver's license or state issued I. D. card. All official records in the Registrar's Office will identify only the new gender. Note: Antioch College transcripts and diplomas do not specifically reference gender.

Graduation**Review of Status toward Graduation**

As students progress through Antioch College they work closely with their advisors to review and revise their degree plan. This document helps to ensure that students are achieving progress towards earning a Bachelor of Arts or Bachelor of Science degree. Students are required to update their degree plans with the Registrar's Office at the beginning of the fourth year. This will enable the students' advisors and the registrar to examine the student's academic record, degree plan, and sequences and ensure that graduation requirements can be met as anticipated by the student. Students are strongly encouraged to update their degree plans at the end of each quarter until graduation.

Application for Graduation

Students planning to graduate must complete an Application to Graduate form and submit it to the Registrar's Office by the end of the term before the term in which the student plans to graduate. A graduation fee must be paid by the time of submission of the Application to Graduate. The graduation application fee will be published with the deadline for the submission of the application.

Commencement and Graduation Dates

The commencement ceremony is held on the Saturday following the end of Spring term. Generally, students are expected to have completed all degree requirements prior to the commencement ceremony.

The Registrar will present a list of potential graduates to the faculty during the registration period prior to Spring quarter so that these students may

be advised to register for any outstanding requirements for graduation. The Academic Policy and Review Committee presents the names of candidates for graduation to the faculty for a vote once a year during the last week of Spring term, and only students approved by the faculty will be permitted to participate in commencement and graduate during that year. Regardless of approval by the faculty to be included in the ceremony, only students who complete all their degree requirements by the end of Spring term will be considered graduates at the end of that term. The official graduation date will be the thirtieth day of June.

Students who have not met all of their financial obligations to the college may be permitted to participate in the commencement ceremony, but the Registrar's Office will not release their diplomas or final transcripts until those obligations are met.

Graduation with Honors

Antioch College awards degrees with honors designations based on the cumulative grade point average of all credits earned toward the degree in attendance at Antioch College. Honors designations are as follows:

- Summa Cum Laude = 3.9 Cumulative GPA or higher*
- Magna Cum Laude = 3.7 – 3.89 Cumulative GPA*
- Cum Laude = 3.5 – 3.69 Cumulative GPA*

*Any student who is considered for graduation with honor distinctions must have no unresolved incomplete (IN), academic integrity (M) or no grade (NG) indicators on their permanent record. In addition, a student being considered for this distinction should not have any unresolved disciplinary actions on record in the Office of Student Life. Any unresolved indicators or actions would eliminate a student for consideration for graduation honor with distinctions.

Official Transcripts

The official transcript is a copy of that portion of a student's academic record that is prepared for release to a third party at the request of the student or former student. It contains personal information about the student and reports Advanced Placement/ International Baccalaureate credits awarded, transfer credit accepted, and attempted and earned Antioch College credits and degrees. The transcript contains the name and address of Antioch College and the following information about the student:

- Personal information: student's name, date of birth, and student identification number
- Attendance and credits earned and attempted: dates of attendance (date of entry and each term of registration); course identification (course number and title); amount of credit earned; identification of credit system (quarter credit); credit for remedial courses or other courses not applicable to degree program; or transfer credit
- Effective withdrawal date, if applicable
- Academic standing
- Graduation date, degree conferred, Dean's List or graduation honors, and program or major, as applicable Official transcripts will not be released if student has not met financial obligations to the institution or has not paid for a transcript request.

**Allow 5-15 business days for processing the request for official transcripts.*

Academic Complaint Policy

For the purposes of this policy, a complaint is an allegation or accusation brought against a faculty member by a student who seeks redress for an alleged wrong or injustice in a teaching and learning environment that does not involve a dispute with an assigned course grade or narrative evaluation. (For appeals regarding course grades or narrative evaluations, see the “Grade Mediation: Appealing a Grade or Narrative Evaluation” section on page 269.)

Antioch College requires faculty and students to uphold the highest principles of academic integrity and to act in a manner that preserves freedom of inquiry and intellectual exploration. The Antioch College faculty is composed of individuals whose professional and pedagogical skills enhance the learning process and who, by their commitment to advancing knowledge, are expected to apply common principles of good teaching, strong mentoring, and fair evaluation of student performance in a course of study or work experience. The College identifies with the following AAUP Statement on Professional Ethics:

*As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards in their discipline. Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Professors make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student's true merit. They respect the confidential nature of the relationship between the professor and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom. — “Statement on Professional Ethics,” in *Policy Documents and Reports*, 10th ed., American Association of University Professors: Washington, 2006, p. 171.*

The assessment and evaluation of student performance is the responsibility of the faculty. The faculty member is the sole judge of student performance and only the faculty renders an evaluation of student work and progress in a course or work experience. Students who have reason to believe that a violation of professional ethics has occurred or that the assessment of their work was the result of error or capriciousness or was evaluated by criteria other than those stated in the course syllabus or appropriate for the course or work experience have the right to file an academic complaint, or to appeal a course grade or narrative evaluation.

Simple disagreement with the professor's professional judgment about the quality of the work does not constitute legitimate grounds for filing a complaint. Before filing an official complaint, students should speak with the faculty member regarding their concerns. This conversation will provide clarification and better understanding and may result in grade mediation and no need to file a formal complaint.

This Academic Complaint Policy does not replace or require changes to any of the other policies governing faculty behavior as specified in the Faculty Personnel Policy, such as the Sexual Harassment Policy; the Sexual Offense Prevention Policy; the Drug and Alcohol Policy; the Affirmative Action Policy; and so on. Each of these policies has their own processes for reporting and resolving alleged violations. This Academic Complaint Policy does not cover appeals for the change of assigned course grades or narrative evaluations; these situations are discussed in the "Grade Mediation: Appealing a Grade or Narrative Evaluation" section in the Curriculum Catalog.

Procedure

1. At any step in the complaint procedure the student or the faculty member may invite another community member to accompany them to any of the meetings to help resolve the complaint. The time periods given in each step below must be somewhat flexible in order to accommodate the academic calendar.
2. It is strongly recommended that the student speak first to the work or classroom faculty member to find a resolution. The student shall approach the faculty member no later than the fifth week of their next study term on campus. In the case of adjunct faculty, visiting faculty, or faculty no longer employed at the College, the student shall approach another member of the division in which the course exists.
3. If a mutually satisfying resolution is not found, the student shall make an appointment to speak to their academic advisor by the end of the seventh week of the quarter. If the academic advisor is a party to the complaint, the Associate Dean of Academic Affairs (ADAA) or other designee of the Vice President for Academic Affairs (VPAA) shall be contacted. The student shall present to their academic advisor (or ADAA or other designee) specific concerns and any supporting documentation. The academic advisor shall

make every effort to resolve the complaint. The advisor may request the complaint in writing. The academic advisor will:

- a) Mediate a resolution in consultation with the faculty member and the student.
 - b) If the complaint cannot be resolved at the divisional level within two weeks, the advisor will forward the complaint to the VPAA with a written report stating what was done and why the complaint could not be resolved at the faculty level. A copy of the report will be emailed to the student, as well.
4. If a mutually satisfactory resolution is not found at the divisional level, the student must write a formal letter to the VPAA with supporting documentation within two weeks of the date the report is sent about the nature of the complaint and the efforts taken to resolve the complaint. The VPAA will contact the faculty member in writing and will expect a written response. At this step, the complaint becomes a formal complaint. The VPAA will:
- a) Mediate a resolution in consultation with the faculty member and the student.
 - b) Request information from parties other than those named in the complaint. Requests for information from parties other than those named in the complaint must be conveyed in writing with copies of the request forwarded to the student and faculty member. Any additional information gathered and used in the complaint process must be submitted in writing, signed by the person releasing it, and made available in complete form to all parties involved in the complaint. Either party to the proceedings may respond in writing to this additional information. The VPAA will then review the file and communicate the results of the investigation in writing to the student and faculty member within 30 - 60 days of the receipt of the complaint.
 - c) Dismiss the complaint if it is found to be illegitimate or unfounded. If the complaint is dismissed, no letter will be placed in the file of the faculty member. Both the student and faculty member will be notified in writing as to the reasons the complaint was dismissed.

- d) Make a final decision and act administratively to resolve the complaint while respecting the prerogative of the faculty member with respect to evaluation and crediting of student work. (As stated in the Grade Mediation Policy, the VPAA does not have the authority to change a course grade or narrative evaluation; however, the VPAA may act in other appropriate fashions.) Any actions taken by the VPAA to resolve the complaint will be communicated in writing to both the student and the faculty member. It is the VPAA's responsibility to assure that the complaints are followed to resolution.
5. If the complaint involves the VPAA in their role as a professor, the Academic Policy and Review Committee will review the complaint and will be empowered to function as the VPAA would.

Register of Officers

Board of Trustees

Malte von Matthiessen '66

Chair

Malte von Matthiessen, as a former president and chief executive officer of Yellow Springs Instruments (YSI) Inc. he introduced programs that enhanced quality, led the organization through domestic and global partnership expansions, and implemented sales and distribution in the eastern hemisphere. While leading the charge at YSI, he rejected the traditional top-down reporting structure in favor of a cross-functional and self-directed team atmosphere. In 2002, after 17 years as CEO, he retired and became chair of the board where he served and helped facilitate the sale of the company to IIT in September 2011. Before leading YSI, von Matthiessen worked for the National Cash Register (NCR) Corporation for 17 years. Prior to that, he joined the Peace Corps where he served as a secondary school teacher in Tanzania.

Shadia Alvarez '96

Shadia Alvarez is the principal at the Principal of House III; New Rochelle High School in New Rochelle, New York. A one-time Antioch College community manager and assistant to the president for multicultural affairs, she also served on the Antioch College Task Force on Community & Community Governance.

Thomas Carhart '74

Officer, Finance Committee Chair, and Investment Committee Chair

Thomas Carhart is a principal for South Street Advisors, LLC. His work focuses on Endowment Growth and Management, and Investment Advising, specializing in non-profits. He previously was with Marque Millennium Group, New York City, and was Senior Managing Director for Carver, Cross & Carhart LLC. Tom's BA from Antioch is in Asian Studies, and he holds an MBA from Columbia University.

Charles Fairbanks

Ex Officio Board Member

Charles Fairbanks is an assistant professor of media arts at Antioch College. Fairbanks is a wrestler and filmmaker whose recent work focuses on Lucha Libre in Mexico, where the artist fights as the One-Eyed Cat (El Gato Tuerto) with a camera built into his mask. Previously, he worked as a translator for the Festival Filmer à Tout Prix. Prior to that, Fairbanks was as programmer and producer at the Courtisane Festival, and visiting professor of VideoArte at Tuxtla's UNICACH, in Chiapas, Mexico. A Guggenheim Fellow, his new work is emerging through collaboration with an indigenous Zoque community in rural Chiapas. Fairbanks holds a BA in art and science, technology and society from Stanford University, and an MFA from the University of Michigan.

Atis Folkmanis '62

Atis Folkmanis is perhaps best known for the toy manufacturing enterprise that he and his wife, Judy Folkmanis '63, began in the 1960s, and which evolved into San Francisco-based Folkmanis Inc., creators of Furry Folk Puppets. He holds a Ph.D in biochemistry and has conducted post-doctoral research in molecular biology at the University of California at Berkeley.

David Goodman '69

Secretary and Facilities Committee Chair

David Goodman is a principal of North Arrows, LLC since 2004. Previously, he was founder and CEO of United American Energy Corp., an independent electric power producer. He is also the president of The Andrew Goodman Foundation for Human Dignity, social justice and Civil Rights, a nonprofit named for his older brother Andrew, who with James Chaney and Michael Schwerner, were murdered by the Ku Klux Klan on June 21, 1964. He holds a bachelor's degree in civil engineering from Antioch College and an MBA from Stanford University.

Jay Greenspan '76

Founder and chairman of JMJ Associates, Jay Greenspan has provided transformational and consultative services to some of the world's largest companies in the energy and construction sectors. Greenspan was instrumental in the development of JMJ's Incident and Injury-Free safety practice program used in chemical plants, construction sites, and computer chip plants, among other industries. Over the past 25 years, Greenspan has led JMJ's support on world-class projects enabling top-tier industrial companies including Intel, BP, Jacobs, Angelo American,

Chevron, Skanska, Rio Tinto and Boeing among others, to envision new possibilities and achieve higher levels of performance. Currently, Greenspan also chairs a CEO Forum for 15 U.S.-based construction firms who share best practices with one another.

James Hobart '58

Alumni Board President

James Hobart is retired following more than fifty years working as a Unitarian Universalist minister. Serving in ministries from Massachusetts to Colorado, Hobart was a Civil Rights activist in the south and the north during the 1960s, including participation in the 1965 Selma Voting Rights campaign. His social justice involvements have included peace, immigration, GLBTQ support and anti-racism, among others. He has been active in ecumenical and inter-faith circles. He has served as adjunct and affiliated faculty at Meadville Lombard Theological School in Chicago and the Iliff School of Theology in Denver.

Frances Degen Horowitz '54

Chair 2010 – 2016

Frances Horowitz is president emerita of the City University of New York Graduate Center. She earned a Ph.D. in developmental psychology from the University of Iowa, was professor and vice chancellor for research, graduate studies and public service at the University of Kansas, served as president of the Society for Research in Child Development, and has been active in a variety of scientific, professional, and higher education associations.

Joyce O. Idema '57

Joyce Idema is the director of press and public relations at the Santa Fe Opera. She served as public relations director of the National Symphony at the Kennedy Center in Washington, DC. She also worked as director of marketing and public relations for the Chicago Symphony Orchestra.

Jay W. Lorsch '55

Academic, Student, and Community Life Committee Chair

Jay Lorsch is the Louis Kirstein Professor of Human Relations at the Harvard Business School. He is also the chairman of the Harvard Business School Global Corporate Governance Initiative and faculty chairman of the Executive Education Corporate Governance Series. He

earned his M.S. in business from Columbia University and a doctor of business administration from Harvard Business School.

Maureen A. Lynch*Development and External Relations Committee Chair*

Maureen Lynch is an active community leader who has volunteered for more than 35 years in support of women's rights, civil liberties and access to health care in Dayton and Yellow Springs, where she resides. A native of Akron, Ohio, Lynch currently serves as board president of The Little Art Theatre in Yellow Springs and is a member of the Board of Trustees for The Yellow Springs Community Foundation and the Board of Trustees for The Dayton Foundation. She also serves as a director of Lion Apparel, Inc. She previously has served as a board member or officer for a number of local organizations, including Dayton Contemporary Dance Company, Planned Parenthood of the Greater Miami Valley, Think TV, Dayton YWCA and Friends Care Community, among others. She also was recognized in 2003 as one of the Dayton YWCA Women of Influence.

Sharon Merriman '55*Adult Committee Chair*

Sharon Merriman is a graduate of the Indiana University Robert H. McKinney School of Law. She is of counsel in the law firm of Voyles Zahn Paul, a member of the Indianapolis Bar Association and the Indiana State Bar Association, and an arbitrator for the Financial Industry Regulatory Authority. She served on the Antioch University Board of Trustees from 2006 to 2012.

Sharen Swartz Neuhardt*Officer*

Sharen Swartz Neuhardt is a Partner at Thompson Hine LLP in Dayton, Ohio specializing in corporate law, mergers and acquisitions, and technology law. She was the head of the firm's corporate transactions and securities practice group from 2005-2008. Neuhardt was also the Vice President and General Counsel of Mead Data Central, Inc. (now known as LexisNexis) from 1987-1990. In addition to her work with the Ohio Democratic Party, Neuhardt has been active in Planned Parenthood for decades. She earned a BA from Northwestern University in 1973 and holds a JD from Georgetown University Law Center.

Edward H. Richard '59*Treasurer*

Edward Richard is president and CEO of Round Realty Inc., a privately owned real estate investment firm, and president and trustee of the Edward H. Richard Foundation. He is a retired member of the La Jolla Playhouse Board of Trustees, as well as former treasurer and a member of the Nominating, Executive, and Long Range Planning Committees. Richard, Terry Herndon '57 and Hal Roeth '61, founded WYSO; Richard served as its first station manager.

Elise Roenigk '64

Elise Roenigk '64 owns and oversees two landmark hotels in Eureka Springs, Arkansas: the 1886 Crescent Hotel & Spa and the 1905 Basin Park Hotel, both of which she and her late husband, Marty Roenigk '65, carefully restored and renovated. Elise holds a bachelor's degree in Biology from Antioch.

Barbara Winslow '68*Vice Chair and Governance Committee Chair*

Barbara Winslow is a professor in the School of Education and in the Women's and Gender Studies Program at Brooklyn College of the City University of New York. She is also the founder and project director of the Shirley Chisholm Project of Brooklyn Women's Activism. She received her Ph.D. in women's history from the University of Washington.

Honorary Members of the Board

Kay Drey '39

Terry O. Herndon '57

Hon. Eleanor Holmes Norton '60

President and Senior Leadership**Tom Manley***President*

Tom Manley is a native of Baltimore, Md., where he received a Bachelor of Science degree in East Asian History and Education from Towson University. He earned a Master's degree in Asian Studies and a Doctorate in Education from the Claremont Graduate University in Claremont,

Calif. He has a long history of board and volunteer service to organizations such as the Association of Independent Colleges of Art and Design (AICAD), Ford Family Foundation's visual arts initiative, National Endowment of the Arts Education Leadership Initiative, and the Oregon Alliance of Independent Colleges and Universities. Manley has 35 years of experience in higher education including 12 years as president of Pacific Northwest College of Art in Portland, Ore. and 22 years in Southern California at the Claremont Colleges - mainly at Pitzer College - where he held a variety of administrative posts and served as a member of the faculty.

Andi Adkins

Vice President for Finance and Operations

Andi Adkins holds a Bachelor of Science degree in Chemistry from the College of Mount St. Joseph and an MBA from Xavier University in Cincinnati. She spent a majority of her career at Procter & Gamble in various Finance and Accounting roles, included Chief Financial Officer of the Iams Pet Imaging start up in Vienna, Virginia; Global Finance Manager of Beauty Care Research & Development; Plant Finance Manager of Cellulose and Specialties in Memphis, Tn.; Financial Analyst, New Drug Development, Global Pharmaceuticals; and Internal Auditor, North and South America. She retired from Procter & Gamble in 2010.

Lori Collins-Hall

Provost and Vice President for Academic Affairs

A scholar-practitioner, Lori Collins-Hall comes to us with 20 years of experience in higher education, community-based service-learning, consulting and grant writing with not-for-profits. Coming to us from Hartwick College in Oneonta NY, where she was a member of the Sociology Department, Lori was promoted to Professor in 2009, served as Chair of the Sociology Department for the past seven years, and led the burgeoning assessment initiatives as the College's Assessment Support Coordinator.

Richard Kraince

Dean of Cooperative, Experiential, and International Education

Prior to his arrival at Antioch, Richard Kraince held posts as research professor and academic coordinator of the Center for Asian and African Studies, El Colegio de México, where he taught graduate-level courses on contemporary movements, social research methods and the political

sociology of Islam. From 2003 to 2006, he directed Ohio University's Inter-Religious Dialogue Project. He has conducted field research in Indonesia as a Foreign Language and Areas Studies grantee in 1998–99, a Fulbright Dissertation Research Program Fellow in 2000, and as a Fulbright New Century Scholar in 2005. He also has several years of experience leading experiential education programs in the Caribbean. Kraince speaks English, Indonesian/ Malay, Spanish and is currently working on Portuguese. Kraince, who also has a faculty appointment as associate professor of cooperative education, has a PhD in the sociology of education and an MA in international affairs—Southeast Asia Studies from Ohio University.

Hassan Rahmanian

Dean of Global Education

Hassan Rahmanian was a member of the faculty at Antioch College from 1986 until it closed in 2008. An associate professor of business, he chaired the management program and coordinated the Department of Social & Global Studies. At the closing of the College, Rahmanian served as a member of its Executive Collective of the Nonstop Liberal Arts Institute before accepting a post as senior director of institutional research and evaluation at Pacifica Graduate Institute in Carpinteria, California. Rahmanian earned BA and MA degrees in economics at the University of Tehran, and a PhD in public policy research and analysis at the University of Pittsburgh.

Nikos Boutis

Executive Director of the Glen Helen Ecology Institute

Nikos Boutis has directed operations at the Glen Helen Ecology Institute for six years. Previous to his appointment, he was a teacher training manager at Population Connection, a program associate at Ocean Wildlife Campaign, and a communications/ outreach coordinator at the Endangered Species Coalition. He holds a BA in biology from Oberlin College and an MGA from the University of Maryland.

Neenah Ellis

General Manager, WYSO

Neenah Ellis is the general manager at WYSO. She began her radio career in high school, working at her parents' commercial radio station in Valparaiso, Indiana. She came to WYSO in 2009 after 30 years as a radio documentary producer in Washington, D.C. She's been a producer for “

All Things Considered” at NPR and has won three Peabody Awards, broadcasting’s highest honor, for her work. She is also the author of “If I Live to be 100: Lessons from the Centenarians,” which is based on her radio series about people 100 years of age.

Jim Kapoun*Director of Library and Information Services*

Jim Kapoun has held librarian positions at Penn State, St. Mary’s College of Maryland, and Southwest State University and Mankato State University in Minnesota. He was director of the Luise V. Hanson Library at Waldorf College in Forest City, Iowa, and associate director of Maag Library at Youngstown State University in Youngstown, Ohio. He has a BS from Gustavus Adolphus College, an MDiv from the Luther Seminary, and an MLS from the University of Wisconsin-Madison.

Mila Cooper*Vice President for Diversity and Inclusion and Director of Coretta Scott King Center*

Mila Cooper has worked on college campuses for the past twenty-five years, most recently as Director of Community Outreach & Service-Learning at Baldwin Wallace University. As an adjunct faculty member in the Department of Religion at BW, she taught The African American Religious Experience and has also taught Urban Community Engagement and the First-Year Experience course. She has extensive experience in Multicultural Affairs & Diversity Education at several institutions including Kenyon College, Xavier University and Penn State University in Erie, Pa. At Kenyon, she served as the Assistant Dean of Students, directed multicultural affairs and the Snowden Multicultural Center. Mila earned the Bachelor of Science degree in Communication Studies and the Master of Arts degree in Higher Education Administration from Indiana University of Pennsylvania (IUP), a graduate certificate in Non-Profit Management and Leadership from the Cleveland State University Levin College of Urban Affairs and the Master of Divinity degree from Payne Theological Seminary.

Kevin D. Stokes*Director of Information Technology and Media Services*

Kevin Stokes holds a Bachelor of Science in Business Administration with a concentration in Computer Information Systems from The Ohio State University, a Master of Education from the University of Dayton, and a

Project Management Professional (PMP) Certificate from the Project Management Institute. He brings to Antioch a wide range of experience including K-12 teaching experience as a special needs educator in the Dayton Public Schools system; Adult Education experience as an Adult Educator, a Technology Coordinator and as GED Chief Examiner for Orange County Schools in Florida; and as an Information Technology Consultant for Digital Equipment Corporation (HP), KPMG Consulting (BearingPoint) and other consulting firms. Kevin is a product of experiential education as a graduate of John H. Patterson Cooperative High School in Dayton, and a participant in the Cooperative Education Program while at Michigan State University.

Joanne Lakomski

Chief Human Resources Officer

Joanne Lakomski joined Antioch with a degree in Biology from Antioch International, and a Masters in Organization Development from the partnership between American University and NTL. Her 20+ years of human resource, organization development, coaching and consulting experiences have occurred both in and out of the US, and in for-profit and non-profit organizations. She was also a Peace Corps Volunteer in the Republic of South Africa.

Nancy Wuebben

Assistant to the President

Nancy Wuebben earned an Associate of Applied Sciences degree at Sinclair Community College. After having worked in the private sector, Nancy joined Antioch College three years ago.

Kateri Kosta

Associate Director of Communications

Kateri Kosta holds a Bachelor of Arts degree in English from Xavier University in Cincinnati. For the last eight years, she has held positions with small businesses and nonprofit organizations that focused on building strategic communications plans and branding initiatives that increase public engagement and support.

Faculty Representative

(This position rotates)

Student Representative

(This position rotates)

Full-Time Resident Faculty

Arts

Michael Casselli - Assistant Professor of Sculpture and Installation

MFA, Visual Arts, Rhode Island School of Design

Concentration: Sculpture

Thesis: Hybrid Form and the Question of Traditional Arts Practice

BA, Self-Designed Major, Antioch College

Concentration: Visual Arts/ Performance Theory

Charles Fairbanks - Assistant Professor of Media Arts

M.F.A., University of Michigan

B.A., Art and Science, Technology, & Society, Stanford University

Werner Herzog's Rogue Film School, 2010

Sound Image Culture Master Class, Brussels, 2008–09

Kelly Gallagher - Assistant Professor of Visual Art

MFA, Cinematic Arts, University of Iowa

BA, Film/ Video with a Sociology Minor, Penn State University

Louise Smith - Associate Professor of Performance

M.S.Ed., Community Counseling (with Licensure), University of Dayton

I.M.A., Playwriting, Antioch University

B.A., Theater, Antioch College

Cooperative Education

Luisa Bieri Rios - Instructor of Cooperative Education

M.A., Comparative Women's Studies, Utrecht, The Netherlands

B.A., Latin American Literature, Theater, Smith College

Beth Bridgeman – Instructor of Cooperative Education

M.A., International Administration, SIT Graduate Institute

Concentration: Intercultural Management

BA, Elementary Education, University of Northern Colorado

Concentration: Social Studies

Brooke Bryan – Instructor of Cooperative Education

M.A., Oral History Methodology, Antioch University, 2013

B.A., Classics, Antioch University, 2009

Jessica D’Ambrosio - Assistant Professor of Cooperative Education

Ph.D. Food, Agricultural, and Biological Engineering (Soil and Water Engineering), The Ohio State University

M.S. Environmental Science (Hydrology), The Ohio State University

B.S. Wildlife and Fisheries Science, Minor: Spanish, The Pennsylvania State University

Richard Kraince - Dean of Cooperative, Experiential, and International Education & Associate Professor of Cooperative Education

Ph.D., Sociology of Education, Ohio University

M.A., International Affairs—Southeast Asia Studies, Ohio University

M.A., Education, University of Rhode Island

B.S., Geology, Ohio University

Humanities

Robin Littell - Instructor of Writing

MA, English, National University

BA, Psychology, The Ohio State University

Kevin McGruder - Assistant Professor of History

Ph.D., History, City University of New York, Graduate Center

M.B.A., Real Estate Finance, Columbia University

B.A., Economics, Harvard University

Lara Mitias – Assistant Professor of Philosophy

Ph.D., Philosophy, University of Hawai‘i

M.A., Philosophy, Ohio University

B.A., Philosophy, Ohio University

Rahul Nair - Visiting Assistant Professor of World History

Ph.D., South Asian History, University of Pennsylvania, 2006

M.A., History, Jawaharlal Nehru University in New Delhia, India, 1998

M.A., Economics, University of Delhia in Delhia, India, 1996

B.A., Economics, University of Kerala, 1993

Julia Maria Schiavone Camacho – Assistant Professor of Latin American History

Ph.D., M.A., History, The University of Texas, El Paso, 2006

B.A., History & Women’s Studies, The University of Arizona, 1997

Lewis Trelawny-Cassity - Assistant Professor of Philosophy

M.A., Ph.D., Philosophy, Binghamton University

M.A., Political Science, Boston College

B.A., English Literature, Environmental Policy, Warren Wilson College

Language and Culture

Cary Campbell - Instructor of French

PhD French Language and Literature, University of Pittsburgh, 2010

PHD-level Cultural Studies Certificate, University of Pittsburgh, 2005

MA French Linguistics and Literature, University of Pittsburgh, 2002

BA French / BA Linguistics, Brigham Young University, 1999

Didier Franco - Instructor of Spanish Language/ Culture

M.A., Latin American Literatures and Cultures (Northeastern Illinois University, Chicago, IL, 2014)

Bachelors of Arts in Spanish (Northeastern Illinois University, Chicago, IL, 2010)

Toyoko Miwa-Osborne - Instructor of Japanese

MA, Applied Linguistics, American University, Washington, D.C. -

Specialized in Teaching English to Speakers of Other Languages (TESOL)

BA, English, Aoyama Gakuin University, Tokyo, Japan

Sciences

Sarah Fritz – Assistant Professor of Biology

Ph.D., Biomedical Science, The Ohio State University (2015)

B.S., Biochemistry and Molecular Biology, Gettysburg College (2010)

David Kammler - Associate Dean of Academic Affairs and Associate Professor of Chemistry

Ph.D., Organic Chemistry, Indiana University, Bloomington
 A.B., Chemistry, Harvard University

Brian Kot – Assistant Professor of Biology and Environmental Science

Ph.D., Ecology and Evolutionary Biology, University of California, 2009
 M.A., Ecology and Evolutionary Biology, UCLA, 2005
 B.S., Packaging, Michigan State University, 1997

Kim Landsbergen - Associate Professor of Biology and Environmental Science

Postdoctoral Fellow, Lamont-Doherty Earth Observatory, Columbia University
 Ph.D., Forest Ecosystem Analysis, University of Washington, College of Forestry
 M.S., Forestry and Environmental Studies, Duke University, School of the Environment
 B.S., Chemistry and Biology (double major), University of Memphis

Barbara Sanborn - Assistant Professor of Mathematics

Ph.D. Mathematics, Arizona State University, 2011
 M.A. Mathematics, Arizona State University, 2003
 Ph.D. Physics, State University of New York (SUNY) at Stony Brook, 1992
 M.A. Physics, SUNY Stony Brook, 1988
 B.S. Physics, University of Washington, 1986
 B.A. Philosophy, Reed College, 1980

Flavia Sancier-Barbosa - Assistant Professor of Mathematics and Statistics

Ph.D., Southern Illinois University Carbondale, IL, USA, 2011
 M.S., Southern Illinois University Carbondale, IL, USA, 2006
 B.S., State University of Campinas (UNICAMP), SP, Brazil, 2004

Social Sciences**Deanne Bell - Assistant Professor of Psychology**

PhD & MA, Depth Psychology, Pacifica Graduate Institute
MA, Counselor Education, University of Montana
BBA, Finance & International Business, Florida International University

Sharon Flicker - Associate Professor of Psychology

Ph. D., Clinical Psychology, University of New Mexico
M. S., Clinical Psychology, University of New Mexico
B. S., Human Development and Family Studies, Cornell University

Kathryn Kalafut – Assistant Professor of Psychology

Ph.D., Psychology, Brown University, 2014
M.S., Behavior Analysis, University of North Texas, 2009
B.A., Indiana University, Cognitive Science and Animal Behavior, 2005

Sean Payne - Assistant Professor of Political Economy

Ph.D. Urban and Public Affairs, University of Louisville, 2013
M.A. Political Science, University of Louisville, 2007
B.A. Photojournalism, Western Kentucky, Louisville, 2003

Hassan Rahmanian - Dean of Global Education and Presidential Professor of Political Economy

Ph.D., Public Policy Research and Analysis, University of Pittsburgh
B.A., M.A., Economics, University of Tehran
Dean Snyder - Assistant Professor of Political Economy
Ph.D., Political Science, Syracuse University, 2015
M.A., Political Science, Syracuse University, 2009
B.A., Political Science, German, Lehigh University, 2005

Emily Steinmetz - Assistant Professor of Cultural Anthropology

Ph.D., Anthropology, Northwestern University, 2013
M.A., Anthropology, American University, 2003
B.A., English & Anthropology, University of Rhode Island, 2000

Kevin Mulhall – Instructor

MLS, Kent State University, 2012
MFA, Music, Purchase College Conservatory, 1999
BM, Musicology, Wright State University, 1991

Lori Collins-Hall – Vice President of Academic Affairs

Ph.D. State University of New York at Albany (2000)

B.A., Cum Laude State University of New York at Cortland (1989)

Appendix

Normal Academic Standards of Progress for Full-Time Students

	Year 1	Year 2	Year 3	Year 4
Credits	50	100	135	180
GPA	2.0	2.0	2.0	2.0
Foundation	6 (BA)/ 4 (BS)	10 (BA)/ 6 (BS)	- (BA)/ 8 (BS)	- (BA)/ 10 (BS)
Glob. Sems.	2	4	--	--
W & Q	1	Both	--	--
WORK	1	2	4	--
Major Courses	--	4 (BA)/ 7 (BS)	8 (BA)/ 10 (BS)	11 (BA/ 13 (BS)
Language and Culture	Novice-High Prof.	Intermed. Prof. (3-year track)	Variable Prof. (3-year track)	--

Minimum Academic Standards of Progress for Full-Time Students

	Year 1	Year 2	Year 3	Year 4	Year 5
Credits	40	80	112	150	180
GPA	2.0	2.0	2.0	2.0	2.0
Foundation	3	6	8	9	10
Glob. Sems.	1	2	3	4	--
W & Q	1	Both	--	--	--
WORK	--	1	2	3	4
Major Courses	--	3 (BA)/ 5 (BS)	6 (BA)/ 8 (BS)	9 (BA)/ 11 (BS)	11 (BA)/ 13 (BS)
Language and Culture	--	Novice-High Prof.	--	Variable Prof. (3-year track)	

Standard Study/ Work Sequence

	Fall	Winter	Spring	Summer
First Year	Study	Study	Co-op	Study
Second Year	Study	Co-op	Study	Study
Third Year	Co-op	Study	Study	Co-op
Fourth Year	Optional Co-op	Study	Study	

Credit Requirements for Degrees

Degree Type	BA	BA	BS	BS
Language Track	1 yr	3 yr	1 yr	3 yr
General Education	65	65	65	65
Major	52	52	60	60
Language and Culture*	14	36	14	36
Electives	49	27	41	19
Total	180	180	180	180

* See details on the language requirement on page 57.

General Education Requirements

Type of Course	# Classes	Credits	Total
Foundation Courses	10	4	40
Global Seminars	4	3	12
Writing Requirement *	1	2	2
Quantitative Requirement *	1	2	2
Senior Reflection Paper	1	1	1
Work Portfolio	4	2	8

* Based on a student's background and preparation, a student may be exempted from these requirements; more information can be found on page 42

Elective Credits for Degrees

Degree Type	BA	BA	BS	BS
Language Track	1 yr	3 yr	1 yr	3 yr
Disciplinary Electives	24	24	16	16
Open Electives	25	3	25	3
Total	49	27	41	19

Requirements Leading to a Bachelor of Arts Degree

Type of Course	# Classes	Credits	Total
Foundation Courses	0 – 4 *	0 *	0 *
Courses in the Major	11	4	44
Senior Seminar	1	4	4
Senior Project	1	4	4
		Total	52

Requirements Leading to a Bachelor of Science Degree

Type of Course	# Classes	Credits	Total
Foundation Courses	0 – 4 *	0 *	0 *
Courses in the Major	13	4	52
Junior Seminar	1	4	4
Senior Seminar or Senior Project	1	4	4
		Total	60

** While some majors may require up to four foundation courses, the credit earned in foundation courses counts toward the general education requirement and not towards the major.*

Deadlines

Registration Deadlines

Registration Form - This form is for the initial enrollment for a term, prior to the start of a term. It may be submitted until the day classes begin.

Consequences of missing this deadline: No appeals are possible; there will be no exceptions. Students missing this deadline must submit a Late Registration Form.

Late Registration Form - This form is for the initial enrollment for a term, after the start of a term. It may be submitted until the end of the day (5:00 pm) on Tuesday of the second week of the term. This deadline coincides with the end of the schedule adjustment period.

Schedule Adjustment Form - This form is used make adjustments to your schedule after having already submitted a Registration form. It may be submitted after a student's initial registration, and until the end of the day (5:00 pm) on the Tuesday of the second week of the academic term.

Over-Crediting Petition - This petition is to be submitted with a Registration Form (or Late Registration Form or Schedule Adjustment Form). This petition's deadline is the same as the registration form with which it is submitted.

Petition for and Additional Class over Co-op - Deadline: end of the day (5:00 pm) on the Friday of the 10th week of the academic term prior to the term during which the additional class over co-op is desired to be taken.

Course by Special Arrangement Petition - This petition is to be submitted with a Registration Form (or Late Registration Form or Schedule Adjustment Form). This petition's deadline is the same as the registration form with which it is submitted. A copy of the course syllabus must also be submitted with the petition.

Senior Project Registration Form - This petition is to be submitted with a Registration Form (or Late Registration Form or Schedule Adjustment Form). This petition's deadline is the same as the registration form with which it is submitted.

Petition for Less than Full-Time Status - Deadline: end of the day (5:00 pm) on the Friday of the 10th week of the academic term prior to the term for which less than full-time status is desired.

Independent Study Proposal - This petition is to be submitted with a Registration Form (or Late Registration Form or Schedule Adjustment Form). This proposal's deadline is the same as the registration form with which it is submitted. A copy of the course syllabus must also be submitted with the proposal.

Intent to Re-Enroll Form – This form should be submitted in advance of the registration period so the Registrar's Office has sufficient time to reactivate the student in the student information system and inform other pertinent offices of the student's return. This form is to be submitted with a Registration Form.

Consequences of missing this deadline: The student may submit the form through the end of the schedule adjustment period (accompanied by a Late Registration Form or Schedule Adjustment Form). However, because of the lack of advance notice, some offices will not be prepared to accommodate the student's needs: For example, there may not be space in student housing available for the quarter and co-op jobs may not be available.

Consequences of Missing Registration Deadlines

Students who fail to meet the registration deadline on any registration forms or petitions must appeal to the Academic Policy and Review Committee (APRC). Students should be aware that APRC meets only periodically, and they may have to wait for a decision, which will delay registration and the student's ability to attend classes.

Students registering past the deadline must seek permission from each course instructor in whose class they wish to enroll. Instructors are not obligated to permit students to register late for classes. Students who wait to enroll during week 2 may not find instructors willing to permit them to register late.

Students requesting permission from APRC to accept late registration materials or petitions related to registration risk having their request rejected by APRC.

Other Deadlines

Class Withdrawal Form - This form may be used after the schedule adjustment period, and until the end of the day (5:00 pm) on the Friday of the 7th week of the academic term. If this form is received before the end of the day (5:00 pm) on the Friday or the 7th week of the term, the student will receive a grade indicator of "W" for the course or courses

from which the student is withdrawing.

Consequences of missing this deadline: Students are not permitted to withdraw after the seventh week of the term because work completed through this point in the term is sufficient to warrant a grade.

Application for Enrollment Reinstatement - Deadline: end of the day (5:00 pm) on the Friday of the 10th week of the academic term prior to the term for which the student wishes to be reinstated.

Consequences of missing this deadline: No appeals are possible; there will be no exceptions. Because APRC must review these applications, and because APRC will not meet again until after the start of the next term, the student will have to wait an additional term to be reinstated.

Declaration of Major - Degree Plan & Declaration of Major Form - The deadline for submission of these materials is the end of the day (5:00 pm) on the last day of the seventh week of the Spring quarter of the student's second year. In cases of self-designed majors, all required documents must be submitted with the degree plan by this same deadline.

Consequences of missing this deadline: Students who miss this deadline will have a hold placed on their ability to register for the next quarter. The hold will not be removed until a degree plan has been approved by the registrar.

Request for Incomplete Grade - This form must be submitted before the end of the last day (5:00 pm) of the term.

Consequences of missing this deadline: The student will be issued a grade by their course instructor based on the work submitted through the last day of the term, which in many circumstances will result in an F.

There are no appeals to APRC for requesting an incomplete. However, there are special accommodations for students with documented medical issues. These are covered fully in the college's Leave and Withdrawal Policy.

Petition for a Change of Study/ Co-op Sequence –The change is accomplished by the student writing a letter of petition to APRC. An updated copy of the student's degree plan that has been reviewed in advance by the registrar must accompany this petition. Additionally, the student must submit letters of support from their academic, co-op, and language advisors.

Deadline: end of the day (5:00 pm) on the Friday of the 10th week of the academic term prior to the term during which the student wishes to

change their sequence.

Consequences of missing this deadline: A change of study/ cop-op sequence requires advanced planning for the Cooperative Education office, as well as the student. Additionally, these requests must be reviewed by APRC before the end of the term. Requests submitted past the deadline cannot be accommodated.

Application for a Leave of Absence - Although there is no deadline for the submission of requests for leave, advanced notice is required. The request is due within one week of the desired start date of the leave or the end of the quarter, whichever is sooner.

Students requesting a leave for an entire term must submit the application before the end of the term prior to the term for which they are requesting a leave. Failure to do so will result in the student being withdrawn from the college by the Registrar's Office for failure to attend.

Students requesting a leave for a short period within a quarter must submit the application within a week of the requested leave period. Course instructors need advance notice of a student's absence in order to accommodate make-up work for lessons, assignments, exams, etc. It is important to have this communication with your instructors because your absences could result in a lower grade.

Withdrawal Form - There is no deadline for withdrawing from the college. However, withdraw requests submitted by the end of the day (5:00 pm) on the last day of the seventh week of the quarter will result in the student receiving Ws for all courses.

Consequences of missing this deadline: Withdraw requests submitted after the end of the day (5:00 pm) on the last day of the seventh week of the quarter will result in the student receiving whatever grades the student has earned at the time of the withdrawal, which in most cases will be Fs.

Graduation Application - Deadline: the end of the day (5:00 pm) on the last day of the first week of the term of the graduation ceremony.

Walker Petition - Deadline: the end of the day (5:00 pm) on the last day of the first week of the term of the graduation ceremony. This petition requires APRC approval. The petition must include a plan for the student to complete the remaining credits necessary for graduation. Petitions submitted without a plan will be rejected by APRC.

Foundation Courses

Arts

MEDA 101	Media, Internet, and Society
MEDA 102	Basic Media Production
PERF 103	Voice and Speech
PERF 104	Presence of the Performer
PERF 140	Storytelling
VISA 101	Visual Language: A Focus on Two Dimensions
VISA 102	Visual Language: A Focus on Three Dimensions

Humanities

HIST 105	The World Beyond: Cultural Imagination, Exchanges, and History
HIST 110	Ohio Stories
LIT 110	Literature and History
LIT 120	Literature and Science
LIT 130	Literature and Social Justice
PHIL 110	Law and Justice in the Western Tradition
PHIL 115	Eastern Thought

Sciences

BIO 105	Life: Cells and Molecules
CHEM 105	General Chemistry I
ENVS 105	Introduction to Environmental Science
MATH 102	Explorations in Mathematics and Quantitative Reasoning
MATH 105	Introduction to Statistics
SCI 101	Foundational Topics in Sciences

Social Sciences

ANTH 105	Cultural Anthropology
ANTH 110	Culture Conflict
PECO 105	Foundations of Political Economy
PECO 110	Principles of Economics
PSYC 105	General Psychology
PSYC 110	Foundations of Social Psychology

Pass/ No Pass Courses

ANTH 240	Special Topics in Race and Ethnicity: (subtitle)
CLCE 106	Yoga I
CLCE 125	Mindfulness
CLCE 130	Yoga II
CLCE 132	Yoga II
CLCE 140	To Shin Do
CLCE 150	Exploring Sexuality
CLCN 120	Listening to Self, Listening to Others
CLCN 125	Introduction to Intercultural Engagement
CLCN 130	Conflict Management
CLCN 135	Community Reporting Practicum
CLCN 137	Career Positioning
CLCN 165	Consent, Sexual Health, and Peer Education
CLCN 210	Community Engagement
PERF 181	PERF 181 Vocal Music Instruction
PERF 182	Modern Dance
PERF 183	Individual Instruction in Music
PERF 184	West African Percussion: Technique and Improvisation
PSYC 470	Special Topics in Liberation Psychology: (subtitle)
SRP 494	Senior Reflection Paper

Global Seminar Courses

GS 110	Water
GS 120	Food
GS 130	Energy
GS 140	Health
GS 150	Governance
GS 160	Education
GSC 210	Continued Studies in Global Seminar
GSC 310	Continued Studies in Global Seminar

Writing and Quantitative Courses

GSW 105	Writing Seminar (cross-listed with ENG 105)
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ENG 105	Writing Seminar (cross-listed with GSW 105)
MATH 102	Explorations in Mathematics and Quantitative Reasoning
MATH 105	Introduction to Statistics
MATH 150	College Algebra
MATH 151	Precalculus
MATH 155	Calculus I
MATH 160	Calculus II
MATH 205	Intermediate Statistics

Work Portfolio Courses

WORK 125T	Work Portfolio for Transfer Students
WORK 150	Work Portfolio I
WORK 250	Work Portfolio II
WORK 350	Work Portfolio III
WORK 411	The Art of the Working Artist and Creative Placemaking
WORK 425	Work Portfolio IV
WORK431	Empirical Humanities Fieldwork: Oral History Theory, Method, and Praxis
WORK 450	Work Portfolio IV: Cultural Immersion
WORK 475	Work Portfolio V
WORK 481	Researching Cultures over Co-op: An Anthropological Approach
WORK 482	Ecosociology: A Participatory Action Research Approach toward Environmental Justice

Repeatable Courses

ANTH 240	Special Topics in Race and Ethnicity: (subtitle)
ANTH 299	Independent Study
ANTH 340	Anthropology Practicum: (subtitle)
ANTH 370	Special Topics in Cultural Anthropology: (subtitle)
ANTH 399	Independent Study
ARTS 110	Art on Location (subtitle)
ARTS 440	Advanced Interdisciplinary Studio: (subtitle)
CLCE 130	Yoga I
CLCE 132	Yoga II
CLCE 140	To Shin Do
CLCN 135	Community Reporting Practicum: (subtitle)
CLCN 210	Community Engagement: (subtitle)
GSC 210	Continued Studies in Global Seminar: (subtitle)
GSC 310	Continued Studies in Global Seminar: (subtitle)
HIST 299	Independent Study
HIST 330	The History of a City
HIST 331	The History of an American City
HIST 334	The History of a Person
HIST 335	The History of an Institution
HIST 370	Special Topics in U. S. or World History: (subtitle)
HIST 399	Independent Study
HIST 470	Special Topics in the Practice of History: (subtitle)
LIT 299	Introduction to Independent Study in Literature
LIT 370	Special Topics in Literature (4 credits)
LIT 399	Advanced Independent Study in Literature
MEDA 270	Special Topics in Media Arts with the Resident Artist: (subtitle)
MEDA 299	Independent Study in Media Arts
MEDA 350	Special Topics in Documentary: (subtitle)
MEDA 355	Experimental Media: (subtitle)
MEDA 365	Special Topics in Animation: (subtitle)
MEDA 380	Advanced Projects in Media Art
MEDA 390	Special Topics in Film History: (subtitle)
MEDA 399	Advanced Independent Study in Media Arts
MEDA 465	Advanced Special Topics in Animation: (subtitle)
PECO 299	Independent Study (Intermediate)

PECO 390	Special Topics in Political Economy: (subtitle)
PECO 399	Advanced Independent Study
PERF 170	Technical Practicum in Performance
PERF 181	Vocal Music Instruction
PERF 183	Individual Instruction in Music
PERF 184	West African Percussion: Technique and Improvisation
PERF 260	Special Topics in Performance: (subtitle)
PERF 270	Special Topics in Performance with the Resident Artist: (subtitle)
PERF 299	Independent Study in Performance
PERF 350	Rehearsal and Production II
PERF 360	Advanced Special Topics in Performance: (subtitle)
PERF 399	Advanced Independent Study in Performance
PHIL 230	Special Topics in Philosophy: (subtitle)
PHIL 299	Independent Study (Intermediate)
PHL 310	Special Topics in Philosophy: (subtitle)
PHIL 399	Independent Study: Advanced
PHIL410	Special Topics in Philosophy: (subtitle)
PHIL 440	Selected Topics in Contemporary Philosophy: (subtitle)
PSYC 210	Special Topics in Ecopsychology: (subtitle)
PSYC 340	Special Topics in Learning and Behavior: (subtitle)
PSYC 370	Special Topics in Social Psychology: (subtitle)
PSYC 395	Special Topics in Psychology: (subtitle)
PSYC 470	Special Topics in Liberation Psychology: (subtitle)
SCI 270	Special Topics in Sciences: (subtitle)
SCI 297	Independent Scientific Research
SCI 299	Independent Study
SCI 370	Special Topics in Sciences: (subtitle)
SCI 397	Advanced Scientific Research
SCI 399	Advanced Independent Study
VISA 299	Independent Study in Visual Arts
VISA 270	Special Topics in the Visual Art with the Resident Artist: subtitle)
VISA 399	Advanced Independent Study in Visual Arts

Tuition and Fees

2016-2017 Tuition & Fees Addendum

Effective Fall 2016 Term (October 2016)**

<u>Direct Fees:</u>	<u>Costs per Term</u>
Full-Time tuition rate	\$8,642
Part-Time tuition rate (for 11 credits and under, excluding co-op term)	\$500/ credit hour
Housing Double Room	\$2,311
Housing Single Room	\$4,622
Board (19 per week - Meal Plan)	\$1,477
Community Governance Fee*	\$ 52
Student Service Fee* (includes Wellness Center, Theatre, Library, IT, Registrar, Nurse, Dr, Counseling, Tutoring, and other student support services)	\$198
Student Health Insurance***	TBD
Over-credit Fee (for 19 credits and over, by special petition only)	\$100/ credit hour
Audit fee for non-degree-seeking students	\$300/ course
Deferred Payment Plan Fee	\$25

**The fees are charged every term a student is enrolled*

***This addendum supersedes all other publications regarding fees*

****Actual premium will be determined Summer 2016. This fee is required for students without adequate medical insurance. A waiver (opt-out) that students have other coverage, along with proof, must be on file to avoid this charge.*

Antioch College 2016-2017 Calendar

Fall 2016 Quarter

Sept.	27	Tues.	New Students Arrive & Orientation Begins
Oct.	2	Sun.	Residence Halls Open for Returning Students
Oct.	3	Mon.	Co-op Begins
Oct.	4	Tues.	Classes Begin
Oct.	11	Tues.	Last day to Drop or Add Classes
Nov.	18	Fri.	Last Day to Withdraw from Classes
Nov.	23	Wed.	No Class due to Thanksgiving Holiday
Nov.	24-25	Thurs-Fri	Thanksgiving Holiday – Campus Closed
Dec.	16	Fri.	Class & Co-op End
Dec.	18	Sun.	Residence Halls Close (at noon)

Winter 2017 Quarter

Jan.	8	Sun.	Residence Halls Open for Returning Students
Jan.	9	Mon.	Co-op Begins
Jan.	10	Tues.	Classes Begin
Jan.	16	Mon.	Martin Luther King, Jr. Holiday – Campus Closed
Jan.	17	Tues.	Last day to Drop or Add Classes
Feb.	24	Fri.	Last Day to Withdraw from Classes
Mar.	24	Fri.	Classes & Co-op End
Mar.	26	Sun.	Residence Halls Close (at noon)

Spring 2017 Quarter

Apr.	9	Sun	Residence Halls Open for Returning Students
Apr.	10	Mon.	Co-op Begins
Apr.	11	Tues.	Classes Begin
Apr.	18	Tues.	Last day to Drop or Add Classes
May	26	Fri.	Last Day to Withdraw from Classes
May	29	Mon.	Memorial Day Holiday – Campus Closed
June	23	Fri.	Classes & Co-op End
June	24	Sat.	Class of 2017 Commencement 10:00 AM
June	25	Sun.	Residence Halls Close (at noon)

Summer 2017 Quarter

July	9	Sun.	Residence Halls Open for Returning Students
July	10	Mon.	Co-op Begins
July	11	Tues.	Classes Begin
July	18	Tues.	Last day to Drop or Add Classes
Aug.	25	Fri.	Last Day to Withdraw from Classes
Sept.	4	Mon.	Labor Day Holiday – Campus Closed
Sept.	22	Fri.	Classes & Co-op End
Sept.	24	Sun.	Residence Halls Close (at noon)

Antioch College 2017-2018 Calendar

Fall 2017 Quarter

Oct.	3	Tues.	New Students Arrive & Orientation Begins
Oct.	8	Sun.	Residence Halls Open for Returning Students
Oct.	9	Mon.	Co-op Begins
Oct.	10	Tues.	Classes Begin
Oct.	17	Tues.	Last day to Drop or Add Classes
Nov.	22	Wed.	No Class due to Thanksgiving Holiday
Nov.	23-24	Thurs-Fri	Thanksgiving Holiday – Campus Closed
Nov.	27	Mon.	Last Day to Withdraw from Classes
Dec.	22	Fri.	Class & Co-op End
Dec.	24	Sun.	Residence Halls Close (at noon)

Winter 2018 Quarter

Jan.	7	Sun.	Residence Halls Open for Returning Students
Jan.	8	Mon.	Co-op Begins
Jan.	9	Tues.	Classes Begin
Jan.	15	Mon.	Martin Luther King, Jr. Holiday – Campus Closed
Jan.	16	Tues.	Last day to Drop or Add Classes
Feb.	23	Fri.	Last Day to Withdraw from Classes
Mar.	23	Fri.	Classes & Co-op End
Mar.	25	Sun.	Residence Halls Close (at noon)

Spring 2018 Quarter

Apr.	8	Sun	Residence Halls Open for Returning Students
Apr.	9	Mon.	Co-op Begins
Apr.	10	Tues.	Classes Begin
Apr.	17	Tues.	Last day to Drop or Add Classes
May	25	Fri.	Last Day to Withdraw from Classes
May	28	Mon.	Memorial Day Holiday – Campus Closed
June	22	Fri.	Classes & Co-op End
June	23	Sat.	Class of 2018 Commencement 10:00 AM
June	24	Sun.	Residence Halls Close (at noon)

Summer 2018 Quarter

July	8	Sun.	Residence Halls Open for Returning Students
July	9	Mon.	Co-op Begins
July	10	Tues.	Classes Begin
July	17	Tues.	Last day to Drop or Add Classes
Aug.	24	Fri.	Last Day to Withdraw from Classes
Sept.	3	Mon.	Labor Day Holiday – Campus Closed
Sept.	21	Fri.	Classes & Co-op End
Sept.	23	Sun.	Residence Halls Close (at noon)

Antioch College 2018-2019 Calendar

Fall 2018 Quarter

Oct.	2	Tues.	New Students Arrive & Orientation Begins
Oct.	7	Sun.	Residence Halls Open for Returning Students
Oct.	8	Mon.	Co-op Begins
Oct.	9	Tues.	Classes Begin
Oct.	16	Tues.	Last day to Drop or Add Classes
Nov.	21	Wed.	No Class due to Thanksgiving Holiday
Nov.	22-23	Thurs-Fri	Thanksgiving Holiday – Campus Closed
Nov.	26	Mon.	Last Day to Withdraw from Classes
Dec.	21	Fri.	Class & Co-op End
Dec.	23	Sun.	Residence Halls Close (at noon)

Winter 2019 Quarter

Jan.	6	Sun.	Residence Halls Open for Returning Students
Jan.	7	Mon.	Co-op Begins
Jan.	8	Tues.	Classes Begin
Jan.	15	Tues.	Last day to Drop or Add Classes
Jan.	21	Mon.	Martin Luther King, Jr. Holiday – Campus Closed
Feb.	22	Fri.	Last Day to Withdraw from Classes
Mar.	22	Fri.	Classes & Co-op End
Mar.	24	Sun.	Residence Halls Close (at noon)

Spring 2019 Quarter

Apr.	7	Sun.	Residence Halls Open for Returning Students
Apr.	8	Mon.	Co-op Begins
Apr.	9	Tues.	Classes Begin
Apr.	16	Tues.	Last day to Drop or Add Classes
May	24	Fri.	Last Day to Withdraw from Classes
May	27	Mon.	Memorial Day Holiday – Campus Closed
June	21	Fri.	Classes & Co-op End
June	22	Sat.	Class of 2019 Commencement 10:00 AM
June	23	Sun.	Residence Halls Close (at noon)

Summer 2019 Quarter

July	7	Sun.	Residence Halls Open for Returning Students
July	8	Mon.	Co-op Begins
July	9	Tues.	Classes Begin
July	16	Tues.	Last day to Drop or Add Classes
Aug.	23	Fri.	Last Day to Withdraw from Classes
Sept.	2	Mon.	Labor Day Holiday – Campus Closed
Sept.	20	Fri.	Classes & Co-op End
Sept.	22	Sun.	Residence Halls Close (at noon)

Antioch College 2019-2020 Calendar

Fall 2019 Quarter

Oct.	1	Tues.	New Students Arrive & Orientation Begins
Oct.	6	Sun.	Residence Halls Open for Returning Students
Oct.	7	Mon.	Co-op Begins
Oct.	8	Tues.	Classes Begin
Oct.	15	Tues.	Last day to Drop or Add Classes
Nov.	22	Fri.	Last Day to Withdraw from Classes
Nov.	27	Wed.	No Class due to Thanksgiving Holiday
Nov.	28-29	Thurs-Fri	Thanksgiving Holiday – Campus Closed
Dec.	20	Fri.	Class & Co-op End
Dec.	22	Sun.	Residence Halls Close (at noon)

Winter 2020 Quarter

Jan.	5	Sun.	Residence Halls Open for Returning Students
Jan.	6	Mon.	Co-op Begins
Jan.	7	Tues.	Classes Begin
Jan.	14	Tues.	Last day to Drop or Add Classes
Jan.	20	Mon.	Martin Luther King, Jr. Holiday – Campus Closed
Feb.	21	Fri.	Last Day to Withdraw from Classes
Mar.	20	Fri.	Classes & Co-op End
Mar.	22	Sun.	Residence Halls Close (at noon)

Spring 2020 Quarter

Apr.	5	Sun.	Residence Halls Open for Returning Students
Apr.	6	Mon.	Co-op Begins
Apr.	7	Tues.	Classes Begin
Apr.	14	Tues.	Last day to Drop or Add Classes
May	22	Fri.	Last Day to Withdraw from Classes
May	25	Mon.	Memorial Day Holiday – Campus Closed
June	19	Fri.	Classes & Co-op End
June	20	Sat.	Class of 2017 Commencement 10:00 AM
June	21	Sun.	Residence Halls Close (at noon)

Summer 2020 Quarter

July	5	Sun.	Residence Halls Open for Returning Students
July	6	Mon.	Co-op Begins
July	7	Tues.	Classes Begin
July	14	Tues.	Last day to Drop or Add Classes
Aug.	21	Fri.	Last Day to Withdraw from Classes
Sept.	7	Mon.	Labor Day Holiday – Campus Closed
Sept.	18	Fri.	Classes & Co-op End
Sept.	20	Sun.	Residence Halls Close (at noon)

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Antioch College's Yellow Spring