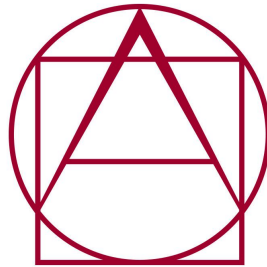


ANTIOCH COLLEGE

ACADEMIC CATALOG

2025 - 2026



This is the official Academic Catalog of Antioch College. All other Catalogs are accessible for archival purposes only. See the Catalog of Entry Policy for information on which Catalog's academic requirements apply to you as a student.

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Yellow Springs, OH 45387
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Published: July 2025

I. AN INTRODUCTION TO ANTIOCH COLLEGE

We live in a world where our everyday lives are directly impacted by complex social and ecological problems. Antioch College is a platform that empowers students to take on 21st century challenges by breaking down the barrier between academic knowledge and real-world experiences.

An innovator in higher education for over 170 years, Antioch is at the forefront of the applied liberal arts, interdisciplinary study, and experiential learning. Our renowned Cooperative Education program has placed students in over 1,200 credit-bearing work experiences in the United States and 35 countries around the world. As a Federal Work College, Antioch is a national leader in making a high-quality college education accessible to all.

Diversity, sustainability, and community governance are at the heart of the College. Antioch's academic program includes mission-focused general education courses, dynamic interdisciplinary major pathways, and life-changing cooperative education experiences. After graduation, Antioch students go on to pursue graduate study or leverage their knowledge, skills, and work experiences to launch their careers.

Since its founding in 1850, Antioch College has been guided by the words of its first president, the celebrated educator Horace Mann, who told its first graduating class: "Be ashamed to die until you have won some victory for humanity."

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.

ACCREDITATION AND AUTHORIZATION

Antioch College is accredited by the Higher Learning Commission.

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 (GLCA), a consortium of thirteen private liberal arts colleges located in Indiana, Michigan, Pennsylvania, and Ohio. The GLCA also manages the Global Liberal Arts Alliance (GLAA), which is an organization of 29

liberal arts colleges and universities, located in 17 nations, whose purpose is to strengthen education in the tradition of the liberal arts through the exchange of experience and the development of mutually beneficial programs.

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 serious scholars. Many students who come to Antioch College have completed some college coursework, spent some time studying or traveling abroad, or speak at least one foreign language. 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 and interdisciplinary.

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 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 composed of nationally searched tenure-track professors and administrators, Yellow Springs community members, and past college employees who bring a

rich and nuanced understanding of our enterprise. Legacy and history are important, as we forge a new Antioch College that meets the needs of today's diverse student body.

THE HONOR CODE

Our shared life at Antioch College is guided by respect for the Honor Code, which asserts that all social and academic relationships are 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.

GOVERNANCE

Governance 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 composed of two faculty, two staff and five student representatives, elected at large and by constituent vote. There is also a Council Chair, 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 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 have included Queer Center, Prison Justice, and C-Shop 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.)

II. HALLMARKS OF AN ANTIOCH EDUCATION

Antioch College is and has always been a college that changes lives. For 175 years, Antioch College has pioneered educational ideas and approaches that have often led the way in American higher education, from a founding commitment to racial and gender equality, a commitment to integrating scholarship and life experience through a distinctive cooperative education program, a leading role in social movements, student roles in institutional life and decision making through community governance, and campus policies around affirmative consent and nondiscrimination. This has earned Antioch a national reputation for independent thought and curricular innovation.

Today, Antioch College is a Federal Work College with an applied liberal arts curriculum based in interdisciplinary inquiry, experiential learning, and a shared commitment to justice and community. This continues Antioch’s long tradition as an ongoing experiment in democracy through a distinct educational model that integrates the “Three C’s”: Classroom, Coop, and Community.

APPLIED LIBERAL ARTS

The Antioch College curriculum is built on four academic divisions— Arts, Humanities, Sciences, and Social Sciences—along with general education, cooperative education, practica, and co-curricular experiences. Together, the curriculum introduces students to a wide range of knowledge of the world, as well as different methods to ask questions and pursue truth. Further, the curriculum provides distinct opportunities to put learning into action through a widespread commitment to experiential learning in and out of the traditional classroom. This reflects an educational philosophy that combines scholarship and life experience. Antioch faculty members offer courses in a range of academic disciplines, including but not limited to:

Arts	Humanities	Sciences	Social Sciences
Media Arts	History	Biology	Anthropology
Performance	Languages	Chemistry	Political Economy
Visual Arts	Literature	Environmental Studies	Psychology
	Philosophy	Math and Statistics	Sociology
	Writing		Social Enterprise and Innovation

INTERDISCIPLINARY INQUIRY

Antioch College recognizes that the world is complex and that many disciplines and skills will need to be blended to create genuine knowledge and solutions to persistent challenges, from global climate change and economic inequality to armed conflicts and eroding democratic norms. In our curriculum, students design their own pathways to the Bachelor of Arts and Bachelor of Science degrees through one of five areas of interdisciplinary inquiry, or they may petition for another individualized pathway:

Culture, Power, and Change
Interdisciplinary Arts and Creative Practice
Global Studies and Engagement
Social Enterprise and Innovation
Sustainability and the Environment
Individualized Pathway

MEANINGFUL WORK

The promise of a liberal arts education is to help students lead lives of purpose, in their communities and in their chosen profession. To achieve that aim, Antioch College incorporates meaningful work throughout the academic curriculum and students experience. For over 100 years, Antioch College has been known for its distinct Cooperative Education Program, continuing to be the only liberal arts college that requires full-time work experience as graduation requirement.

Today, Antioch College is a Federal Work College, one of ten in the nation and the only one in Ohio, with a shared educational approach that combines work-learning-service. Antioch's Cooperative Education Division administers a dual work program that affords students opportunities to accrue meaningful workplace experience while exploring different life paths. Students acquire transferable skills that equip them for their first job and also their last job, for the jobs of today and those of tomorrow, including those that don't yet exist.

Cooperative Education	Required full-time work experience during "co-op terms"
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Antioch College Works	Part-time campus or local jobs during “study terms”
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JUSTICE AND COMMUNITY IN ACTION

Antioch College believes in putting learning and values into action, on campus and in the world. This happens across the student experience in community governance, student activism, and co-curricular programs. Within the formal curriculum and dual work program, it happens through practica, campus jobs, workshops, and programming at our distinct learning hubs:

Antioch MicroFarm
<i>Antioch Review</i> and Antioch Writers Workshop
Campus Shop at the Olive Kettering Library, a.k.a. C-Shop
Coretta Scott King Center for Cultural and Intellectual Freedom
Foundry Theater
Herndon Gallery
Wellness Center

LIBERAL ARTS LEARNING OUTCOMES

Together, with the above hallmarks, we ask students to own their own education and work with faculty and other mentors to find their path through the educational program and into lives of consequence. Ultimately, we expect students to become effective citizens prepared to act on global concerns as well as engage locally, while affording opportunities to put that learning into action while members of the campus community.

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.
Written 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	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	Quantitative communication ability that demonstrates effective understanding and use of numerical and graphical information.

III. ACADEMICS: ADVISING AND DIVISIONS

ACADEMIC ADVISING

Academic advising is integral to the academic growth and development of students, and thus to their persistence at Antioch. Advising is itself a form of teaching. Effective academic advising supports the development of the student-advisor relationship as well as their interactions with the larger campus community. Through effective advising, students will be guided to integrate connections between community, co-op, and classroom. - Faculty Statement of Principles for Advising

All Antioch Students are assigned a Primary Advisor and a Cooperative Education Advisor. Primary Advisors assist students with course selection, degree planning, and academic performance. Cooperative Education advisors help students prepare for and execute their co-op experiences and prepare for their careers after graduation. At the conclusion of their second year, students select a Primary Advisor in a home Academic Division that can support their declared major.

ARTS DIVISION

Students in the Arts at Antioch are makers! From foundations to senior projects, they are engaged in creating works in media (documentary and animation), visual arts (2D and 3D) and performance (experimental theater and performance art), which are provocative, relevant, beautiful, and innovative. Students also actively engage in making change. They see the potential for art as an important social practice that moves the audience to think differently, feel with others, and find new ways of living.

Faculty members in the Arts Division are practitioners/scholars, active in their fields. They recognize the complex ways that artistic mediums and discourses converge, complement and resonate with each other in communities of artistic practice and social activism. The lines between disciplines blur as students create installations that incorporate performance, animations made from drawings, sculptures that are performed, and media that is whimsical as well as real world.

In addition to studios and classrooms, the Arts Division takes full advantage of the curricular resources available on campus and off, including prestigious arts co-op opportunities at Creative Time, The Kitchen in NYC, Fraenkel Gallery in San Francisco, Ken Burns's documentary studio, Chicago Public Radio, Boston Museum of Fine Arts, Denver Open Media, Children After School Arts Program, and Mujeres des Artes Tomar in Buenos Aires. On the Antioch campus, students are fortunate to have access to Antioch's own WYSO—an NPR affiliate radio station renowned for excellent journalism, original programming and community engagement—giving students

myriad opportunities for practical professional experience through the Miller Fellowship program, the Community Voices courses and beyond. Additionally, students interact with regional and national artists within the beautiful Herndon Gallery and the Foundry Theater main stage and experimental theater spaces. Curriculum lives within these spaces where students are encouraged to put their theoretical investigations and personal practice to work.

At the end of four years, students design and create a personal culmination of their work here at Antioch; a senior project. These projects are shared with the public and are always interesting and often amazing!

HUMANITIES DIVISION

The Humanities Division at Antioch values the diversity of histories and stories, ideas, and questions. We engage globally and locally, interrogating the boundaries of traditional canons, seeking to engage traditions beyond divisions of North and South, East and West. We cross borders and examine boundaries. We believe that the study of History, Literature, and Philosophy opens us to worlds of human experiences and provides us with a better understanding of ourselves and our world, its past and future, and our place within.

The Humanities Division seeks to provide students with a solid grounding in historical knowledge, clear writing, and clear thinking in order to enable students with the means to do the creative and intellectual work they love. Within the Humanities Division, students have done independent research-based and creative projects on a multitude of topics, including Turkish immigrant communities in Dayton; racial discrimination in housing; Chicana feminist literature; rural trans poetry; Books to Prisons projects and the Dayton Correctional Institute; Marxist philosophy; the thought of Walter Benjamin; and a comparative study of Hannah Arendt, Saul Alinsky, and Aristotle.

While the Humanities Division emphasizes texts and contexts, we also seek to conjoin knowledge and action and to connect ideas and experiences. Examples of this include students leading community reading groups at the public library; classes that link the study of the Yoga Sutras to yoga practice at the Wellness Center; activities that integrate the Antioch Farm into the study of philosophy, history, and literature; and participation in the historic 50th Anniversary of the Freedom Summer in Mississippi. Humanities students' co-op experiences—like studying at the Zen Center in Colorado, teaching at the Arthur Morgan School in North Carolina, or serving as a researcher for ESL and immigrant issues in the Dayton Public Schools—are deeply linked to the academic projects that they choose to undertake; reciprocally, the coursework that

Humanities majors engage with at Antioch makes them articulate, informed, and valuable assets for the organizations that they work for.

SCIENCES DIVISION

The Science Division at Antioch College offers an interdisciplinary curriculum grounded in biology, chemistry, and environmental science, through which students learn foundational concepts of science in a setting that blends experiential learning, intellectual rigor, and transferable technical skills. Our science classes feature small classes and labs, with direct faculty interaction and opportunities to investigate new areas of interest. Antioch Science students learn the tools of the trade of Science: how to make systematic observations, develop and test hypothesis-driven questions, investigate and critique relevant literature, write research project proposals, and complete a wide variety of projects using on- and off-campus resources. The Science experience at Antioch is strengthened by outstanding co-operative education opportunities that allow students to apply what they've learned in the classroom to the "real world", and to bring those co-op experiences back to campus to inform their academic programs. Simply put, well-chosen science co-op experiences can accelerate student success in transformative ways. Science co-op jobs are diverse and interesting opportunities for student learning and growth. Our students have co-oped in positions such as: lab technician with the City of Dayton Water Quality Lab, wildlife rehabilitation assistant in Florida and the Glen Helen Raptor Center, ecological restoration technician in Australia, REU coral reef biology research assistant at Bermuda Institute of Ocean Sciences, pollinator garden steward at the National Butterfly Center in Texas, and more.

Our programs encourage students to connect with their passions through independent work that builds on a strong foundation of courses. Antioch graduates will complete their own Capstone Project, often building on prior co-ops and independent research projects. One hundred percent of our full-time faculty have terminal degrees in their fields. We have outstanding assets used by faculty in students for teaching and research, such as the Glen Helen Nature Preserve, The Antioch Micro-Farm, renewable energy systems (1 MW solar array and geothermal field), and well-supplied laboratory, field equipment, and computer labs. Our field-based courses utilize our forested campus and many regional preserves and parks.

Capstone Science Research Projects reflect the diverse interests and abilities of our students. The Division is committed to supporting student work by providing opportunities to fund student projects. We proudly celebrate the achievements of our Science majors with Colloquia, a public research forum, and encourage sharing project outcomes with the public as well.

SOCIAL SCIENCES DIVISION

The social sciences at Antioch College encompass four fields of study: cultural anthropology, political economy, psychology, and sociology. An energetic teaching faculty invites students to develop critical, comprehensive, and interdisciplinary perspectives on the nature of society, human experience and behavior, interpersonal relationships, and power relations. Using a variety of methodologies and modes of inquiry, these fields focus on the interplay between self and other, individual and society, micro and macro levels of analysis, and theory and practice.

Social Science majors apply what they learn in the classroom through experiential education opportunities ranging from the highly regarded Prison Justice practicum, to day trips exploring urban development in Cincinnati, to designing, implementing and evaluating campaigns to increase sustainable behavior on campus. Social science students actively practice what they learn in the classroom through rewarding co-op experiences domestically and around the world. Recent co-ops included: The White House, Office of Presidential Correspondence (Washington, D.C.), Casa Juan Diego Immigrant Services (Houston, TX), Paralegal Assistant, Outten and Golden (NYC), Civil Rights paralegal (Chicago), Tea Farm Ethnographer (Wazuka, Japan), Clinical Assistant, Hollywood Detox Center (L.A.), Humanize not Militarize intern, American Friends Service Committee (Chicago), Researcher, GLCA Library of Congress Research Initiative (Washington, D.C.), and Community Development intern, La Isla Foundation (Nicaragua).

Through these applied theory experiences, students leave Antioch ready to lead their generation in taking on the major challenges facing humanity in the twenty-first century

PRE-PROFESSIONAL ADVISING

Some career goals require post-baccalaureate certification or graduate credentials in order to enter, advance, or practice in the professional field. For instance, an education certification, social work licensure, or a law degree. Antioch faculty and staff can help you illuminate your pathway into the following professions by ensuring that you take the courses necessary to pursue credentials or certifications after you complete your bachelors degree. Pre-professional advisors may host group information sessions and gatherings, as well as provide individual advice and support regarding courses, co-ops, activities, and other experiences at Antioch that can put you on a path to successfully entering these professions.

Pre-Applied Sciences

There are many fields of science beyond medicine and engineering where science-curious students may build a career: field biology, environmental science, laboratory science, urban ecology, consulting, conservation biology, science communications, land management, and more. An undergraduate degree with a focus on applied science also provides a strong foundation for further graduate study.

Any area of applied science requires a working knowledge of scientific research methods, using peer-reviewed literature to understand the context of existing science, and developing skills in: technical writing, laboratory techniques, data analysis and communication. In addition, you'll complete three quarters of work-based co-operative education. Combining this science core with other areas of liberal arts at our advocacy-centered college makes our program unique.

Pre-Education

Engage with a rich liberal arts curriculum while working closely with faculty with experience in the field of education. Through the many academic disciplines found within our liberal arts curriculum, you will develop a critical analytical lens to understand social issues found within the field of education.

As an Antioch student, you will also participate in Cooperative Education opportunities that are aligned with your areas of study. These experiences position you well for post-graduation opportunities in the field of education.

While a Bachelor's degree from Antioch College does not provide licensure in the state where you plan to teach, it does position you for alternative pathways to licensure, private education teaching opportunities, and/or graduate programs.

Pre-Legal Studies

Students are admitted to law school from almost every academic discipline. At Antioch College, students preparing for law school may choose to study an interdisciplinary academic focus that enables them to develop their knowledge and skills in the areas of problem-solving, critical thinking, written communication, oral communication, and research methodologies. Students also have the option of designing their own major that incorporates academic disciplines considered to be traditional preparation for law school, such as history, philosophy, or political economy. Whatever academic pathway you select, you are encouraged to engage with areas of study that interest and challenge you, take difficult courses from demanding instructors, and pursue cooperative education experiences in the legal field.

All students preparing for law school are supported by a pre-professional faculty advising team that helps them in all phases of their pre-legal education – from course selection, through finding best-fit law schools, to the application process. Students are also encouraged to take an LSAT preparation course offered yearly by pre-law faculty advisors.

Pre-Medical and Pre-Health

A wide variety of medical professions, including dental, medical, nurse practitioner, pharmacy, physician's assistant, veterinary, and more all require a similar core education. Students interested in these opportunities are advised to pursue the Bachelor of Science degree. While students interested in this track will complete a degree heavy with coursework in biology, they must also develop a broad understanding of chemistry, mathematics, physics, psychology, and sociology in order to be most successful, in addition to more specialized areas particular to each future profession. Please contact our pre-medical and pre-health advisors for further information.

Pre-Social Services

Compassionate, caring, and advocacy-minded individuals are excellent candidates for social service careers, including roles in psychology, counseling, social work, schools, rehabilitation, and healthcare. To successfully enter these professions, these occupations require post-baccalaureate program study, credential requirements, and licensure or certification, which vary by specific field and state. Pre-social service advising supports students through individual academic relationships; collaborating and mentoring and toward meaningful co-op placements, experiences, and course selections that encourage students on a path to successfully entering professional work.

Students aspiring to work in psychology and mental health can launch careers with pre-social service advising, empowering them to make an impact through advocacy, scholarship, service, and clinical practice.

IV. COOPERATIVE EDUCATION

Antioch College promotes meaningful engagement with the world through intentional linkages between campus-centered and field-based experiential learning. In 2024-25, Antioch College became a Federal Work College through its dual work program that includes both Cooperative Education (Co-op) and Antioch College Works (ACW). Students engage in meaningful work at Antioch to develop foundational skills, contribute to the community, and foster a sense of connection and purpose.

For over a century, a central component of the College's progressive education model has been its flagship Cooperative Education (Co-op) Program, which enables students to gain experience and construct purposeful pathways into their careers. Co-op also promotes opportunities for language and cultural immersion learning on campus and around the globe. Antioch students spend up to a third of their undergraduate program—a minimum of three academic terms—engaged full-time with partner organizations generally off campus, where they have the opportunity to distinguish themselves through creativity, commitment, and hard work.

At the core of the co-op experience is professional engagement—meaningful work in diverse contexts where students generally can expect reasonable compensation for their contributions. During co-op terms, students take on a fulltime job, cultural immersion, research project, community service, a period of creative practice, or other professional development opportunity for a minimum of thirty hours per week throughout the duration of an eleven-week quarter.

Although paid employment has been Co-op's stock-in-trade since the introduction of the cooperative model at Antioch in 1921, the program has responded to students' aspirations for self-directed learning by maintaining a broad conception of the experience since at least the late 1950s. The co-op faculty recognizes that a significant number of students hope to use one or more of their co-op terms to pursue entrepreneurial opportunities, 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 realize their unique ambitions, take advantage of special opportunities, or simply develop a stronger sense of their own agency.

CO-OP ADVISING

Each student is assigned a co-op advisor who meets with them one-on-one throughout their time at Antioch. The co-op faculty takes an individualized approach to helping students consider their various options and pursue the opportunities they hope to attain. They also work together as a team to support students, promote strategic skill development, and effectively communicate with partner organizations off-campus. Co-op advisors listen to students' aspirations as they endeavor to gain traction in their careers and help them understand their skills and areas of growth. They also work together as a team to support students, promote strategic skill development, develop

partnerships, and effectively communicate with organizations off-campus. Although it is ultimately up to an employer to decide whether or not they can offer a position, students benefit from the support of a professional team of educators who are actively engaged in a variety of fields and are continually seeking opportunities for students.

Students who are interested in a given experience are advised to prepare a cover letter and résumé for the partner 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 recommendations if appropriate, and coach students on how best to prepare for the interview process. Most employers require a phone, virtual, or in-person interview with the applicant before making a hiring decision. Timely planning and prompt follow-up on communications at this stage is essential, as students must present themselves well in order to secure a co-op opportunity.

Over the course of four years, co-op Advisors help students position themselves for progressively challenging co-op opportunities. They offer focused coursework and support students' involvement in research efforts, interdisciplinary projects, and various community initiatives. Co-op faculty members also assist students with the development of long-term strategies so that they can steer themselves toward the career opportunities, graduate schools, or involvement with the communities of practice in which they hope to engage as they prepare for post-baccalaureate life.

STUDY / CO-OP SEQUENCE

Study / Co-op Sequence

	Fall Term	N-D Block	Winter Term	Spring Term	J-A Block
Year 1	STUDY		STUDY	CO-OP	
Year 2	STUDY		CO-OP	STUDY	
Year 3	STUDY*		STUDY*	STUDY*	
Year 4	CO-OP		STUDY	STUDY	

*Students may choose a co-op term instead of a study term, if it fits within their degree plan and in consultation with their Primary and Co-op Advisors. For additional information on study/co-op sequences, see the Work Program Handbook.

COOPERATIVE EDUCATION COURSES

The Cooperative Education experience is underpinned by required co-op coursework, which ensures that student action in the field is coupled with reflection in order to promote critical awareness of collaborative, cross-cultural and interdisciplinary capacities. Co-op courses lead students to identify the skills they are developing and consider how their abilities may be put to use in professional settings. They also provide an opportunity for students to explore disciplinary interests, the methodologies that animate their self-designed majors, and the evolving fields they plan to pursue.

Cooperative Education (CO-OP) Field Experience courses have the following characteristics:

- Co-op courses are asynchronous. They take place in a virtual classroom in which students work at their own pace in direct consultation with their instructor within the guidelines of the assignments and the due dates indicated in the syllabus.
- Co-op courses are experience-based courses for which the "text" examined generally consists of students' 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.
- Co-op 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.
- Co-op courses are a form of high-impact learning that contribute to the assemblage of a body of work that is generally shared with an audience beyond the course instructor.
- Co-op courses emphasize the development of skills that are grounded in a disciplinary framework and can be mapped generally to communities of practice.

CO-OP REQUIREMENTS

Work and engagement in communities of practice lie at the heart of cooperative education. Documenting and reflecting on the experience are also essential components of the co-op learning cycle. In order to meet the co-op requirement necessary for graduation, all entering first-year students are required to complete three approved co-op field experiences and pass them with a grade of "C" or above (twelve credits each). Students enroll in these by registering for the appropriate Cooperative Education course that is offered at the time they engage in their cooperative work term, as determined by fulfillment of both the co-requisite and any prerequisites identified.

Active student participation in every aspect of the co-op field experience is necessary for success. Active participation is demonstrated in the following ways:

- Fulltime Experiential Engagement – Co-op students are required to work in an approved co-op job or other 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.
- Regular communication, documentation, and timely submission of assignments is required to demonstrate attendance and fulfill the expectations of the Co-op Field Experience courses.

Students should remain in close contact with their co-op course instructors and advisors throughout the co-op experience. 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 co-op 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.

The co-op team supports a student's right to work in a safe and supportive environment. Co-op faculty members are prepared to assist students who for whatever reason feel they must leave a co-op before the completion of the term. In such instances, students may propose an alternative experience so that they have the best possible chance of successfully completing the co-op requirement.

Co-op partners are asked to sign a Memorandum of Understanding (MOU) formalizing the cooperative relationship and allowing the College to advertise available positions. 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 local, state, and federal laws. Students are informed that Antioch College is not in a position to provide legal counsel to resolve legal disputes between a student and an employer.

ADDITIONAL CO-OP OPTION

Students may choose to enroll in an additional co-op term if it fits within their degree plan and in consultation with their Primary and Co-op Advisors. Please note that approval of the optional co-op is not automatic. It requires advanced planning, permission of the students' advising team as well as the Dean of Cooperative, International, and Community-based Learning.

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.

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 during the regular term preceding the co-op term in question. Final proposals with a signed employer/mentor verification form are due before registration can be completed.

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?

LANGUAGE AND CULTURAL IMMERSION

Language faculty collaborate with co-op faculty as integral advisors to prepare students for cultural immersion opportunities through language study, co-op, and post-baccalaureate engagement. Antioch College promotes socially-engaged intercultural engagement as one of the most significant ways to prepare students for effectiveness in the national and global context. Students may also distinguish themselves in this area through the interdisciplinary pathway of Global Studies and Engagement.

Advanced planning is especially important for students who wish to pursue an international or cultural immersion co-op. While any student is welcome to propose an international co-op, students are required to demonstrate that their language skills are appropriate for the proposed placement. Students planning to deepen their foreign language skills over co-op should embrace the commitment of language learning at Antioch and speak with their advisors as far in advance as possible.

For more information, see the International Co-op and Academic Programming Abroad Policy as well as the Cultural Immersion Co-op Checklist in the Work Program Handbook.

V. INTERDISCIPLINARY PATHWAYS

CULTURE, POWER, AND CHANGE

Culture, Power, and Change is an interdisciplinary focus that engages with historical foundations and social functions of power in contemporary culture. Courses in this area center on how systems of power are built, reinforced, and operationalized through cultural practices and production. Culture is contested, always changing, and interconnected with ideologies of race, class, sexuality, gender, ethnicity, geopolitical borders, and so on. This focus provides strong preparation for careers in many areas including LGBTQ+ and racial justice advocacy, nonprofit leadership, education, and law.

GLOBAL STUDIES AND ENGAGEMENT

The Global Studies and Engagement focus is premised on the recognition that we inhabit an interconnected world where the pressing political, economic, social, and ecological issues of our times take place across national boundaries at a global scale. The focus equips students with an interdisciplinary understanding of global activities and processes across time and space, while developing the intellectual knowledge and practical skills necessary for cross-cultural engagement abroad. It provides strong preparation for postgraduate studies in a range of globally-oriented academic programs, or careers in international organizations, nonprofits and businesses, government, and education.

INTERDISCIPLINARY ARTS AND CREATIVE PRACTICE

Interdisciplinary Arts and Creative Practice prepares students to become cultural workers situated in the visual, media, and performance arts, and the expanded field of socially-engaged inquiry. Students will understand the processes and develop the techniques of producing artistic works and cultural materials, while applying the knowledge, skills, and methods learned from studies in the humanities, sciences, and social sciences. Classes incorporate progressive educational philosophies and radical democratic theory to foster deep collaboration in artistic production. Students will understand the theoretical and cultural context in which art is produced and how it is inextricably linked with our lived experiences, histories, places, and communities.

SOCIAL ENTERPRISE AND SOCIAL INNOVATION

Social Enterprise and Social Innovation examines the diversity of economic activity taking place within and beyond the business world, while highlighting the enterprises and innovations that promote values like democratic governance, social equality, and ecological sustainability. Students explore case studies and histories of social enterprises and worker cooperatives, gain practical skills in business planning and accounting, and envision how our political-economic institutions, policies and technologies might be reconfigured to address emergent and longstanding social and environmental problems. Students pursuing this focus will be prepared to enter careers in purpose-driven business, entrepreneurship, and nonprofit leadership, as well as graduate programs in fields like political economy, business history, and critical management studies.

SUSTAINABILITY AND ENVIRONMENT

Sustainability and the Environment examines environmental change from an interdisciplinary perspective, with an eye towards the development of sustainable socio-ecological systems. Students create and evaluate evidence across a range of scientific fields, analyze debates in environmental ethics and ecological justice movements, study the causes and effects of socio-ecological crises, trace how power functions through food and agricultural systems, and envision how human and nonhuman biological processes would thrive in a better, regenerated, and sustainable world. Students graduating with this focus will be prepared to begin careers in areas like environmental science, land management, environmental reporting, or environmental nonprofits. This focus also prepares students for graduate programs in fields like ecology, environmental science, political ecology, and more.

VI. ACADEMIC REQUIREMENTS

OVERVIEW OF ACADEMIC REQUIREMENTS

GENERAL EDUCATION		MAJOR: INTERDISCIPLINARY PATHWAY		COOPERATIVE EDUCATION	
				COOP 1	12
Academic Inquiry & Reflection		Introductory & Intermediate		COOP 2	12
ANTC 101: Community & Inquiry	4	Course 1	4	COOP 3	12
ANTC 200: Interdisciplinary Inquiry	2	Course 2	4		
ANTC 494: Senior Reflection Paper	2	Course 3	4	Total Credits	36
Essential Skills		Advanced		OPEN ELECTIVES	
ANTC 145: Meaningful Work	2	Course 1	4	Course 1	4
WRIT 101 / 105: Expository Writing	4	Course 2	4	Course 2	4
WRIT 251: Academic Writing	4	Course 3	4	Course 3	4
Quantitative Reasoning Course	4			Course 4	4
		Major Electives		Course 5	4
Antioch Mission Courses		Course 1	4	Course 6	4
ANTC 102: Dialogue Across Difference	4	Course 2	4	Course 7	4
Mission Course 1	4	Course 3	4	Course 8*	4
Mission Course 2	4	Course 4	4	Course 9*	4
Mission Course 3	4			Course 10*	4
		Capstone			
Divisional Distribution		CAP 394: Capstone Proposal	4	Total Credits	42
Arts	4	CAP 450: Capstone Dev*	(4)		
Humanities	4	CAP 495: Capstone Project	4		
Sciences	4			OVERALL REQUIREMENTS	
Social Sciences	4	Total Credits	48	General Education	54
				Major	48
Total Credits	54	*CAP 450: Capstone Project Development is required for the B.S. degree. Students take one less course in Major Electives to maintain the 48 credit hours required for the major		Cooperative Education	36
				Open Electives	42
				Total Credits	180

*It is possible for 12 credits of open electives to be applied to an optional co-op experience (beyond the requirement).
See Additional Co-op Policy below for details.

GENERAL EDUCATION

Academic Inquiry and Reflection

Academic inquiry is at the heart of the Antioch College education. Students progress through two General Education courses: ANTC 101: Community and Inquiry, and ANTC 200: Interdisciplinary Inquiry to prepare for focused studies in their self-designed interdisciplinary pathway and senior capstone project. As they are completing their bachelor's degree, students reflect upon their academic progress and map out their post-graduation career and educational goals in ANTC 494: Senior Reflection Paper.

To fulfill the Academic Inquiry and Reflection requirement, all students take:

- (1) ANTC 101: Community and Inquiry (4 credits), typically in their first term at Antioch
- (2) ANTC 200: Interdisciplinary Inquiry (2 credits), typically in the Spring term of their second year
- (3) ANTC 494: Senior Reflection Paper (2 credits), typically in the Spring term of their fourth year

Total Academic Inquiry and Reflection Credits: 8

Antioch Mission Courses

Antioch Mission Courses (AMCs) are designed to embody the college's core mission through focused study and practical application. Although all courses offered at Antioch contribute to our rigorous liberal arts education, AMCs have a specific emphasis on diversity and sustainability in all its manifestations. By taking AMCs, students learn how to effectively navigate between and within different cultures, engage communities for positive social and ecological change, and make strategic and evidenced-based plans for deliberative action.

To fulfill the Antioch Mission Courses requirement, all students:

- (1) ANTC 102: Dialogue Across Difference (4 credits)
- (2) Three additional courses that carry the AMC-tag (4 credits each, 12 credits total) to complete the requirement. See Degree Plan and quarterly course schedules for an up-to-date list of qualifying courses.

Total Antioch Mission Courses credits: 16

Essential Skills Courses

Essential Skills courses offer students transferable skills in workforce readiness, writing, and quantitative reasoning. Essential Skills courses prepare students for sustained success in their Antioch coursework, campus jobs, and cooperative education experiences.

To fulfill the Essential Skills requirement, all students take:

- (1) ANTC 145: Foundations of Meaningful Work (2 credits)

- (2) WRIT 105: Expository Writing or WRIT 101: Expository Writing Plus (4 credits)
- (3) WRIT 251: Academic Writing (4 credits)
- (4) One of the following Quantitative Reasoning courses (4 credits)
 - MATH 102: Explorations in Math and Quantitative Reasoning / MATH 103: Topics in Algebra / MATH 105: Introduction to Statistics / MATH 151: Precalculus / MATH 155: Calculus I / MATH 160: Calculus II / MATH 205: Intermediate Statistics / PHIL 235: Logic

*Note: Placement testing may determine that students must take MATH 090: College Math Skills (2 credits) as a co-requisite with MATH 102 or MATH 103

Total Essential Skills credits: 16

Divisional Distribution

As an applied liberal arts college, Antioch values breadth of educational experience across academic fields. Accordingly, students are required to take one course from each of our academic divisions as they expand their knowledge and skills across disciplines.

To fulfil the Divisional Distribution requirement, all students take:

- (1) One course from the Arts Division (4 credits)
- (2) One course from the Humanities Division (4 credits)
- (3) One course from the Sciences Division (4 credits)
- (4) One course from the Social Sciences Division (4 credits)

Total Divisional Distribution credits: 16

MAJOR: INTERDISCIPLINARY PATHWAY

Major Courses by Level and Major Electives

Major courses by level and major elective courses must qualify for your declared Interdisciplinary Pathway. See your Degree Plan or the Office of the Registrar's webpage for up-to-date lists of qualifying courses.

To fulfill the Major requirement, all students take the following courses by level:

- (1) Three courses at the 100- (introductory) or 200-level (intermediate) level (4 credits each, 12 credits total)
- (2) Three courses at the 300- or 400-level (advanced) level (4 credits each, 12 credits total)

To fulfill the Major requirement, all students take the following major electives:

- (1) 16 total credits of courses at any level, including 1-2 credit practica (if applicable)

Major Requirements by Degree Type

To fulfill the Major requirement, all students pursuing the B.A. degree take the following capstone courses:

- (1) CAP 394: Capstone Project Development (4 credits)
- (2) CAP 495: Senior Capstone Project (4 credits)

To fulfill the Major requirement, all students pursuing the B.S. degree take the following capstone courses:

- (1) CAP 394: Capstone Project Development (4 credits)
- (2) CAP 450: Capstone Project Development (4 credits)
- (3) CAP 495: Senior Capstone Project (4 credits)

Other B.S. degree requirements include:

- (1) MATH 205: Intermediate Statistics
- (2) At least 4-credits in Sciences or Social Sciences at the 100- or 200-level
- (3) At least 8 credits in Sciences or Social Sciences at the 300- or 400-level

COOPERATIVE EDUCATION

All students must complete three 12-credit cooperative education experiences. Students must take the following courses during while during their cooperative education experiences:

- (1) COOP 245: Co-Op Field Experience I (12 credits)
- (2) COOP 345: Co-Op Field Experience II (12 credits)
- (3) COOP 390: Co-Op Field Experience III (12 credits)

OPEN ELECTIVES

All students must complete 42 total credits of open electives, which may include 1-2 credit practica courses

VII. COURSES

GENERAL EDUCATION & UNIVERSAL REQUIREMENTS

ANTC: ANTIOCH COURSES

ANTC 101: Community and Inquiry (2-4 credits)

ANTC 101 is an introduction to two pillars of the Antioch College experience: Community and Inquiry. Taken by the entire first-year cohort, this course acquaints you to our curriculum, faculty, and student life professionals. During plenary sessions, we meet as an entire group to learn about Antioch's academic divisions, disciplines, and interdisciplinary pathways – and understand how they shed light on the idea of community through academic inquiry. During seminar sessions, we meet in small groups to pose questions and seek answers as we dive deeper into community issues. Student life professionals and faculty provide you with skills and strategies to succeed in ANTC 101 and beyond. The course culminates with community engagement projects, as we celebrate completing your first step in the Antioch journey.

ANTC 102: Dialogue Across Difference (4)

This course is designed to give students an introduction to the history, theory, and practice behind effective intercultural dialogue and an opportunity to practice skills associated with dialogue across difference, recognizing a multiplicity of viewpoints and engaging different ideological perspectives. In addition to issues of race, we will develop frameworks for considering class, gender, sexual orientation, religion and national origin. We will engage the many intersecting identities that make interactions between people from different groups difficult and potentially volatile. We hope to encourage and engage a multiplicity of viewpoints within the course readings and discussion. Materials for the course will include books, articles, blogs, videos and other online resources. Weekly reflections on the materials assigned as well as practice logs tracking use of skills outside of class will support student learning. The course will be highly participatory and practice-driven.

ANTC 145: Foundations of Meaningful Work: Preparation for Cooperative Education (2)

This course leads students to effectively engage in meaningful work and develop the skills necessary to participate fully in Antioch College Works campus jobs and the Cooperative Education Program. Focusing on the theme of social engagement, students are introduced to key concepts of participatory practice that provide a foundation for their life at Antioch College and prepare them for the world of work. In addition to professional skills such as resume development, cover letter writing, financial literacy, and interview techniques, students identify shared purpose through contributions to the community, fostering a sense of connection and confidence. Overall, the course enhances personal and professional growth by encouraging students to reflect on the significance of their contributions and the impact of their actions, as they explore intentional pathways towards future goals.

ANTC 200: Interdisciplinary Inquiry (2)

In ANTC 200: Interdisciplinary Inquiry, you will begin your journey through one of Antioch College's interdisciplinary focuses. You will learn what academic disciplines are and how they relate to each other, be introduced to the methodological approaches that these disciplines employ, how the practice of interdisciplinary inquiry has evolved over time, and develop skills for effective self-directed learning. This course's signature assignment is a Statement of Inquiry which articulates the questions driving your academic explorations, your understanding of the disciplines and methods that you will engage, and how your academic path can help you meet your educational and career goals. All students will officially select their interdisciplinary focus, home academic division, and primary academic advisor as part of this course.

ANTC 494: Senior Reflection Paper (2)

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 lifelong learners. This course is writing intensive, and serves as one of the final samples of student writing.

Prerequisite: 4th-year standing and in the last term before graduation, generally assumed to be Spring of year 4

CAP: CAPSTONE

CAP 394: Capstone Project Preparation: (subtitle) (4)

This course offering is used to describe courses that lay the groundwork for the Capstone project and the overall capstone experience. A Project Preparation course may include activities such as: development of initial project ideas, framework of inquiry in one or more fields, literature review, etc. By the end of the course, students will submit a project proposal to the instructor and possibly to other project supervisors. Prerequisite: 3rd- or 4th-year standing.

CAP 450: Capstone Project Development (4)

Students culminate their Antioch College experience with a capstone project, completed in Spring term through the CAP 495 course. If, after taking the CAP 394 Capstone Project Preparation course, students wish to pursue additional credits for their capstone, or start their capstone research before Spring term their senior year, they do this through this course. This

course is designed by the student in consultation with their capstone project advisor(s). The student-designed (and advisor approved) syllabus should be realistic and realizable, as it set out concrete goals and milestones for the duration of the course. While this course can be taken for 1-8 credits, and may be repeated for credit, no more than 8 credits of CAP 450 may be used to meet requirements in the major.

Prerequisite: CAP 394, 3rd- or 4th-year standing, and instructor permission.

CAP 495: Capstone Project (4)

Students culminate their Antioch College experience with a capstone project developed with the assistance and guidance of their capstone advisor(s). Building on their work from CAP 394, students will complete a cohesive, well-developed, and clearly articulated capstone project that highlights their inquiry into an important topic within their field. Prerequisite: CAP 394, 4th-year standing, and/or instructor permission.

OTHER COURSES

GSS 101: Introduction to Gender and Sexuality (4)

This course provides students with an introduction to the interdisciplinary field of gender and sexuality studies. Students will gain experience in feminist, queer, intersectional, and transgender methodologies as ways to explore the social construction of gender and sexuality. Issues covered may include: the normalization of gender and sexuality through social institutions and families; the politics of knowledge production; histories of social action and movements around gender and sexuality; global and transnational perspectives, such as the gender and sexual politics of imperialism, nationalism, colonialism, and neocolonialism; and the gender and sexual politics of everyday life. Students will gain practice in engaging in informed, meaningful, and respectful conversations around feminism, gender, and sexuality.

IPCE 105: Experimental Course: (subtitle) (1 to 4)

These courses are containers for a wide variety of experimental courses, in which instructors test ideas, methods, pedagogies, approaches, and so forth. These courses are available for experimentation by our regular faculty before seeking formal approval of a new course in a Division/Program, but may also be used by regular or visiting faculty whose offerings may not fit into the containers currently available. Generally speaking, each offering of this course is intended to be unique, and each experiment run once, before formal codification in the curriculum. Prerequisite: Instructor permission.

IPCE 205: Experimental Course: (subtitle) (1 to 4)

These courses are containers for a wide variety of experimental courses, in which instructors test ideas, methods, pedagogies, approaches, and so forth. These courses are available for

experimentation by our regular faculty before seeking formal approval of a new course in a Division/Program, but may also be used by regular or visiting faculty whose offerings may not fit into the containers currently available. Generally speaking, each offering of this course is intended to be unique, and each experiment run once, before formal codification in the curriculum. Prerequisite: Instructor permission.

IPCE 305: Experimental Course: (subtitle) (1 to 4)

These courses are containers for a wide variety of experimental courses, in which instructors test ideas, methods, pedagogies, approaches, and so forth. These courses are available for experimentation by our regular faculty before seeking formal approval of a new course in a Division/Program, but may also be used by regular or visiting faculty whose offerings may not fit into the containers currently available. Generally speaking, each offering of this course is intended to be unique, and each experiment run once, before formal codification in the curriculum. Prerequisite: Instructor permission.

IPCE 405: Experimental Course: (subtitle) (1 to 4)

These courses are containers for a wide variety of experimental courses, in which instructors test ideas, methods, pedagogies, approaches, and so forth. These courses are available for experimentation by our regular faculty before seeking formal approval of a new course in a Division/Program, but may also be used by regular or visiting faculty whose offerings may not fit into the containers currently available. Generally speaking, each offering of this course is intended to be unique, and each experiment run once, before formal codification in the curriculum. Prerequisite: Instructor permission.

ARTS DIVISION

ARTS: ARTS

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

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 111: Visual Language: Two-Dimensional Design (4)

This studio course is an introduction to the basic techniques, concepts and formal strategies involved in two-dimensional image making. We will investigate fundamentals of composition and form such as line, value, movement, and color. These fundamentals will allow us to further explore representation and abstraction, surface and depth. Throughout this class, form is primarily considered a means for content and communication. Projects in this class will be realized with tools both manual (e.g. pencils, charcoal, inks, and paper) and digital (e.g. PhotoShop and Illustrator). Digital techniques will include the basics of pixel and vector-based graphics programs, as well as the design potential of text, including typeface form and font choice.

ARTS 240: Interdisciplinary Studio: (subtitle) (4)

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. This course may be taken more than once as long as the course title and description are distinct.

Prerequisite: Instructor's permission.

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

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. This course may be taken more than once as long as the course title and description are distinct. Prerequisite: Varies according to topic.

MEDA: MEDA ARTS

MEDA 102: Basic Media Production (4)

In this class, students learn the essentials of: camera work for still and moving images, sound recording, video editing and audio mixing. 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)

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)

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." Prerequisite: MEDA 102 or instructor's permission

MEDA 190: The History of Photography (4)

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)

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. Prerequisite: MEDA 102 or instructor's permission

MEDA 205: The Photographic Series (4)

Still photographs create meaning when presented in series: they suggest time, imply narrative, and present variations on given (or propose unexpected) taxonomies. They develop an 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. Prerequisite: MEDA 102 or instructor's permission; Recommended: MEDA 185 or MEDA 195

MEDA 215: Just Design: Fundamentals of Graphic Design (4)

This studio course is an overview of the fundamental techniques, terms, concepts and formal strategies involved in Graphic Design. This course extends the learning developed in ARTS 111: Two-Dimensional Design by focusing on images and words and the way they communicate together. Through exercises and project learning we will build skills in imagemaking, typography, composition, interaction of color, and organization. In all cases, design will be studied as a means toward expression or the communication of meaning. Through visual examples special attention will be paid to the role of graphic design in culture, and the responsibilities held by graphic designers. This course will be taught primarily on the computer with directed learning in the Adobe Creative Suite: specifically Illustrator, Photoshop and InDesign. Prerequisite: ARTS 111 or instructor's permission. Cross-Listed as: Cross-listed with VISA 215

MEDA 245: AudioVision: Video Production Intensive (4)

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. Prerequisite: MEDA 102 or instructor's permission

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

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 d_tournement and found footage filmmaking. Prerequisite: MEDA 102 or instructor's permission.

MEDA 265: Introduction to Animation (4)

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. Prerequisite: MEDA 102 (or simultaneous enrollment in MEDA 102) or instructor's permission.

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

An important element of our arts program at Antioch College is our artist-in-residence program. These special topics courses will accommodate the discipline of our visiting artist-in-residence. This course may be taken more than once if the coursework, title, and description are distinct. Prerequisite: MEDA 102 or instructor's permission.

MEDA 290: History of Cinema (4)

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 to 4)

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. Prerequisite: Instructor's permission.

MEDA 315: Socially Conscious Design (4)

This studio course is a synthesis of techniques, terms, concepts and formal strategies involved in Graphic Design through a single project developed throughout the quarter. This course extends the skills and knowledge gained in ARTS 111: Two-Dimensional Design and VISA/MEDA 215 Just Design: Fundamentals of Graphic Design by walking through the entire design process, from ideation to creation to presentation. Through guided project learning we will design graphics with multiple forms meant to engage and support a real life critical cause. Visual research, Graphic Design Fundamentals, and our own social consciousness will be engaged throughout the design process. In all cases, design will be developed as a means toward expression or the communication of meaning. This course will be taught primarily on the computer with directed learning in the Adobe Creative Suite: specifically Illustrator, Photoshop and InDesign, and other web design software. Prerequisite: ARTS 111 and MEDA 215 or VISA 215, or instructor's permission. Cross-listed with VISA 315.

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

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.

Prerequisite: MEDA 290 or instructor's permission.

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

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. Prerequisite: MEDA 102 or instructor's permission.

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

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. Prerequisite: MEDA 265 or instructor's permission.

MEDA 380: Advanced Projects in Media Art (4)

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. Prerequisite: Any three MEDA courses, excluding MEDA 102, MEDA 190, MEDA 290, and MEDA 390, or instructor's permission.

MEDA 390: Rethinking the History of Moving Images: (subtitle) (4)

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. Prerequisite: MEDA 290 or instructor's permission.

MEDA 399: Advanced Independent Study in Media Arts (1 to 4)

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. Prerequisite: Any MEDA course and instructor's permission.

MEDA 415: Comic Arts 2 (4)

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. Prerequisite: VISA 410 or instructor's permission. Cross-Listed as: VISA 415.

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

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. Prerequisite: MEDA 365 in the given topic or instructor's permission.

PERF: PERFORMANCE

PERF 230: Writing and Performing the Self (4)

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 that will lead to an auto-performance presented to the community at the end of the term. Prerequisite: PERF 103, or PERF 104, or PERF 140, or instructor's permission.

PERF 260: Special Topics in Performance: (subtitle) (4)

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. Prerequisite: PERF 103, or PERF 104, or PERF 140, or instructor's permission.

PERF 299: Independent Study in Performance (1 to 4)

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. Prerequisite: Two 100-level PERF courses and one 200, 300, or 400-level PERF course, or instructor's permission.

PERF 330: Writing and Performing the Self II (4)

This course continues and deepens the explorations of PERF 230 Writing Performing the Self. Drawing on performance art, theater and multimedia 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. Prerequisite: PERF 230 or instructor's permission.

PERF 360: Advanced Topics in Performance: (subtitle) (4)

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. Prerequisite: One 200-level course in PERF, MEDA, VISA, or ARTS, or instructor's permission.

PERF 399: Advanced Independent Study in Performance (1 to 4)

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. Prerequisite: PERF 299 or instructor's permission.

PERF 470: Advanced Special Topics in Performance: (subtitle) (4)

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. Prerequisite: Performance majors only, or instructor's permission.

VISA: VISUAL ARTS

VISA 102: STUFF (4)

The first question from everyone taking this class should be: What do we do in this class? My answer is: we make stuff. In this studio course, we will explore and discuss concepts and processes related to the visual language of 3 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 independently as well as its relationship 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)

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 200: Introduction to Printmaking (4)

This studio course is an introduction to the basic techniques, terms, concepts and formal strategies involved in Printmaking. We will investigate a variety of processes of image transfer including relief printing, collagraph, intaglio, and screen printing. These processes will illuminate aspects of contemporary art specific to printmaking, including image transfer, the multiple, and the role of reproducible images in our culture. In all cases, printmaking will be studied as a means toward expression or the communication of meaning. In this course we will work to produce and reproduce singular images into print editions. This is an art class, but much attention will be paid to the craft involved and needed in printing. Prerequisite: ARTS 111 or Instructor permission.

VISA 215: Just Design: Fundamentals of Graphic Design (4)

This studio course is an overview of the fundamental techniques, terms, concepts and formal strategies involved in Graphic Design. This course extends the learning developed in ARTS 111: Two-Dimensional Design by focusing on images and words and the way they communicate together. Through exercises and project learning we will build skills in imagemaking, typography, composition, interaction of color, and organization. In all cases, design will be studied as a means toward expression or the communication of meaning. Through visual examples special attention will be paid to the role of graphic design in culture, and the responsibilities held by graphic designers. This course will be taught primarily on the computer with directed learning in the Adobe Creative Suite: specifically Illustrator, Photoshop and InDesign. This class is cross listed in the Visual Arts and Media Arts. Prerequisite: ARTS 111 or instructor's permission. Cross-Listed as: Cross-listed with MEDA 215.

VISA 250: The Object in Space (4)

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 work. 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. Prerequisite: VISA 102.

VISA 265: Art History/ Art Stories (4)

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 oftentimes 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 Arts: (subtitle) (4)

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 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. Prerequisite: ARTS 111, or VISA 102, or instructor's permission.

VISA 285: Drawing from Observation (4)

This course will build on the two-dimensional visual literacy and skills developed in our foundation course, and will emphasize the articulation of space through observation. Drawings and Paintings will be made using a range of materials and drawn from life, utilizing but not limited to still life, anatomical and botanical specimens, the Glen Helen and raptor center, live models, and found photographs. 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 student work. Prerequisite: ARTS 111 or instructor's permission.

VISA 299: Independent Study in Visual Arts (1 to 4)

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. 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. Prerequisite: VISA 250, or VISA 280, and instructor's permission.

VISA 315: Socially Conscious Design (4)

This studio course is a synthesis of techniques, terms, concepts and formal strategies involved in Graphic Design through a single project developed throughout the quarter. This course extends the skills and knowledge gained in ARTS 111: Two-Dimensional Design and VISA/MEDA 215

Just Design: Fundamentals of Graphic Design by walking through the entire design process, from ideation to creation to presentation. Through guided project learning we will design graphics with multiple forms meant to engage and support a real life critical cause. Visual research, Graphic Design Fundamentals, and our own social consciousness will be engaged throughout the design process. In all cases, design will be developed as a means toward expression or the communication of meaning. This course will be taught primarily on the computer with directed learning in the Adobe Creative Suite: specifically Illustrator, Photoshop and InDesign, and other web design software. Prerequisite: ARTS 111 and MEDA 215 or VISA 215, or instructor's permission. Cross-Listed as: Cross-listed with MEDA 315.

VISA 330: Installation Art (4)

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. Prerequisite: VISA 250 or instructor's permission.

VISA 350: Sculpture: Time, Place, and Presence (4)

This course will further explore sculpture techniques, processes, and approaches to three-dimensional space and will include the concept of 4D. 4D introduces the idea of time based work as well as performative aspects as part of the expanding field in the Visual Arts . Students working in 4D: the "time-based" arts: create works of video, cinema, performance art, installation art, sound art, and other time-based, technology-driven and/or interactive works. As an area that emphasizes creative questioning using established and emerging technologies, students in 4D are uniquely poised to be creative, productive and successful both in the art world and other related creative industries. Students will have greater independence to develop creative approaches to complex problems and will be introduced to a wider array of traditional and non-traditional approaches to developing work within this field. Students will also develop a concise artist statement through multiple revisions. Coursework will include lectures, critiques, field trips, and studio work. Prerequisite: VISA 250 or instructor's permission.

VISA 365: Visual and Critical Studies Seminar (4)

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. Prerequisite: VISA 265 and one of the following: VISA 250 or VISA 280; or instructor's permission.

VISA 370: Special Topics in the Visual Arts: (subtitle) (4)

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. Prerequisite: VISA 250, or VISA 270, or VISA 280, or instructor's permission.

VISA 385: Drawing from Memory (4)

This studio course is an exploration, by way of drawing and painting, of our own memories. The goal is to produce a body of work that is singularly our own. We will develop this work by a series of exercises that have two simultaneous goals: To increase our ability to summon past experience into the present; and to communicate these experiences to other people through images. We will pay particular attention to our senses and their relationship to our memories. Our hands will explore a variety of drawing materials and processes with an emphasis on practicality. Along the way we will wade into the contemporary discussions, from philosophy, literature, neuroscience, and psychology that are situated around memory. This course will raise our conscious awareness of modern and contemporary artists who draw to remember. Prerequisite: ARTS 111 and VISA 285 or instructor's permission.

VISA 399: Advanced Independent Study in Visual Arts (1 to 4)

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. 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. Prerequisite: One VISA course and Instructor's permission.

VISA 400: Contemporary Collaborative Practices in the Visual Arts (4)

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." Prerequisite: VISA 250, or VISA 280, or instructor's permission.

VISA 410: Comic Arts 1 (4)

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. Prerequisite: VISA 380 or instructor's permission.

VISA 415: Comic Arts 2 (4)

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. Prerequisite: VISA 410 or instructor's permission. Cross-Listed as: MEDA 415.

VISA 450: Advanced Sculpture: The Mediated Landscape (4)

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 further their investigations into the 4D realm with the inclusion of practices emerging in the field of new media. Students will continue to develop their artist statements and attention will be given to the creation of a final portfolio for application to a graduate studies program. Prerequisite: VISA 350 or instructor's permission.

VISA 470: Advanced Special Topics in Visual Arts: (subtitle) (1 to 4)

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. Prerequisite: One 300-level VISA course and any other course in the Arts Division, or instructor permission.

VISA 485: Drawing from Imagination (4)

In this advanced studio course students will create a series of images drawn from our imagination with a focus on things that have never been seen, or something familiar transformed by the way we see it. Drawings and Paintings will be developed through exercises based on metaphor, juxtaposition, collage, and playful combination. In order to see through the vagueness inherent in our imaginations we will construct a map of our own image-nation utilizing contemporary discussions situated in the arts, psychology and philosophy. A range of drawing materials and processes will be utilized. Prerequisite: VISA 385 or instructor's permission.

HUMANITIES DIVISION

HIST: HISTORY

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

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, travelogs, diaries, ship captains' accounts, newspaper articles, and other sources to reveal the voices of the participants in historical events.

HIST 101- A People's History of the United States: Colonial Period to the 21st Century (4)

History 101 provides students with an understanding of the processes and forces that led to the establishment of the United States as a nation, the challenges that resulted in the acquisition of territory, and the challenges in achieving the reality of a multi-racial, equitable democracy in the face of legacies of racism, sexism, homophobia and other ideologies of inequality. Beginning with the period of first sustained contact by Europeans in North America in the 1400s and ending in the twenty-first century, the course will use the social history lens of considering history “from the bottom up” and instead of emphasizing “great” men and women will focus on the street, the home, the workplace, and the workers, enslaved and free, whose labor was and is the foundation of the nation.

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

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 225: World History I, to 1500 (4)

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)

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)

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)

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 of 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)

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)

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)

In this course students will consider the different ways that cultures 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)

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 270: Special Topics in U. S. or World History: (subtitle) (4)

This course offers intermediate-level 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, etc.

HIST 299: Independent Study (1 to 4)

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.

Prerequisite: Instructor's permission.

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

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. Prerequisite: Any 100 or 200-level HIST course or instructor's permission.

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

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. Prerequisite: Any 100 or 200-level HIST course or instructor's permission.

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

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. Prerequisite: Any 100 or 200-level HIST course or instructor's permission.

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

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. Prerequisite: Any 100 or 200-level HIST course or instructor's permission.

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

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." Prerequisite: Any 100 or 200-level HIST course or instructor's permission.

HIST 399: Independent Study (1 to 4)

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. Prerequisite: Any 100 or 200-level HIST course, and instructor's permission.

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

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.

Prerequisite: Any 300-level HIST course.

LIT: LITERATURE

LIT 101: Close and Critical (4)

What does it mean to closely read literature? How does one develop a critical textual interpretation in writing? Through discussion and analysis of a variety of literary texts (e.g., fiction, poetry, drama, film), students will gain practice in investigating texts from historical, cultural, and formal viewpoints. While this course serves as a gateway to the Literature curriculum, in its emphasis on preparing students to be perceptive readers and articulate writers, it is useful across disciplines.

LIT 110: Literature and History (4)

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 130: Literature and Social Justice: (subtitle) (4)

In this foundation-level course, students will engage with a diverse selection of literature focused on a particular issue or debate related to social justice. Students will be asked to consider the possibilities and limits of literature as a vehicle to engage with social issues and develop the skills, contextual knowledge, and critical thought to do so meaningfully. Different iterations of the course might focus on such issues as discrimination against marginalized groups, environmental justice, refugees and immigration, economic and educational inequality, or the prison industrial system. Some coursework may take the form of service learning or community outreach.

LIT 201: Introduction to the Study of Literature (4)

Providing a wide background in the major forms of literature in English, this course examines the following questions: What are literary texts and why are they important? How have different historical developments and cultural communities shaped the forms of literature? Upon completion of this reading-intensive course, students will be able to identify major forms of literature and their key devices; describe the style and mode of different works; locate and use scholarly secondary sources; and deepen oral and written interpretations of literature through attention to context.

LIT 211: Questions of Canon (4)

In this course, students will investigate and interrogate the process of literary canon formation. How is the canon defined and delineated, and how does it evolve over time? What factors—such as sexism, racism, heterosexism, and ethnocentrism—work toward inclusion and exclusion? And is there an alternative to canonicity itself? Topics for consideration may include the concept of cultural capital, the role of the academy, the literary marketplace, the contested distinction between literary and genre fiction, and the subversive rewriting of canonical texts by marginalized writers. In addition to both traditionally canonical and non-canonical literary texts, students will read historical and critical texts to contextualize the broad shifts in the canon.

LIT 220: Intro to World Literature (4)

In this course, students will develop an intellectual and ethical framework for approaching difference in literature. Literary readings will be drawn from a broad variety of locations and time periods. Additional critical readings from the fields of world literature, comparative literature, postcolonial studies, and translation studies will inform students as they consider the effect that crossing linguistic, cultural, and geopolitical borders has on the text and interpretive practices. This course will be taught in English.

LIT 230: Introduction to a Form: (subtitle) (4)

Serving as an in-depth exploration of one literary form: poetry, fiction, drama, or film: this course introduces students to the defining characteristics, styles, modes, and genres of the form. Each iteration of the course will engage questions of historical and social contexts as they intersect with canonical and non-canonical texts. Students will acquire common critical terms

used in the analysis of the form and have the chance to experience the form, whether through writing short fiction, reciting a poem, making a short film, or acting a scene of a play.

LIT 245: Literary Periods I (Before 1848): (subtitle) (4)

This course focuses on a major literary period in a Western or non-Western literary tradition before 1848. Students who take this course will learn the basic 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 one author, group, or movement alone, but should consider the period broadly, exposing students to both canonical and non-canonical works and contextualizing the period within the larger historical fabric. Topics may include the Pre-Classical, Classical, Epic, Medieval, Renaissance, Early Modern, Colonial, Enlightenment, or Romantic periods in the corresponding European, American, East Asian, Near Eastern, or South Asian traditions.

LIT 246: Literary Periods II (After 1848): (subtitle) (4)

This course focuses on a major literary period in a literary tradition after 1848. Students who take this course will learn the basic 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 one author, group, or movement alone, but should consider the period broadly, exposing students to both canonical and non-canonical works and contextualizing the period within the larger historical fabric. Topics may include Victorian literature, modernism, postmodernism, or postcolonial literature. Readings beyond Europe and North America will be included in order to show the differing transnational literary manifestations of the period.

LIT 250: Creative Writing: (subtitle) (4)

This course will focus on one or two forms of creative writing, including poetry, fiction, lyric essay, creative nonfiction, or translation. Students will examine literary models through the work of established writers, practice with technical aspects of the form through specific writing exercises, and cultivate a collaborative workshop dialogue through reading and discussing original creative pieces. Students will also be expected to substantially revise their original work and critically reflect on their intentions as a writer. Prerequisite: WRIT 105 (ENG 105) or instructor permission.

LIT 270: Special Topics in Literature: (subtitle) (4)

This course offers study of a particular area of literature that is not generally offered through the regular curriculum. Possible iterations of the course include LGBTQ literature in the United States; transnational feminist literature; Protest literature; immigration and the American novel; Gothic genres; or questions of translation. The course is not intended to be a creative writing or a theory-based course. Prerequisite: WRIT 105 (ENG 105) or instructor permission.

LIT 299: Introduction to Independent Study in Literature: (subtitle) (1 to 4)

The independent study in literature is an opportunity to engage closely in study, research, and writing with a Literature faculty member outside of the formal classroom setting. A student who is interested in pursuing an independent study of an area not covered in the Literature curriculum may propose working with any member of the Literature faculty to develop a syllabus and assignments appropriate for an intermediate-level course. Prerequisite: LIT 201, one additional LIT course, and instructor permission.

LIT 301: Introduction to Literary Theory (4)

This course is intended to help prepare students for advanced work in literary study by introducing them to major approaches and debates within the discipline. It will require them to engage with critical work by major and less canonical theorists in the field. Approaches included in this course may include: (post)structuralism, psychoanalysis, New Historicism, Marxism, cultural and media studies, postcolonial studies, critical race studies, gender and queer studies, and ecocriticism. In this course, students will learn to identify, summarize, and explicate 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. Prerequisite: LIT 201 or instructor permission.

LIT 325: Literature and Power: (subtitle) (4)

In this course, students will investigate the dialogic relationship between power and literature, in which literature reflects and represents structures of power and also works to bolster, shift, or undermine these same power dynamics. Students will examine the workings of power in terms of ideology, discourse, and physical acts. The course may look broadly at power related to race and ethnicity, gender and sexuality, class, religion, disability, education, language, and/or politics, or at a specific manifestation of these categories (women writers of the Medieval period, constructions of race in the Caribbean, configurations of "madness" in the Gothic novel). Prerequisite: LIT 201, LIT 211, LIT 220, or instructor permission.

LIT 350: Advanced Creative Writing: (subtitle) (4)

This is an advanced workshop for students who have taken ENG/LIT 250 or who have otherwise demonstrated accomplishment in the elements of prose or poetic composition. The course may focus on a single genre (poetry, fiction, translation) or may allow students to work extensively on a form or genre of their choice. Assignments will encourage students to develop pieces as part of a larger body of work, and will give structured practice in submitting work for publication to magazines and journals. Discussion will occur in various workshop formats and will focus on control of language, revision, and genre-specific problems of craft and style. Prerequisite: ENG/LIT 250 or instructor permission.

LIT 360: Studies in American Literature: (subtitle) (4)

This advanced course provides students with the opportunity to delve deeply into or make broad connections between themes, authors, or questions encountered in the study of American literature. The topic of the course may be a region (e.g., the American South, Appalachia), historical or political moment (e.g., settler colonialism, the Vietnam War), literary movement (e.g., the Black Mountain Poets, the Harlem Renaissance), genre (e.g., beat poetry, American Gothic), or author (e.g., Anne Radcliffe, James Baldwin). Each iteration of the course will ask students to address questions of context as they arise through social identity, geographical location, historical era, and form. Prerequisite: LIT 201, LIT 211, LIT 220, or instructor permission.

LIT 361: Studies in British Literature: (subtitle) (4)

This advanced course provides students with the opportunity to delve deeply into or make broad connections between themes, authors, or questions encountered in the study of British literature. The topic of the course may be a region (e.g., British Colonial India, London), historical or political moment (e.g., the Restoration, the Interwar period), literary movement (e.g., the Pre-Raphaelites, migrant literature), genre (e.g., Victorian suspense fiction, Medieval romance), or author (e.g., John Donne, the Brontë ½ sisters). Each iteration of the course will ask students to address questions of context as they arise through social identity, geographical location, historical era, and form. Prerequisite: LIT 201, LIT 211, LIT 220, or instructor permission.

LIT 362: Studies in World Literature: (subtitle) (4)

This advanced course provides students with the opportunity to delve deeply into or make broad connections between themes, authors, or questions encountered in the study of world literature. The topic of the course may be a region (e.g., the Caribbean, North Africa), historical or political moment (e.g., the age of revolution, decolonization), literary movement (e.g., magical realism, Theatre of the Absurd), genre (e.g., the epic, haiku), or author (e.g., Colette, Ng_g_ wa Thiong'o). Each iteration of the course will ask students to address questions of context as they arise through social identity, geographical location, historical era, and form. This course will be taught in English. Prerequisite: LIT 201, LIT 211, LIT 220, or instructor permission.

LIT 370: Special Topics in Literature: (subtitle) (4)

This course offers advanced, in-depth study of a particular area of literature that is not generally offered through the regular curriculum. Possible iterations of the course include LGBTQ literature in the United States; transnational feminist literature; Protest literature; immigration and the American novel; Gothic genres; or questions of translation. The course is not intended to be a creative writing or a theory-based course. Prerequisite: LIT 201, LIT 211, LIT 220, or instructor permission.

LIT 399: Advanced Independent Study in Literature: (subtitle) (1 to 4)

The advanced independent study in literature is an opportunity to engage closely in study, research, and writing with a Literature faculty member outside of the formal classroom setting. A student who is interested in pursuing an independent study of an area not covered in the general Literature curriculum may propose working with any member of the Literature faculty to develop a syllabus and assignments appropriate for an advanced-level course. Prerequisite: Any 300-level LIT course, or instructor permission.

LIT 470: Advanced Theoretical Approaches to Literature: (subtitle) (4)

This advanced course provides students with the opportunity to delve deeply into the critical and theoretical texts of a single critic, school of thought, or methodology or of a limited number of intersecting schools of thought or methodologies that have had significant impact on contemporary literary study. These may include schools of thought and methodologies such as psychoanalysis, deconstruction, French feminism, cultural studies, postcolonial theory, queer theory, or critical race studies, or thinkers such as Sigmund Freud, Jacques Derrida, Judith Butler, Gayatri Spivak, Chantal Mouffe, or Slavoj Zizek. The course will be reading intensive. Prerequisite: LIT 301 or instructor permission.

PHIL: PHILOSOPHY

PHIL 110: Law and Justice in the Western Tradition (4)

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)

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 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)

This course explores the topic of religion in a 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)

"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. It literally translates as love or friend of truth or wisdom (philo-sophia). This course investigates "philosophy" in this tradition by placing it in dialogue with other traditions of philosophical thought, or 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 might compare Eastern and Western philosophies on a particular topic, or philosophy and another discipline, e.g., poetry, art, literature, history etc. In this course, students will develop a deeper understanding of at least one major philosophical topic or tradition and be able to relate and compare it with diverse philosophies or to another form of discourse.

PHIL 220: Existentialism (4)

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)

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)

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)

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 235: Logic (4)

This course is an introduction to logic. It will begin with basic skills such as identifying arguments, premises and conclusions, as well as assumptions, in ordinary language. Students will learn to recognize different forms of arguments and basic types of inference and argument. We will cover basic logical concepts from what logic is, to recognizing arguments to being able to diagram arguments and analyze them for their validity or soundness. Students will be encouraged to examine the nature of language and definitions, and discuss fallacies in deductive, inductive, and informal forms. We will focus on formal logic, including categorical propositions and syllogisms and propositional and predicate logic. Students will learn to translate ordinary language arguments into formal arguments and analyze their reasoning, as well as learn to do formal proofs. The course may also introduce probabilities and address the use of statistics; or also discuss different traditions of logical analysis, e.g., as developed by the Buddhist logicians. Prerequisite: Placement in this course determined by mathematics placement test or instructor permission. Fulfills the Quantitative Reasoning Requirement

PHIL 280: Chinese and Japanese Philosophies (4)

This survey course is an introduction to Chinese and Japanese Philosophies. We will read central texts and authors from the Chinese Confucian and Daoist traditions, and from the Japanese Zen Buddhist tradition and the 20th Century Kyoto School of philosophy. Topics considered will include reality and nature, views of the self, values (aesthetics and ethics), issues of knowledge

and the use of language. This course will expose students to a variety of new philosophical terms and conceptual structures, many of which include a vital role for absence, and an essential role for emptiness or nothingness. Students will examine and discuss these alternate conceptions and consider their practical application and philosophical implications. Students will also reflect on these East Asian philosophical projects and perspectives in relation to one another, and with respect to Western philosophical projects and history. Prerequisite: PHIL 115.

PHIL 290: Indian and Buddhist Philosophies (4)

This course is an introduction to Classical Indian and Buddhist traditions of philosophy. Students will explore philosophical issues such as the nature and structure of reality, questions of knowledge and truth, the nature of the self and its relations, and issues of value, ethics, and action. Readings will be drawn from a variety of sources and texts integral to the development of the central Indian philosophical traditions. This course will expose students to a variety of new philosophical terms and detailed conceptual structures. Students will examine and discuss these alternative philosophical conceptions and their implications; and will reflect on differences and similarities between these philosophical projects and perspectives, and between these and various Western philosophical projects and perspectives. Prerequisite: PHIL 115.

PHIL 299: Independent Study (Intermediate) (1 to 4)

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 per week. Prerequisite: Instructor's permission.

PHIL 310: Special Topics in Philosophy: (subtitle) (4)

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. Prerequisite: One 100-level and one 200-level PHIL course, or instructor's permission.

PHIL 330: Ancient Philosophy (4)

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. Prerequisite: One 100-level and one 200-level PHIL course, or instructor's permission.

PHIL 332: Modern Philosophy (4)

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. Prerequisite: One 100-level and one 200-level PHIL course, or instructor's permission.

PHIL 335: Feminist Philosophy and Political Theory (4)

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. Prerequisite: One 100-level and one 200-level PHIL course, or instructor's permission.

PHIL 399: Independent Study: Advanced (1 to 4)

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 per week. Prerequisite: PHIL 299 and instructor's permission.

PHIL 410: Special Topics in Philosophy: (subtitle) (4)

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. Prerequisite: One 100-level and one 200-level PHIL course, or instructor's permission.

PHIL 440: Selected Topics in Contemporary Philosophy: (subtitle) (4)

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. Prerequisite: One 100-level and one 200-level PHIL course, or instructor's permission.

WRIT: WRITING

WRIT 101: Expository Writing Plus (4)

This course is an introduction to college-level writing for first-year students. Exercises and assignments will focus on close reading, textual analysis, development of ideas, and adherence to Standard English writing conventions. Students in Expository Writing will read course texts, workshop with peers in class, and produce short expository essays— assignments designed to improve our ability to analyze, consider, and respond to the ideas we find in other people's writing. Students placed into WRIT 101 will attend a third class session each week as a lab that incorporates individualized or small-group tutoring to address particular areas of concern as noted by faculty in the writing placement exam.

WRIT 105: Expository Writing (4)

This course is an introduction to college-level writing for first year students. Exercises and assignments will focus on close reading, critical and textual analysis, development of ideas, and adherence to Standard English writing conventions. Students in Expository Writing will read the course texts provided in Canvas, workshop with peers in class, and produce three short expository essays— short assignments designed to improve our ability to analyze, compare and contrast, and reflect upon the ideas we find in other people's writing. Students placed into WRIT

105 will attend two class sessions each week. A third optional session is available for extra practice, homework assistance, or if recommended for group tutoring by the instructor.

WRIT 251: Academic Writing (4)

WRIT 251: Academic Writing seeks to improve writing for academic purposes. Particular attention will be paid to documentation styles and the use of primary and secondary sources, close reading and annotating, critical and textual analysis, the development of analytic essays, argumentative essays or technical writing papers, adherence to Standard English writing conventions, and avoiding plagiarism. As a cross-listed course, readings and writing assignments will be grounded in the academic discipline(s) and topic(s) covered in the divisional listings of the course that you select. See the cross-listed course descriptions for details related to course content.

SCIENCES DIVISION

BIO: BIOLOGY

BIO 120: The Structure and Function of Trees (4)

Trees are time capsules. They are self-constructed living witnesses through time and space. How do they persist? How do they grow and repair themselves? How do they endure changing weather and harsh times? How do they live with each other and host other organisms? We will investigate these questions and more with readings, hands-on labs, discussion, and student presentations. Participation in all outdoor labs is an essential part of this course. No prerequisites.

BIO 210: Botany (4)

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. No prerequisites.

BIO 230: General Microbiology (4)

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. This course is a sustainability-containing course, addressing the importance of genetic diversity and the natural processes that sustain life. Prerequisite: BIO 101 or instructor's permission.

CHEM: CHEMISTRY

CHEM 102: The Chemistry of Stuff (4)

This course will explore the origins of everyday items, and the chemicals that give rise to them, from a variety of perspectives: industrial, scientific, economic, historical, and sustainability. Where do the atoms that build our everyday lives come from? What are the processes by which minerals and other substances found on Earth are transformed into cornerstone chemicals, which then build our manufactured world? How do these processes interact with and impact the global economy and environment? Where do these atoms end up? Why have we chosen as humans to make stuff the way that we do, then and now? What are ways we can improve these processes, and what are the challenges associated therewith? An integrated understanding of chemistry,

economics, and history will create a practical understanding of why humans manufacture items the way they do, and how we can do this better. No prerequisites.

CHEM 105: General Chemistry I + Lab (4)

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. Prerequisite: MATH 103, or Mathematics placement test above the College Algebra level; or instructor's permission.

CHEM 160: General Chemistry II + Lab (4)

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. Prerequisite: CHEM 105; Pre- or corequisite: MATH 151, or Mathematics placement test above the Precalculus level; or instructor's permission.

ENVS: ENVIRONMENTAL SCIENCE

ENVS 105: Wicked Problems in Environmental Science (4)

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. Field work is incorporated into the regular class time.

ENVS 205: Ecology (4)

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. Field and lab work is incorporated into the regular class time. Prerequisite: BIO 101 and any 100-level MATH course or above, or instructor's permission.

ENVS 220: Aquatic Biology (4)

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. Field and lab work is incorporated into the regular class time.

ENVS 230: Soil: A Living System (4)

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. Field and lab work is incorporated into the regular class time.

ENVS 330: Conservation Biology (4)

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. Prerequisite: Any 200-level science or social science course

ENVS 360: Ecosystem Ecology with Forest Lab (4)

Ecosystem Ecology is a subdiscipline that explores and compares the function, structure, and dynamics of ecosystems in space and time. Students in this course will investigate biogeochemical processes of ecosystems, such as carbon sequestration and nutrient cycles, and learn how they fluctuate with climate and disturbance. We will also research how humans impact ecosystem processes as well as remediate damage through restoration. This course combines ecological theory and readings from the primary literature with field and data analysis skills. Weekly labs will connect with lecture content, and will mostly take place in the Glen Helen Nature Preserve, and other terrestrial and aquatic systems in Ohio. Field and lab work is incorporated into the regular class time. Prerequisite: Any 200-level science or social science course

ENVS 430: Global Climate Change (4)

Global climate change is both a geological feature of Earth's 4.6 billion-year history as well as an anthropogenic global crisis for life on Earth and society as we know it in the 21st century. Students in this upper-level course will: investigate current evidence for global climate change, develop an understanding of the physical and biological basis of global warming impacts, actively present and discuss peer-reviewed literature weekly, and develop science communication skills. Coursework includes lectures, required reading, online research, investigating and understanding peer-reviewed literature, and the practice of scientific writing. Optional activities include guest speakers and field trips. Students are expected and encouraged to participate in class discussions, raise questions, and contribute to group-based work. Prerequisite: Any 300-level science course

ENVS 450: Advanced Topics in Ecology: (Subtitle) (4)

Advanced Topics in Ecology: (Subtitle) is a “container course” used to offer any advanced subtopic of Ecology offered at a level suitable for advanced undergraduate or beginning graduate work. Topic examples could include: Field Methods, Invasive Biology, Landscape Ecology, Urban Ecology, etc. This course may be used to replicate advanced 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 so long as the course title and description are distinct. Prerequisite: Any 300-level science course.

MATH: MATHEMATICS

MATH 90: College Math Skills (2)

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 at the level of College Algebra. Topics include: Real Numbers, Equations and Inequalities, Exponents and Polynomials, Lines and Systems, Functions and Graphs, Rational Expressions, and Exponential and Logarithms. This course does not carry credit toward a bachelor's degree. Prerequisite: Placement in this course determined by placement test or instructor permission.

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

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. Prerequisite: Placement in this course determined by placement test or instructor permission. Fulfills Quantitative Reasoning Requirement

MATH 103: Topics in Algebra (4)

This course covers a wide range of topics in algebra which will prepare students for further study in college level mathematics such as precalculus and/or statistics as well as offering preparation for college entrance exams such as the GRE. This course will cover such topics as basic algebraic operations, equations and inequalities, polynomials, functions, rational expressions, exponents and radicals, quadratic equations, and graphing. Prerequisite: Placement in this course

determined by placement test or instructor permission. Fulfills Quantitative Reasoning Requirement

MATH 105: Introduction to Statistics (4)

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. Prerequisite: MATH 090, or an appropriately high score on the mathematics placement exam, or instructor's permission. Fulfills Quantitative Reasoning Requirement

MATH 151: Precalculus (4)

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. Prerequisite: MATH 103, or an appropriately high score on the mathematics placement exam, or instructor's permission. Fulfills Quantitative Reasoning Requirement

MATH 205: Intermediate Statistics (4)

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. Prerequisite: MATH 105 or instructor's permission. Fulfills Quantitative Reasoning Requirement

SCI: SCIENCES

SCI 101: Foundational Topics in Sciences (4)

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)

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.

Prerequisite: 8 credits of college level math and/or science numbered 150 or above, and appropriate to the special topic, and instructor permission.

SCI 297: Independent Scientific Research (1 to 4)

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. Prerequisite: Instructor's permission; Recommended: 8 credits of college-level science.

SCI 299: Independent Study (1 to 4)

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. Prerequisite: instructor's permission.

SCI 370: Special Topics in Sciences: (subtitle) (4)

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.

Prerequisite: 16 credits of college level math and/ or science numbered 150 or above, and appropriate to the special topic, and instructor permission.

SCI 397: Advanced Scientific Research (1 to 4)

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.

Prerequisite: At least one science course and instructor's permission; Recommended: 16 credits of college-level science.

SCI 399: Advanced Independent Study (1 to 4)

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.

Prerequisite: SCI 299 and instructor's permission (At least two courses in sciences at Antioch College may be required at the instructor's discretion.).

SCI 470: Advanced Special Topics in the Sciences: (subtitle) (1 to 4)

This course offering is used to describe any topics-based or full methods course in the Sciences Division at an advanced level, suitable for advanced undergraduate or beginning graduate work. This course may be used to replicate advanced 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 so long as the course title and description are distinct. Prerequisite: 3rd- or 4th-year standing, 24 credits of college-level math and/or science numbered 150 or above, and appropriate to the special topic, including at least 12 credits at the intermediate level or higher, and at least 4 credits at the advanced (300+) level or higher, and instructor's permission.

SOCIAL SCIENCES DIVISION

ANTH: ANTHROPOLOGY

ANTH 105: Cultural Anthropology (4)

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 115: Language and the Human Experience (4)

The goal of this course is to engage with foundational thinking in the fields of sociolinguistics and linguistic anthropology, and to involve students both in communicating these ideas to a broader public and in using them for original analysis. The course will survey the ways in which anthropologists have studied language, how they have engaged in linguistic analysis, and theories about the cultural production of language. Students will be introduced to methodologies in linguistic anthropology, and begin to think about their own potential research projects in this field.

ANTH 220: Race and Racism (4)

This course is an introduction to the structures of oppression (gender, race, sexuality, and class) as we examine the social construction of race and lived realities of racism. Race is a biological fallacy but racism is a social reality. In this course we will not define race as a physical state, but rather as a concept that is part of the socio-colonial imaginary, deployed for particular social, political, and economic ends. Racial difference fundamentally relies on anti-blackness, and, thus, normative whiteness is an often-unnamed construct that contributes to structures of privilege through law and culture. Race and racism are interconnected with other identity formations such as class, gender, sexuality, physical ability, and ethnicity that sustain structural inequalities even as formal legal racism has eased. The course examines everyday aspects of society, including (but not limited to) social structures, media, law, language, history, religion, philosophy, science, and the arts. The course will better prepare you for upper-level coursework in areas both specifically and tangentially related to the social sciences, as well as hone the invaluable critical thinking and complex communication skills needed beyond the walls of the classroom. In

keeping with these course goals, creativity, mutual respect for and engagement of subjective and cultural differences, and a healthy intellectual curiosity are not just encouraged, but expected.

ANTH 235: Rhetoric, Resistance, and Repression (4)

This course examines the anthropology of social movements through the lenses of the theoretical, historical, methodological, ethical, and political. We will begin by understanding critical themes and ideas generated through the social scientific study of social movements such as civil society, hegemony, social change, identity politics, and the rhetoric of agitation and control. We will apply these concepts, among others introduced throughout the course, to examine a range of contemporary social movements in North America. These diverse movements address issues ranging from racism, sexism, environmental degradation, reproductive choice, classism, heterosexism, to transphobia. This course is designed to facilitate and encourage active engagement with the texts and discussion.

ANTH 245: Environmental Justice (4)

This course will provide a foundational understanding of a range of lived experiences with environmental injustice, and the various factions of the environmental justice movement in the United States. We will examine different anthropological engagements within the environmental justice movement and generate a unique discourse on what environmental justice is. The course will be divided into three broad areas: defining environmental (in)justice, creating our own discourse for environmental justice, and case studies of “radical” environmental justice movements. As we define our terms and establish a discourse for discussing these issues, we will integrate writings from critical race feminism, environmental studies, ecofeminist theories of intersectionality, Anarchist and Marxist critiques of capitalism, environmental communication, critical animal studies, and environmental anthropology. These writings will help shape our anthropological discourse on the surrounding issues of environmental injustice and the pursuit of “radical” environmental change.

ANTH 255: Sex, Gender, Culture (4)

This course will provide an introduction to the anthropology and critical theory of sex, sexualities, and genders from a global perspective. We will use case studies and literary representations from around the world to explore how ideology shapes the construction of sex, sexuality, and gender, and how these constructions reproduce social hierarchy and power. In ethnographic, ethnohistorical and contemporary globalizing contexts, we will look at sex and

gender beyond a dualistic system; physical & cultural reproductions; global normative sexualities; and sex- gender-based violence power.

ANTH 265: Contemporary Activist Ethnographies (4)

How do anthropologists transform field-based experiences into ethnographic writing? This course explores the narrative, descriptive, and interpretive conventions of ethnography, with a strong focus on the practice of student writing. Tacking back and forth between reading and writing assignments, we will explore how research experiences are transformed as they are written down—before, during, and after fieldwork. The first half of the course is devoted to the craft and mechanics of ethnographic writing. Each week, we will explore a key theme (person, place, voice, story-telling, self), by discussing both that week's readings (in the first half of class), and our own writing (in the second half of class). The readings are intended to a) exemplify great ethnographic writing, both classic and experimental, b) explicitly reflect on some aspect of the craft, and c) introduce wider disciplinary debates on the ethics and politics of ethnography. The weekly writing exercises will help you to link our class readings with experiences outside of class. You may either use these writing exercises to develop and reflect on an ongoing writing project (e.g., a thesis), or choose a fresh topic to write on each week. In the second half of the class, we will expand our framework to consider how anthropologists situate ethnographic work within wider conversations, both scholarly and public. We will sample acclaimed (and/or notorious) recent ethnographies, and familiarize ourselves with the debates and controversies surrounding them. During these final weeks, in lieu of writing exercises, each student will present on the readings. Prerequisite: ANTH 235 or instructor's permission.

ANTH 270: ANTH 270 Special Topics in Cultural Anthropology: (subtitle) (4)

This course allows for intermediate-level study of a cultural anthropology topic. This course may be taken more than once as long as the course title and description are distinct. Prerequisite: Varies by topic.

ANTH 299: Independent Study (1 to 4)

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.

Prerequisite: Instructor's permission. Course Tags: SOCSCI; additional tags vary by topic.

ANTH 305: Anthropology of Space and Place (4)

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.

Prerequisite: ANTH 105 or instructor's permission.

ANTH 320: Anthropology of Incarceration (4)

In this course, we consider what the concept of incarceration means. For example, what are the rights, responsibilities, and relationships of individuals and groups vis-à-vis the state? Who, and in which socio-historical contexts, is included or excluded from these rights and obligations? What mechanisms does the state employ to punish, and how does it coincide with the idea of the nation, labor needs, or other ideological aspects of the state? How might incarceration, as a concept, have meanings outside of a formal state context – what does the word mean when we consider inclusion, exclusion, belonging, and community? How do we decide who belongs? We explore the ways that incarceration has been imagined and constructed across time and space, in the contexts of borderlands, colonial encounters, and globalization/neoliberalism. We also explore the interplay between incarceration and various dimensions of identity. We will foreground race/ethnicity and gender, but we will also necessarily consider class, sexuality, ability, nationality, etc. We will use a variety of texts: poetry, essays, speeches, autobiographical accounts, historical texts, and interdisciplinary scholarly works. Throughout the course, we will interrogate the role that incarceration plays within a contemporary context to institutionalize structures of oppression. The course provides a survey of anthropological texts that focus on the Prison-Industrial Complex, which emphasizes the ways in which capitalism shapes our modern mechanism of State punishment: incarceration. Prerequisite: ANTH 105 or instructor's permission.

ANTH 330: Politics, Ethnicity, and Nationalism (4)

In this course we will consider some of the major theoretical and ethnographic issues in the study of nationalism and ethnicity while exploring several regions of the world through ethnographies. We will examine how ethnic groups are situated and situate themselves in colonial, settler and contemporary plural societies, how states attempt to integrate ethnic groups into nations, and

how ethnic groups in turn reimagine the nation. After a critical engagement with key texts, we will problematize multiculturalism and focus on how ethnic groups in the United States, Mexico and elsewhere organize around issues of sovereignty and human rights to negotiate their place within the nation. We will also consider the role of migration and globalization in shaping both ethnicities and nations.

Prerequisite: PECO 280 or instructor's permission.

ANTH 335: Special Topics in Public Anthropology: (subtitle) (4)

This course allows for advanced-level study of a public anthropology topic. This course may be taken more than once as long as the course title and description are distinct. Prerequisite: ANTH 105 or ANTH 115 and Third or Fourth year standing, or instructor's permission.

ANTH 355: Advanced Theories in Anthropology (4)

In this course, we will survey foundational theories in cultural anthropology. We will follow a historical arc, looking at theorists over a span of 150 years. These theorists provide frameworks to study anthropological concepts such as race, gender, religion, and family. Questions that the course will interrogate include: how do anthropologists conceptualize the construction and reinforcement of “culture” in specific locations? How do anthropologists theorize the relationship between power and identity through a nexus of geographic and cultural specificity? In what ways do anthropological theories grapple with structural violence and agency? Theories structure a discipline’s inquiry and define what is important. Through a comparative analysis of the similarities and differences among major anthropological theories and theorists, we discuss how these have changed or remained consistent over time adapting to the social, political, and economic trends in science, society, and the world. We will focus on contemporary theories and explore the history of ideas and theorists that guide anthropological inquiry, applications and public discourse today. On successful completion of the course you should be able to articulate a theoretical perspective you can use to understand contemporary issues and problems within the field of anthropology. Prerequisite: ANTH 105 and Third or Fourth year standing, or instructor's permission. Cross-Listed as: PECO 310. Course Tags: D-CRES, D-GSS, M, SOCSCI.

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

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.

Prerequisite: ANTH 105 or instructor's permission.

ANTH 380: Inside-Out (4)

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.

Prerequisite: Instructor's permission.

ANTH 399: Independent Study (1 to 4)

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. Prerequisite: ANTH 299 and instructor's permission.

PECO: POLITICAL ECONOMY

PECO 105: Foundations of Political Economy (4)

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)

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 175: U. S. Foreign Policy: The American Empire (4)

The United States has been at war for over ninety percent of its existence. The U.S. currently operates some 800 military bases in more than 70 countries and territories around the world. This raises an important question: is the United States an empire? And, if so, what is the nature of American imperialism? This course examines the evolution of U.S. foreign policy from World Wars I and II, through the Cold War, to the 9/11 terrorist attacks and the ongoing Global War on Terror. Although we will cover arguments from a range of political perspectives, this course begins from the standpoint that U.S. foreign policy and economic policy are closely linked. In other words, this course examines American imperialism from a political-economic perspective. Overall, this course provides students with the historical and political knowledge necessary to think critically about U.S. foreign policy.

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

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)

The global ecological crisis is arguably the most pressing challenge facing the human species since its inception. This course examines the origins and nature of the crisis by analyzing the political-economic systems and infrastructures that have undergirded the transition to the Anthropocene: a geological epoch in which human activity has become the primary driver of environmental change. Although we examine the ecological crisis from a historical perspective, our primary focus is on the Great Acceleration: the period beginning in the second-half of the twentieth century when the growth of global capitalism accelerated the scope and scale of Earth System change. Possible topics include, but are not limited to, the politics of: global consumption; the global agro-food system; energy systems; water systems; transportation systems; and population growth. We will also examine ongoing political struggles to initiate structural changes to the U.S. and global economies through large-scale projects like the Green New Deal. Overall, this course provides students with the conceptual tools and empirical knowledge required to more thoroughly engage the politics of the global ecological crisis. Prerequisite: PECO 110 or instructor's permission.

PECO 240: Enterprise, Politics, and Society (4)

This course critically examines the relationship between different forms of enterprise, politics, and society. The first part of the course interrogates the corporation as the dominant form of business organization in capitalist economies. How have major corporations influenced our political-economic and social practices (for better and worse) during the 20th and 21st centuries? The second part of the course analyzes alternative enterprise models such as worker cooperatives, social enterprises, community enterprises and small businesses. What are the opportunities and challenges facing enterprises that put social goals – democratic governance, sustainable community development, social and environmental problem-solving – on par with (or above) profit maximization? How do social enterprises remain solvent in a neoliberal society that values market efficiency above all else? Through this course, students will gain an understanding of corporate capitalism's influence on society, the diversity of enterprise, and the politics of business organization. Prerequisite: PECO 105. Cross-Listed as: Cross-listed with SEI 240.

PECO 245: Political Ecology I: The Global Ecological Crisis (4)

The global ecological crisis is arguably the most pressing challenge facing the human species since its inception. This course examines the origins and nature of the crisis by analyzing the political-economic systems and infrastructures that have undergirded the transition to the Anthropocene – a geological epoch in which human activity has become the primary driver of

environmental change. Although we examine the ecological crisis from a historical perspective, our primary focus is on the Great Acceleration – the period beginning in the second-half of the twentieth century when the growth of global capitalism accelerated the scope and scale of Earth System change. Possible topics include, but are not limited to, the politics of: global consumption; the global agro-food system; energy systems; water systems; transportation systems; and population growth. We will also examine ongoing political struggles to initiate structural changes to the U.S. and global economies. Overall, this course provides students with the conceptual tools and empirical knowledge required to more thoroughly engage the politics of the global ecological crisis. Prerequisite: None.

PECO 270: Special Topics in Political Economy: (subtitle) (4)

This course offers in-depth study of a particular area of political economy. This course may be repeated for credit if the coursework, subtitle, and course description are distinct. Prerequisite: PECO 105 or instructor's permission.

PECO 280: Globalization and Development (4)

Why are some countries rich and others poor? What accounts for the highly uneven nature of global economic development? This course provides an overview of the political economy of development, with a specific focus on the era of globalization. The course begins by examining the nature of capitalism as a mode of production and the origins of the modern world economy in the era of colonialism and European industrialization. Then, we turn our attention to the capitalist development models employed in the 1950s through the 1970s. Although we will analyze the central role of the United States in setting the institutional framework for postwar international development, our primary focus will be on the nations of the Third World. The majority of our course will be focused on the transformation of the postwar international economic framework and the rise of neoliberal globalization (1980s: present): a development paradigm that has been linked to rising economic inequality and ecological crises in both the Global North and Global South. This course's signature assignment includes examining the effects of globalization in countries where Antioch students have opportunities for international co-op placements.

PECO 285: Capital in the Digital Age (4)

Over the past 40 years, the rapid advancement of information technology has dramatically changed the ways in which human beings engage in fundamental activities: from our everyday communications to the production and consumption of basic commodities. This course examines capitalism in the Digital Age. We will begin by analyzing the dominant capitalist economic

formations of the 20th century (Fordism and Post-Fordism). Turning to the 21st century, we will examine the politics, technologies, and ideologies that animate digital capitalism. Possible topics include, but are not limited to: the rise of tech giants like Amazon, Apple, Google, and Facebook; digital labor and the gig economy; controversies surrounding social media and elections; the Internet of Things, online privacy, and surveillance; Netflix and the digital media and entertainment sector; the politics of digital currencies like bitcoin; the open access movement and digital piracy; emerging technologies like advanced artificial intelligence and additive manufacturing; and the global impact of Chinese digital powerhouses like Huawei and Alibaba. Final projects may incorporate the use of digital media platforms and technologies to analyze capitalism in the Digital Age. Prerequisite: PECO 280.

PECO 290: International Relations Theory (4)

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. Prerequisite: PECO 105 or instructor's permission.

PECO 299: Independent Study (Intermediate) (1 to 4)

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. Prerequisite: Instructor's permission.

PECO 350: Public Policy (4)

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. Prerequisite: One 200-level PECO course or instructor's permission.

PECO 380: Globalization and Development: Advanced Studies (4)

PECO 380: Globalization and Development: Advanced Studies meets with PECO 280: Globalization and Development, as an advanced version of the course. PECO 380 provides both an overview and in-depth analysis of the political economy of global development. It examines the nature of capitalism, the origins of the world economy in colonialism and European industrialization, and the tensions between the US, USSR, and Third World nations during the postwar era. The majority of the course will focus on the era of neoliberal globalization, which saw the implementation of a global development paradigm linked to rising economic inequality and ecological crises in both the Global North and Global South. Students enrolled in PECO 380 will complete all the requirements of PECO 280, along with more in-depth weekly readings and a self-directed research paper. PECO 380 students will be expected to articulate how what they have learned in prerequisite courses (PECO 240 and/or PECO 245) relates to the PECO 380 course material, through in class presentations and/or written assignments.

PECO 385: Transnational Corporations (4)

Powerful corporations have played a defining role in the evolution of the global capitalist system. This course examines Transnational Corporations (TNCs) in the era of globalization. Beginning in the 1980s, business strategies were revolutionized as advances in information technology and the liberalization of trade relations enabled the geographical expansion of corporate activity. The Global Production Networks (GPNs) constructed and overseen by TNCs transcended national boundaries, generating new waves of economic development by expanding the scale and intensifying the scope of market transactions. However, the dominance of TNCs has generated political tensions in a range of economics sectors, including the extractive industries, the clothing industries, the automobile industry, financial services, and the logistics industry, where workers and consumers have pressured TNCs to adopt more socially just, economically equitable, and ecologically sustainable practices. Accordingly, an overriding goal of this course is for students to sketch out the creation of new regulatory structures or alternative economic organizational forms which may, once again, redefine the relationship between the economy, the state system, and society. Prerequisite: PECO 280.

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

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. Prerequisite: One 200-level PECO course or instructor's permission.

PECO 399: Advanced Independent Study (1 to 4)

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. Prerequisite: PECO 299 and instructor's permission. At least two courses in PECO may be required at instructor's discretion.

PECO 445: Political Ecology II: Advanced Readings (4)

This course is a seminar covering advanced readings in the interdisciplinary field of political ecology. After surveying the core theoretical schools driving debates in the field: ecological modernization, ecological hybridity, social ecology, and metabolic rift theory: students will engage in deep readings of cutting-edge major works. We will begin these readings from the standpoint that the scientific knowledge, technologies, and cultural practices that mediate nature-society relations exist in political contexts where state and corporate actors exercise tremendous power over the trajectory of economic development. In this light, a core goal of this course is to explain how capital accumulation shapes nature-society relations from historical and theoretical perspectives. Our advanced readings will include a methods module on ecological dialectics which serves as the basis for this course's signature assignment: a research paper in political ecology. An overarching goal of this course is to prepare students for graduate-level work in the environmental social sciences. Prerequisite: PECO 245, PECO 280, and PECO 315.

PSYC: PSYCHOLOGY

PSYC 105: General Psychology (4)

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)

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 the community.

PSYC 200: Basic Therapeutic Skills (4)

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.

Prerequisite: PSYC 105 or instructor's permission.

PSYC 205: Learning and Behavior (4)

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 220: Animal Behavior (4)

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)

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)

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)

This course will review the major theories associated with cognitive psychology as they relate to cognitive processes of attention, perception, memory, memory problems, imagery, knowledge, problem solving, reasoning, and decision making. The course will explore also how cognition is influenced by biological and cultural processes. In this course students will study the approaches and research methods psychologists use to study cognition. At the conclusion of the course, students will have a basic understanding of how varying theories are applied to these processes. Prerequisite: PSYC 105 or instructor's permission.

PSYC 270: Special Topics in Psychology: (subtitle) (4)

This course offering is used to describe any topics-based course in the field of psychology 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

Instructors' expertise and interests. This course may be taken more than once as long as the course title and description are distinct. Prerequisite: PSYC 105 or instructor's permission.

PSYC 299: Independent Study (Intermediate) (1 to 4)

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 per week. By instructor's permission only. 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. Prerequisite: Instructor's permission.

PSYC 310: Biopsychology (4)

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. Prerequisite: Any 200-level PSYC or BIO course, or instructor's permission.

PSYC 330: Cross-Cultural Psychology (4)

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 non-representative 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. Prerequisite: PSYC 105 and at least second-year standing, or instructor's permission.

PSYC 335: Abnormal Psychology (4)

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. Prerequisite: PSYC 105 or instructor's permission.

PSYC 370: Special Topics in Social Psychology: (subtitle) (1 to 4)

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. Prerequisite: PSYC 110 or instructor's permission.

PSYC 395: Special Topics in Psychology: (subtitle) (4)

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. May be repeated for credit given different course titles and topics. Prerequisite: PSYC 105, or PSYC 110, or one 200-level course in PSYC, or instructor's permission.

PSYC 399: Independent Study (Advanced) (1 to 4)

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

per week. Prerequisite: PSYC 105, or PSYC 110, or one 200-level course in PSYC, and instructor's permission.

PSYC 420: Political and Ethical Issues in Psychology (4)

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. Prerequisite: PSYC 335 or instructor's permission.

SOC: SOCIOLOGY

Sociology course list is forthcoming (Fall 2025)

SEI: SOCIAL ENTERPRISE AND INNOVATION

SEI 110: Introduction to Social Enterprise (4)

This course introduces students to the field of social enterprises, organizations that address a basic unmet need or solve a social or environmental problem through a market-driven approach. Students will learn the history of the field, noteworthy leaders of social enterprises, and trends in the industry. The course will also provide students with an understanding of the inner workings of social enterprises including an introduction to the range of skills needed for successful management of such enterprises.

SEI 150: Accounting for Social Enterprise (4)

This course introduces students to the basic principles of accounting with attention paid to how these principles apply to the field of social enterprises, organizations that address a basic unmet need or solve a social or environmental problem through a market-driven approach. Students will learn generally accepted accounting principles and practices, the elements of basic bookkeeping and financial reporting and how these practices are used by social enterprises.

SEI 240: Enterprise, Politics, and Society (4)

This course critically examines the relationship between different forms of enterprise, politics, and society. The first part of the course interrogates the corporation as the dominant form of business organization in capitalist economies. How have major corporations influenced our political-economic and social practices (for better and worse) during the 20th and 21st centuries? The second part of the course analyzes alternative enterprise models such as worker cooperatives, social enterprises, community enterprises and small businesses. What are the opportunities and challenges facing enterprises that put social goals – democratic governance, sustainable community development, social and environmental problem-solving – on par with (or above) profit maximization? How do social enterprises remain solvent in a neoliberal society that values market efficiency above all else? Through this course, students will gain an understanding of corporate capitalism's influence on society, the diversity of enterprise, and the politics of business organization. Prerequisite: PECO 105. Cross-Listed as: Cross-listed with PECO 240.

SEI 270: Special Topics in Social Enterprise and Innovation: (subtitle) (4)

An intermediate-level special topic in the field of social enterprise and innovation. Prerequisite: varies by offering.

SEI 370: Special Topics in Social Enterprise and Innovation: (subtitle) (4)

An advanced-level special topic in the field of social enterprise and innovation. Prerequisite: varies by offering.

COOPERATIVE EDUCATION

COOP: COOPERATIVE EDUCATION

COOP 125T: Co-op Field Experience for Transfer Credit (0)

The Co-op Field Experience for Transfer Credit course leads students to reflect on the knowledge and skills they may have attained through previous professional engagement and consider how these achievements inform their co-op aspirations as well as their post-baccalaureate career plans. Designed for transfer students who have prior work, apprenticeship, or service experience, participants are expected to reflect on their emerging educational interests; to explore their assumptions about experiential learning; to become aware of action-based methodological approaches within their fields of interest; and to initiate a practice of communicating with colleagues within a variety of disciplines as well as within the diverse communities of practice in which they have engaged. The course promotes an understanding of reflection as a central component of integrative learning that is carried out by cultivating the habits of thinking, writing, and engaging in forms of creative expression in order to create meaning of one's prior work experiences. As a vehicle for reaching these goals, students engage in sustained one-on-one dialogue with the course instructor as well as produce a substantive reflection paper that contains documentation of their prior experiences and constitutes a record of their reflections on learning. Students are also encouraged to develop a platform through which they may communicate their experiences, reflections, and ideas to a public audience. They are led to make connections between their immediate experiences and prior learning, while also developing new engagement practices, setting career goals, and identifying self-defined pathways toward their life aims. Upon completion of the course, students are expected to demonstrate the integration of their learning and expand their ability to express themselves as they make progress toward their professional goals, as well as take action steps and set benchmarks in relation to exploring future co-op and career objectives. Prerequisite: In order to qualify for enrollment in COOP 125T, the following criteria must be met: (1) Documentation of prior post-secondary work, apprenticeship, or service experience totaling 300 hours; (2) Permission by the Dean of Cooperative, International & Community-Based Learning.

COOP 245: Co-op Field Experience I: (subtitle) (12)

The Co-op Field Experience I container course leads students to pursue their initial ideas and to explore some of the themes that emerge from their cooperative education experiences. The course frames experiential learning as a co-constructed process that is realized through the promotion of student agency and the facilitation of engaged dialogue. It is based on best practices in experiential and participatory learning as it integrates the fieldwork component of the Cooperative Education experience with intentional forms of reflection. This integrated course is intended to promote students' understanding of social engagement as it involves them in deep collaboration with Co-op partners and mentors. It also helps students better understand forms of

deliberative action as it leads them to participate in dialogue, develop a sense of inquiry, and engage regularly in the practice of reflection-all fundamental organizing principles of effective field-based learning. Planned for students who have not yet designed their major course of study, participants are expected to reflect on their initial educational interests; to explore their assumptions about experiential learning; to become aware of action-based methodological approaches within their fields of interest; and to initiate a practice of communicating with colleagues within a variety of disciplines as well as within the diverse communities of practice in which they are engaged. This course balances real-world engagement with reflection as a central component of integrative learning that is carried out by cultivating the habits of thinking, writing, and engaging in forms of creative expression while immersed in serious experiential activity. Students are encouraged to make meaning out of their experiences in order to broaden knowledge of self and others. As a vehicle for reaching these goals, students produce a Fieldbook that contains documentation of their field experiences and constitutes a record of their reflections on learning. The course introduces students to a variety of dynamic tools for self-expression and leads them to embrace a medium to communicate their experiences, reflections, and ideas. Students are encouraged to make connections between their immediate experiences and prior learning, while also encouraging them to develop new practices, set career goals, and identify self-defined pathways toward their life aims. Upon completion of the course, students evaluate their learning based upon their ability to express themselves as well as progress toward the goals, action steps, and benchmarks they set for themselves early in the term. Prerequisite: ANTC 145.

COOP 345: Co-op Field Experience II: (subtitle) (12)

The Co-op Field Experience II container course is based on best practices in experiential and participatory learning as it integrates the fieldwork component of the Cooperative Education experience with intentional forms of reflection. The course promotes the growth of students' abilities in developing purposeful forms of social engagement as it leads them into collaboration with co-op partners and mentors. It also requires deliberate action as it leads students to participate in dialogue, develop a sense of inquiry, and engage regularly in the practice of reflection-all fundamental organizing principles of effective field-based learning. Students are expected to reflect on their individualized educational goals; explore action-based methodological approaches within their fields of interest; and to initiate a practice of communicating with colleagues within their disciplines as well as within the diverse communities of practice in which they engage. This course defines reflection as an iterative process of thinking, writing, and engaging in forms of creative expression in order to make meaning out of one's experiences as well as to broaden knowledge of self and others. To this end, students produce a Fieldbook that contains documentation of their field experiences and record reflections on their learning. They are introduced to a variety of dynamic tools for self-expression and led to embrace a medium that enables them to communicate their experience and ideas. The course asks students to make connections between their ongoing work or practice

and prior learning, while also encouraging them to develop future goals and identify self-defined pathways toward them. Upon completion of the course, students evaluate their learning based upon their means of expression as well as the goals, action steps, and benchmarks they set for themselves early in the term. Prerequisite: ANTC 145.

COOP 390: Co-op Field Experience III: (subtitle) (12)

The Co-op Field Experience III container course leads students to test some of the ideas they have developed during their first years of exposure to college coursework and to explore some of the themes that emerge from their cooperative education experiences. The course frames experiential learning as a co-constructed process that is realized through the promotion of student agency and the facilitation of engaged dialogue. It is based on best practices in experiential and participatory education as it integrates the fieldwork component of the Cooperative Education experience with intentional forms of reflection. This integrated course is intended to promote students' understanding of social engagement as it involves them in deep collaboration with Co-op partners and mentors. It also helps students better understand forms of deliberative action as it leads them to participate in dialogue, engage regularly in the practice of reflection, and develop a sense of inquiry within their field—all fundamental organizing principles of effective field-based learning. Planned for students who seek further cooperative education experience, participants are expected to develop a significant level of focus on their individualized educational goals; to assert themselves professionally; to develop plans for action-based inquiry within their fields of interest; and to communicate regularly with colleagues within their discipline as well as within the diverse communities of practice in which they are engaged. This course balances real-world engagement with reflection as a central component of integrative learning that is carried out by cultivating the habits of thinking, writing, and engaging in forms of creative expression while immersed in serious experiential activity. Students are encouraged to make meaning out of their experiences in order to broaden knowledge of self and others. As a vehicle for reaching these goals, students produce a Fieldbook that contains documentation of their field experiences and constitutes a record of their reflections on learning. The course introduces students to a variety of dynamic tools for self-expression and leads them to embrace a medium to communicate their experiences, reflections, and ideas. Students are encouraged to make connections between their immediate experiences and prior learning, while also encouraging them to develop new practices, set career goals, and identify self-defined pathways toward their life aims. Upon completion of the course, students evaluate their learning based upon their ability to express themselves as well as progress toward the goals, action steps, and benchmarks they set for themselves early in the term. Prerequisite: ANTC 145.

COOP 490: Co-op Field Experience IV: (subtitle) (12)

The Co-op Field Experience Capstone container course is intended to support students as they carry out fieldwork in support of their senior capstone projects, complete their language

capstones projects, or otherwise carry out signature work during their final Co-op. The course frames experiential learning as a co-constructed process that is realized through the promotion of student agency and the facilitation of engaged dialogue. It is based on best practices in experiential and participatory education as it integrates the fieldwork component of the Cooperative Education experience with intentional forms of reflection. This integrated course is intended to promote students' understanding of social engagement as it involves them in deep collaboration with Co-op partners and mentors. It also helps students better understand forms of deliberative action as it leads them to participate in dialogue, engage regularly in the practice of reflection, and develop a sense of inquiry within their field-all fundamental organizing principles of effective field-based learning. Planned for fourth-year students as they prepare for their senior projects, participants are expected to imaginatively articulate and sustain focus on their individualized educational goals; to fully assert themselves professionally; to employ action-based methodological approaches as they shape their senior project plans; and to demonstrate a robust practice of communicating with colleagues within their discipline as well as within the diverse communities of practice in which they are engaged. This course balances real-world engagement with reflection as a central component of integrative learning that is carried out by cultivating the habits of thinking, writing, and engaging in forms of creative expression while immersed in serious experiential activity. Students are encouraged to make meaning out of their experiences in order to broaden knowledge of self and others. As a vehicle for reaching these goals, students produce a Fieldbook that contains documentation of their field experiences and constitutes a record of their reflections on learning. The course introduces students to a variety of dynamic tools for self-expression and leads them to embrace a medium to communicate their experiences, reflections, and ideas. Students are encouraged to make connections between their immediate experiences and prior learning, while also encouraging them to develop new practices, set career goals, and identify self-defined pathways toward their life aims. Upon completion of the course, students evaluate their learning based upon their ability to express themselves as well as progress toward the goals, action steps, and benchmarks they set for themselves early in the term. Prerequisite: One 300-level COOP course or instructor permission. Corequisite: In order to enroll in any Co-op course, students must commit to and engage in an approved Co-op experience on full-time basis (30 to 40 hours per week) for the duration of the academic term.

SPAN: SPANISH

SPAN 101: Novice Spanish Culture and Communication I (4)

SPAN 101 uses a communicative approach to integrate cultural products, practices, and perspectives into developing the four skills of communication in Spanish (reading, writing, speaking, and listening), with a focus on real-time interpersonal oral production of simple

present tense phrases and sentence structures in a variety of familiar contexts. This course roughly targets the ACTFL Novice-High rating. Teaching methodologies may include task-based, project-based, and other experiential learning assignments. Taught in Spanish.

SPAN 102: Novice Spanish Culture and Communication II (4)

SPAN 102 uses a communicative approach to integrate cultural products, practices, and perspectives into developing the four skills of communication in Spanish (reading, writing, speaking, and listening), with a focus on real-time interpersonal oral production of simple, but full and increasingly complex present tense phrases and sentence structures in a variety of familiar contexts and uncomplicated social interactions. This course roughly targets the ACTFL Intermediate-Low rating. Teaching methodologies may include task-based, project-based, and other experiential learning assignments. Taught in Spanish. Prerequisite: SPAN 101, placement, or special instructor permission.

SPAN 201: Intermediate Spanish Culture and Communication I (4)

SPAN 201 uses a communicative approach to integrate cultural products, practices, and perspectives into developing the four skills of communication (reading, writing, speaking, listening), with a focus on real-time interpersonal oral production of simple, but full and increasingly complex present tense and past-tense phrases and sentence structures in a variety of familiar contexts and uncomplicated social interactions. This course roughly targets the ACTFL Intermediate-Mid rating, and prepares students for the ACTFL Oral Proficiency Interview in fulfillment of Antioch's language requirement. Teaching methodologies may include task-based, project-based, and other experiential learning assignments. Taught in Spanish. Prerequisite: SPAN 102, placement, or special instructor permission.

SPAN 202: Intermediate Spanish Culture and Communication II (4)

SPAN 202 uses a communicative approach to integrate cultural products, practices, and perspectives into developing the four skills of communication (reading, writing, speaking, and listening), with a focus on real-time interpersonal oral production of simple, but full and increasingly complex phrases and sentence structures in all tenses and in a variety of familiar and uncomplicated general contexts and social interactions, sometimes even with complications. This course roughly targets the ACTFL Intermediate-High rating. Teaching methodologies may include task-based, project-based, and other experiential learning assignments. Taught in Spanish. Prerequisite: SPAN 201, placement, or special instructor permission.

SPAN 270: Special Topics in Spanish: (Subtitle) (2 to 4)

For students with years of previous study in Spanish as demonstrated by a placement protocol or with a passing grade in SPAN 202, SPAN 270 offers a bridge between skill-based courses and content-based approach to investigate a special topic in Spanish language and/or culture. While not limited to this list, topics may include phonetics, Spanish for heritage speakers, Spanish for a

specialized field (science, business, etc.), Translation Studies in Spanish, Hispanophone cultural practices, Spanish approaches to literary study, literary theory, or selection of the literature of an author, movement, geographical region, or time period in the Spanish or Hispanophone tradition. While using the course's topic as a content for academic inquiry, its objectives are primarily to develop the four skills of communication in Spanish (reading, writing, speaking, and listening), with a focus on real-time interpersonal and presentational oral production of cohesive paragraphs featuring narration and description in all tenses and on a variety of increasingly abstract and academic contexts, as well as on interpretive communication and argumentation through expository process writing. This course roughly targets the ACTFL Advanced-Mid rating. Teaching methodologies may include task-based, project-based, and other experiential learning assignments. Taught in Spanish. Prerequisite: SPAN 202, placement, or special instructor permission..

SPAN 301: Themes in Latin American Literature (4)

SPAN 301 is designed to provide intensive practice in conversation, reading and writing in the Spanish language. This class investigates various social and political themes repeated in Latin American literature and other art forms. Students will additionally study the role these themes play in the history and culture of the Spanish-speaking world. Using the course's content as the subject of academic inquiry, it also develops the four skills of communication in Spanish (reading, writing, speaking, and listening), a special focus will be given to real-time interpersonal and presentational oral production of cohesive paragraphs featuring narration and description in all tenses and on a variety of increasingly abstract and academic contexts. This course roughly targets the ACTFL Advanced-Mid rating. Teaching methodologies may include task-based, project-based, and other experiential learning assignments. Taught in Spanish. Prerequisite: SPAN 202, placement, or special instructor permission.

SPAN 302: Identity in Latin American Literature (4)

SPAN 302 is designed to provide intensive practice in conversation, reading and writing in the Spanish language. This course will examine identity and intersections of identity in Latin American Literature through the exploration of novels, performance pieces and essays. Using the course's content as the subject of academic inquiry, it also develops the four skills of communication in Spanish (reading, writing, speaking, and listening), with a special focus to real-time interpersonal and presentational oral production of cohesive paragraphs featuring narration and description in all tenses and on a variety of increasingly abstract and academic contexts. This course roughly targets the ACTFL Advanced-Mid rating. Teaching methodologies may include task-based, project-based, and other experiential learning assignments. Taught in Spanish. Prerequisite: SPAN 202, placement, or special instructor permission.

SPAN 303: Hispanophone Cultural Diversity (4)

For students with years of previous study in Spanish as demonstrated by a placement exam or for students with a passing grade in SPAN 202, this course is designed to provide intensive practice in conversation, reading and writing in the Spanish language. Content of this course explores the richness and complexity of cultural diversity within the Spanish-speaking world. This course also incorporates exploration of the vast dialects and cultural expressions spoken in Latin America and Spain. Using the course's content as the subject of academic inquiry, it also develops the four skills of communication in Spanish (reading, writing, speaking, and listening), with a special focus will be given to real-time interpersonal and presentational oral production of cohesive paragraphs featuring narration and description in all tenses and on a variety of increasingly abstract and academic contexts. This course roughly targets the ACTFL Advanced-Mid rating. Teaching methodologies may include task-based, project-based, and other experiential learning assignments. Satisfies Diversity Requirement (D-CRES) due to extensive theory and practice in cross-cultural comparison. Taught in Spanish. Prerequisite: SPAN 202, placement, or special instructor permission.

SPAN 304: Introduction to Latin American Literature (4)

For students with years of previous study in Spanish as demonstrated by a placement exam, or for students with a passing grade in SPAN 202, this course is designed to provide intensive practice in conversation, reading and writing in the Spanish language. This course is designed to introduce students to major works and writers of Latin American Literature and additionally provide context, history and a survey of literary movements. Using the course's content as the subject of academic inquiry, it also develops the four skills of communication in Spanish (reading, writing, speaking, and listening), with a special focus will be given to real-time interpersonal and presentational oral production of cohesive paragraphs featuring narration and description in all tenses and on a variety of increasingly abstract and academic contexts. This course roughly targets the ACTFL Intermediate-High rating. Teaching methodologies may include task-based, project-based, and other experiential learning assignments. Taught in Spanish. Prerequisite: SPAN 202, placement, or special instructor permission.

SPAN 305: Special Topics in Spanish and Hispanophone Literature: (Subtitle) (4)

For students with years of previous study in Spanish as demonstrated by a placement protocol or with a passing grade in SPAN 202, SPAN 305 uses a content-based approach to investigate Spanish and Hispanophone cultural practices, and perspectives through a representative selection of the literature of an author, movement, geographical region, or time period in the Spanish or Hispanophone tradition. Using the course's content as the subject of academic inquiry, it also develops the four skills of communication in Spanish (reading, writing, speaking, and listening), with a focus on real-time interpersonal and presentational oral production of cohesive paragraphs featuring narration and description in all tenses and on a variety of increasingly abstract and academic contexts, as well as on interpretive communication and argumentation through expository process writing. This course roughly targets the ACTFL Advanced-Mid rating.

Teaching methodologies may include task-based, project-based, and other experiential learning assignments. Taught in Spanish. Prerequisite: SPAN 202, placement, or special instructor permission.

SPAN 340: Spanish Capstone (3)

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. Prerequisite: One 300-level SPAN course or permission of the language faculty following the appropriate screening.

SPAN 370: Special Topics in Spanish: (Subtitle) (2 to 4)

For students with years of previous study in Spanish as demonstrated by a placement protocol or with a passing grade in SPAN 202, SPAN 370 uses a content-based courses approach to investigate a special topic in Spanish language and/or culture. While not limited to this list, topics may include phonetics, linguistics, Spanish for heritage speakers, Spanish for a specialized field (science, business, etc.), Translation Studies in Spanish, Hispanophone cultural practices, Spanish approaches to literary study, philosophy, history, or literary theory. While using the course's topic as a content for academic inquiry, its objectives are also to develop the four skills of communication in Spanish (reading, writing, speaking, and listening), with a focus on real-time interpersonal and presentational oral production of cohesive paragraphs featuring narration and description in all tenses and on a variety of increasingly abstract and academic contexts, as well as on interpretive communication and argumentation through expository process writing. This course roughly targets the ACTFL Advanced-Mid rating. Teaching methodologies may include task-based, project-based, and other experiential learning assignments. Taught in Spanish. Prerequisite: SPAN 202, placement, or special instructor permission.

LEARNING HUB PRACTICA

FARM: ANTIOCH MICROFARM

FARM 101: Ecological Growing Practicum: (subtitle) (1 - 2)

This course provides practical experience to students in the topic of ecological growing on the Antioch Farm, Antioch campus or other outdoor partner sites. Students will work closely with the instructor to experience ecological growing up close through hands-on, physical work and authentic growing projects. Students will develop knowledge and skills related to different sustainable growing methods appropriate to the site and season.

FARM 201: Specialized Skills Practicum: (subtitle) (1 - 2)

This course provides students with specialized practical experience in ecological farm work. Students will develop practical knowledge and skills in sustainable growing methods and apply them through hands-on projects at the Antioch College Farm. This container course is repeatable for credit.

WELL: WELLNESS CENTER

WELL 101: Wellness Education (1)

This course is for students who wish to earn credit by engaging in weekly classes at the Wellness Center, without a specific focus. Students may engage in any combination of weekly wellness classes with certified instructors, for a minimum of 25 clock hours (1500 minutes) per quarter. This class is limited to one credit per term. Students who wish to earn credit in a specifically named area (such as yoga, interval training, etc.) should instead register for those specific classes, if available. Students are also welcome to engage in Wellness Center classes without formally registering for a credit-bearing course. This course is repeatable for credit, but may not be taken more than once per term. Course Tags: (none).

WELL 201: Specialized Skills Practicum: [subtitle] (1-2)

This course provides students with specialized practical experience in wellness, fitness, or related fields. WELL 201 courses are instructed out of the Antioch College Wellness Center. This container course is repeatable for credit.

VIII. ACADEMIC POLICIES AND PROCEDURES

REQUIREMENTS FOR ADMISSION

Antioch College welcomes applications from students who demonstrate strong academic abilities, creativity, a willingness to work hard and contribute to the community, as well as those who exhibit determination, self-awareness and maturity. Most successful candidates for admission provide evidence of the following:

- A strong academic record
- Foreign language study
- Four years of English, math, science and social studies
- A history of work, volunteer and/or leadership experience
- Participation in extracurricular activities

Students must provide documentation of having completed secondary education prior to enrollment. Evidence may include official high school transcript, successful completion of GED, or a homeschool report.

Students are not required to submit SAT or ACT scores. Students may submit test scores if they believe their scores will provide the admissions committee with a full view of their academic accomplishments and ability. Otherwise, standardized test scores have no adverse impact on admission decisions.

Antioch College does not discriminate in its admissions decisions on the basis of race, ethnicity, color, religion, gender, gender identity or expression, sexual orientation, national origin, age, marital status, or physical ability.

Antioch College does not consider an applicant's financial situation when deciding admission.

INTERNATIONAL STUDENTS

The College participates in the Student and Exchange Visitor Program and is authorized by the U.S. Department of Homeland Security to issue the I-20 Certificate of Eligibility for Nonimmigrant (F-1) students. Please note the application process for international students is not need blind; in addition to demonstrating an interest and readiness to fully participate in the academic and community life of the college, international students must have the financial resources to live and study in the United States.

In addition to meeting the admission criteria noted above, individuals seeking entry as non-immigrant students must also provide the following prior to enrollment to the college:

International Credential Evaluation: Education acquired outside of any state of the U.S., the District of Columbia, the Commonwealth of Puerto Rico, a Trust Territory of the

Pacific Islands, or any territory or possession of the U.S. must be evaluated by a credential evaluation service recognized by the U.S. Department of Education. Students are responsible for the cost of evaluating and translating international transcripts. Fees are paid directly to the credential evaluation service.

Demonstration of English-language Proficiency: Non-immigrant students whose native language is not English are required to demonstrate an appropriately high English proficiency as a condition of admittance to Antioch College. Antioch College accepts the items listed below as demonstrations of appropriate English proficiency, provided the tests were completed within the last two calendar years. Visit antiochcollege.edu/international for the most recent score requirements.

Financial Ability to Pay: Prospective F-1 students must have the financial resources to live and study in the United States. This includes being able to cover the cost of tuition, books, living expenses and travel. Antioch College is required to collect evidence of the student's financial ability before issuing a Form I-20, Certificate of Eligibility for Nonimmigrant Student Status. Evidence of financial ability includes but is not limited to:

- Family bank statements
- Documentation from a sponsor
- Financial aid letters
- Scholarship letters
- Letter from an employer showing annual salary

GRADES: EVALUATION OF ACADEMIC PERFORMANCE

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 (GPA) is calculated at the end of each quarter. In addition, cumulative GPA determines Academic Standing: good standing, academic probation, suspension, and dismissal (see below).

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. These courses do not generate any academic credit or contribute to the GPA calculation.

The Registrar's Office provides currently enrolled students with an unofficial transcript, by request. This transcript includes letter grades and narrative evaluations from faculty.

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 academic credit or a degree. The audit registration form must be submitted by the last date to register for the 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. 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. 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 an assignment from a student, which they believe the student completed and submitted on time and before the end of the term. 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. A final grade must be submitted no later than four weeks after the end of the term in which the course occurred. 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—Students are expected to complete all required coursework before the end of the term. An “incomplete grade” is a temporary indicator (IN) assigned when a written request has been submitted by the student and approved by the faculty member. Incomplete grades are granted at the sole discretion of the faculty member, who are not required to issue an incomplete grade. An incomplete grade is not appropriate for students who have not managed to complete coursework in a timely manner under normal circumstances. But occasionally, circumstances beyond the student’s control may necessitate the need for a student to be granted an incomplete grade for the term. In order to qualify for an incomplete grade, the student must have submitted the majority of the work of the course at passing quality at the time of the initial request or precipitating event.

A Request for Incomplete Grade form, available electronically from the Registrar’s Office, must be initiated by the student, approved by the faculty member, and electronically submitted to the Registrar’s Office before grades are due (typically the first Wednesday following the last day of the term) for each course the student is requesting an incomplete grade. The student and the instructor will agree upon a date by which the missing coursework must be submitted to the instructor, but cannot exceed beyond four weeks after the end of the term. Faculty may change incompletes by submitting a Grade Change Form. If no Grade Change Form is submitted by the incomplete 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, without the written consent of the Division Chair who will be responsible for the process.

Before requesting an incomplete grade, the student should evaluate their capacity to complete the missing work by the deadline and consider the impact of an incomplete during SAP reviews. Satisfactory Academic Progress (SAP) reviews occur at the end of each term. Incomplete grades count as attempted credits but not earned credits in the calculation of completion rates and grade

point averages and could place some students in jeopardy of probation, suspension, or dismissal until resolved.

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.

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.

UR (unreported grade) – Any individual student grades (as opposed to the grades of an entire class) not received by the grade submission deadline will be marked “UR” by the Registrar’s Office. A notice that this indicator has been entered will be sent by the Registrar’s Office to the instructor and the student when the indicator is entered. The UR grade may be changed to a regular letter grade by electronically submitting a Change of Grade form to the Registrar’s Office no later than one week from the date of notification of the missing grade. If a Change of Grade form is not received by this time, the UR grade will be changed to a grade of F.

W—A withdrawal indicator is used when the student withdraws from one or more classes in a quarter. This code reflects a withdrawal after the registration period and by the end of the seventh week of the quarter. A student is unable to withdraw from a class after the seventh 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 their 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.

Calculating your Grade Point Average

A term grade point average (GPA) is calculated by multiplying the number of credits attempted in a specific term by the assigned grade points to identify total grade points. The sum of the grade points is divided by the total credit hours attempted. Your grade point average may range from 0.000 to 4.000. A cumulative GPA is calculated by dividing the total grade points from each term by the total credit hours attempted from each term.

Report of Grades

Students may view final grades through the student portal. Final quarterly grade reports are not mailed through U.S. postal service or sent through e-mail addresses.

Midterm Grades

Midterm grades and attendance notifications are submitted to the registrar at the end of the fifth 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 advisors, and/or staff in Student Success.

Change of Grade

A change of grade is authorized only:

- If there is an error in the original grade due to a miscalculation, transcription error, spreadsheet error, reevaluation of student work or inadvertent exclusion of student work that was completed during the term of the course;
- If coursework has been submitted and graded to remove an approved incomplete (IN) based on an established timeline and expectations the instructor outlined on the Request for Incomplete Grade Form;
- As a replacement of an "academic integrity grade" (M) indicator; or
- As a replacement of a "no grade" (NG) indicator.

A change of grade requires a faculty signature on a grade change form. Upon receipt of the grade change, the original grade, incomplete (IN), academic integrity (M) or no grade (NG) indicator will be replaced by the final grade and calculated in the student's term and cumulative grade point average.

Dean's List

Each study term, the Dean's List recognizes students with a term grade point average of at least 3.500 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 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.

The narrative evaluation typically includes:

- A description of the course objectives and related learning outcomes (i.e. the basis on which credit is granted or withheld); and
- An appraisal of how the student achieved or failed these objectives; the extent to which the requirements were fulfilled; and
- 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 none, some, or all of these narrative evaluations available to accompany the official transcript.

Narrative evaluations are not required in the following instances:

- Audits: A student that is auditing a course; or
- Failing Grade: A student that receives a failing grade in the course (F grade); or
- Withdraw: A student that withdraws from or is withdrawn from the course (W or WD indicator); or
- Overall Student Enrollment of 26 or More: A student enrolled in a class that has an overall enrollment of 26 or more students at the time the schedule adjustment period ends (at 5:00 pm Friday of week 1).

In order to make changes to an already submitted narrative evaluation, the instructor is required to submit 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.

Grade Mediation: Appealing a Final Grade or Narrative Evaluation

Students may appeal final 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 Provost. The Provost's primary role in the process is as a mediator. The Provost 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 Provost with each party may be arranged. Sometimes the Provost may recuse themselves and refer the case to a designee. Under no circumstances is the Provost or their designee, 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 Provost (or their 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 Provost or their designee 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.

ACADEMIC STANDING

Antioch College's Academic Policy and Review Committee (APRC) measures the Academic Standing of each student on a term-by-term basis in order to ensure adequate performance and to provide students with the support that they need to academically succeed. The APRC conducts its reviews at the end of each Fall, Winter, and Spring term. After reviewing students' term and cumulative GPAs, the APRC will place students into the following Academic Standing categories:

Good Academic Standing: Students with a cumulative GPA of 2.0 or above are in Good Academic Standing. Students must be in Good Academic Standing in order to graduate. Students in Good Academic Standing are eligible for the Horace Mann Student Excellence Awards in Scholarly and Artistic Inquiry, Meaningful Work, and Community Citizenship.

Academic Alert: Students are given Academic Alerts when their term GPA falls below 2.0, but their cumulative GPA remains at 2.0 or above. Academic Alerts are not sanctions (students

remain in Good Academic Standing), but activate Student Success Services to provide support to improve academic performance. Students receive Academic Alerts until they achieve a term GPA over 2.0.

Academic Probation: Students are placed on Academic Probation when their cumulative GPA falls below 2.0. Students placed on Academic Probation are required to develop a Success Plan with the Assistant Director of Student Success and Academic Resources at the start of their first probationary term. Standard Academic Probations are two terms in length, and end when the cumulative GPA is raised to 2.0 or above. If students do not raise their cumulative GPA to at least 2.0 by the end of the second probationary term, they will move into Low Academic Standing.

Low Academic Standing: Students in Low Academic Standing must meet the following quarterly performance standards or face suspension from Antioch College.

- Full participation in the Student Success Plan

- Take and earn 12-14 credits in the term

- Pass all courses in the term (earning a grade of C or above)

- Earn a term GPA of at least 2.0

Students will remain in Low Academic Standing until they raise their cumulative GPA to 2.0 or above.

Academic Suspension or Dismissal: Students placed on Academic Suspension will be suspended from Antioch College for one quarter. During the time of suspension, students should address any issues that may be hindering their academic performance. Students must complete and submit an Application for Re-Enrollment order to return to Antioch in the term after their suspension. Students returning from Academic Suspension will be in Low Academic Standing and must meet the performance standards outlined above to avoid Academic Dismissal. Students have the option to appeal an Academic Suspension to the Provost within 5 business days after receiving notification.

Academic Standing Flowchart: Students and advisors can use the [Academic Standing Flowchart](#) to visualize their status in the Academic Standing process.

Notification of Academic Standing: Students are notified of their Academic Standing (Academic Alerts, Academic Probation, Low Academic Standing, Suspension, Dismissal, or returning to Good Academic Standing) via email by the Associate Dean of Academic Affairs, who serves as chair of the APRC.

Academic Standing and Satisfactory Academic Progress: Students on Academic Probation or in Low Academic Standing who are not completing at least 66.67% of their attempted credits may be in danger of losing their eligibility for Title IV federal financial aid. See: Satisfactory Academic Progress Policy.

SATISFACTORY ACADEMIC PROGRESS

Federal regulations require that students make Satisfactory Academic Progress (SAP) in order to continue to receive Title IV federal financial aid.

Satisfactory Academic Progress Standards

At Antioch College, students are expected to complete all degree requirements in 12 academic quarters. These requirements include completing 180 quarter credits and achieving a cumulative GPA of at least 2.0 at the time of graduation.

Satisfactory Academic Progress is measured by the Office of Financial Aid at the conclusion of each academic year (end of Spring term). Per federal guidelines, Antioch College students must maintain the following standards to meet Satisfactory Academic Progress:

- (1) Maintain a minimum cumulative GPA of 2.0 by the end of the second academic year (qualitative evaluation)
- (2) Complete 60 credits by the end of their second academic year and maintain a cumulative course completion rate of 66.67% thereafter (quantitative evaluation)
- (3) Complete all degree requirements within 18 total academic quarters and 270 attempted academic credits (maximum timeframe)

Students not meeting any of these standards may lose their Title IV federal financial aid eligibility. Students that do not meet Satisfactory Academic Progress and lose their Title IV federal financial aid eligibility are notified via email from the Office of Financial Aid.

Academic Policy and Review Committee: SAP Warnings

The Academic Policy and Review Committee (APRC) works with the Office of Financial Aid to issue SAP Warnings to students that are at risk of not meeting Satisfactory Academic Progress. SAP Warnings are issued after the first five academic quarters, and after each Fall and Winter term thereafter. The table below provides the APRC's recommended quarterly minimum standards in cumulative GPA and credits completed to achieve SAP by the end of the second year (typically the sixth academic quarter of enrollment).

End of Quarter	Minimum Cumulative GPA	Minimum Credits Completed
2	1	12
3	1.25	24
4	1.5	36
5	1.75	48
6	2	60

Students are notified of SAP Warnings via email from the Associate Dean of Academic Affairs, who chairs the Academic Policy and Review Committee.

Financial Aid Appeal, Probation, and Reinstatement

Students who have lost Title IV federal financial aid eligibility may appeal to have their Title IV aid continued for a probationary period. A financial aid appeal must be submitted to the Director of Financial Aid. The appeal must be based on the following criteria:

- Injury or illness
- Death of a relative
- Other mitigating circumstances

Students must submit the appeal letter to the Director of Financial Aid via email during the first week of the term, but are encouraged to submit their letters as soon as possible. The appeal must explain why the student failed to make SAP and what has changed in their situation that will allow them to make SAP at the next evaluation point. If the appeal is successful, the student will then be placed on Financial Aid Probation and will continue to be eligible for Title IV aid. In order for federal financial aid to be reinstated, the student must meet SAP at the next evaluation point or they will not be eligible for further federal financial aid.

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 completion rate. All missing coursework must be submitted to the instructor no later than four weeks after the end of the term, or incomplete grades 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 indicator (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 completion rate. Students that withdraw from courses due to a medical or family emergency and do not make SAP have grounds to file an appeal.

Course Repetitions

Students who fail a course are permitted to repeat that course up to two times in order to earn a passing grade (three total attempts are possible). If a student repeats a course, any earlier grades earned for that course will be excluded from the student's grade point average, but will remain on the transcript (followed by the indicator "R" for "repeated"). The most recent grade earned will replace the previous grade(s) and be included in the calculation of the GPA for SAP evaluations. However, all iterations of the course will count as credit attempted for the purpose of SAP evaluations for credit completion rate. Only the last iteration will count as credit earned if, in fact, the student successfully completes the course.

Course Repetitions and Federal Financial Aid

Federal regulations allow students to receive Title IV aid to repeatedly take courses for which they earned no higher than 'F' until a passing grade is earned, but students are eligible for Title IV aid 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 with financial aid eligibility, 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 indicator (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 completion rate.

Pursuit of Second Degree

Students enrolled in a second undergraduate degree program are subject to the federal maximum time frame component for undergraduate study. The Office of Financial Aid will determine the maximum time frame for Title IV aid for students enrolling for a second undergraduate degree.

Courses for which Students are not Eligible for Federal Financial Aid

Students' schedules may sometimes include courses for which they may not receive federal funds. The federal government will not provide funds for the following types of courses:

- Courses the student is auditing

- Courses in which the student previously received an incomplete, and is in the process of completing
- Courses the student is repeating for a second or greater time (see “Course Repetitions” above)
- ND and JA Block courses

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

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:

1. 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
2. Referred to APRC with the recommendation that the violation be treated as a minor infraction; or
3. 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:

1. Describe the evidence that confirms that academic dishonesty occurred.
2. Listen to the student's response.
3. 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.
4. Review the College's Academic Honesty Policy and procedures with the student.
5. 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 Vice President of Academic Affairs (VPAA) or their designee at oa@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 and holidays observed by the College.
- 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 (p.)” section in the Catalog, subsection “Other Grade Indicators in Use (p.)”)

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 or their designee 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 or their designee appeals may take the form of Administrative Appeals considered by the Provost 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 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 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 or their designee for consideration and acceptance.

The Provost 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 or their designee for consideration and acceptance.

The decision of the Provost or their designee 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).

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” found above.

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" found above.

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 Provost or their designee shall be contacted. The student shall present to their academic advisor (or Provost or their 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 Provost or their designee 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 Provost or their designee 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 Provost or their designee will contact the faculty member in writing and will expect a written response. At this step, the complaint becomes a formal complaint.
 - a. The Provost or their designee will:
 - i Mediate a resolution in consultation with the faculty member and the student.
 - ii. 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 Provost 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.

- b. The Provost or their designee may:
 - i. 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.
 - ii. 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 Provost or their designee does not have the authority to change a course grade or narrative evaluation; however, the Provost or their designee may act in other appropriate fashions.) Any actions taken by the Provost or their designee to resolve the complaint will be communicated in writing to both the student and the faculty member. It is the Provost's or their designee's responsibility to assure that the complaint is followed to resolution.
5. If the complaint involves the Provost in their role as a professor, the Academic Policy and Review Committee will review the complaint and will be empowered to function as the Provost would.

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 self-designed major and intended professional pathways.

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 an updated degree plan and statement of inquiry. 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.

- 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 have declared a major and have an approved degree plan and statement of inquiry 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. The student's advisor in consultation with the division in which the course is offered will make the determination. However, to ensure the accuracy of your degree audit, your degree plan, and your statement of inquiry, 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. Completed petitions, with the advisor's signature, will be forwarded by the Registrar's Office to the appropriate division for consideration. Once the division has made a decision, the Registrar's Office will notify the student of the decision.

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.

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. Regardless of the reasons, absences accumulated during an instructional leave will affect a student's financial aid eligibility if the period of leave is two weeks or more. (See Attendance Policy).

Categories of Institutional Leaves

Students may make a written request for an institutional leave from Antioch College for reasons related to:

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 withdrawn. If a student is unable to make the request, the student's emergency contact of record can facilitate the application and provide the supporting documentation.

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 disabilities may be eligible for a Horace Mann Fellowship extension (see Center for Academic Support Services).

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. 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 – Withdrawing from the College

A student may officially withdraw from all courses and disenroll 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 Application for Re-Enrollment must be submitted to the Registrar's Office no later than the end of the seventh week of the term prior to the anticipated term of return. 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).

Short-Term Leaves of Absence

Students may request a short-term leave of absence to last for a period up to two weeks during the course of the term. If a student wishes to take a leave that is longer than two weeks, they should consider withdrawing for the term. More than two weeks of absences could have a serious effect on a student's ability to succeed academically. Students may apply for short-term medical or short-term emergency leaves. An emergency leave may be requested when a student cannot attend classes after the start of the term due to personal circumstances beyond the student's control.

Leave of Absence for International Students

International students should discuss maintenance of proper U.S. immigration status with the International Student Advisor before requesting a leave of absence.

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, the student's advisor, and each of the student's instructors. An email notification from the Registrar's Office will be used to communicate the information. 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.

Academic Leaves

- Submitted to the Registrar's Office on a form available in the Registrar's Office or from the Dean of Students (Leave of Absence Request Form)
- 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 an email notification 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.

Medical Leaves

- Submitted to the Registrar's Office on a form available in the Registrar's Office or from the Dean of Students (Leave of Absence Request Form)
- Reviewed by Dean of Students and the VPAA
- Dean of Students 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 an email notification 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).

Requesting a Medical Leave of Absence after the Withdrawal Deadline

The last day to withdraw from courses during any term is the last day of the seventh week of classes. Medical issues that require a student to leave school after the withdrawal deadline may arise. The minimum period of time for a leave in this situation that will be approved is eight (8) weeks. In some cases, this will require the student to continue their leave through the following term, because the end of the eight-week period will be several weeks into the following term.

Exceptions to this eight-week rule may be made under the following condition: The student sends a brief written request to the Dean of Students, meets with the Dean of Students to discuss the request, and receives approval for the exception from the Dean.

If the medical issue is one that will be resolved before the start of the subsequent term, including any requisite recovery time, the student should be encouraged to request incomplete grades for all courses instead of a leave of absence.

Military Leaves

- Submitted to the Registrar's Office on a form available in the Registrar's Office or the Dean of Students (Leave of Absence Request Form)
- Reviewed by Dean of Students and VPAA
- The Dean of Students will send an 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 an email notification 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. In an emergency situation when a student is unable to make the request 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 Community Life, Counseling Services, Health Services, or Academic Affairs. A Temporary Absence Notification is not a substitute for official leave paperwork. Medical documentation must be provided within seven days of the student's return to Antioch College or the leave will be processed as withdrawal.

Emergency Leaves

- Submitted to the Registrar's Office on a form available in the Registrar's Office or from the Dean of Students (Leave of Absence Request Form)
- Reviewed by Dean of Students and the VPAA
- The Dean of Students will send an 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 an email notification 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 an emergency leave, advanced notice is required whenever possible. The very nature of an emergency leave can sometimes negate advanced notice. 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 submitted to the Dean of Students on a form available from the Dean of Students (Official Withdrawal Form). The withdrawal date will be the date the student submits the form.
- The Dean of Students 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 an email notification to all departments:
- Academic Affairs
- Faculty
- Library
- Housing
- Financial Aid
- Student Accounts
- Cooperative Education
- IT

REINSTATEMENT POLICY

Returning from a Leave of Absence

Students intending to return from a leave of absence are approved by the Dean's Council in advance of rematriculation. Returning students should contact their primary advisor (if returning to study term) or co-op advisor (if returning to a work term) to have their registration hold lifted. Students should contact the Financial Aid Office and Business Office to clear any financial aid or billing holds prior to registration.

Students returning from a medical leave must submit appropriate medical documentation to Student Affairs prior to registration. Students returning from military leave must submit official discharge documents to the Office of the Registrar prior to registration.

If a student does not return before the expiration of their approved leave of absence, they will be administratively withdrawn from the college.

Returning from Withdrawal or Suspension

Students returning from withdrawal or suspension must submit an Application for Re-Enrollment if they plan to re-enroll less than one calendar year from the time of the withdrawal or suspension. All Applications for Re-Enrollment must receive approval from the Dean's Council before processing. In cases where the Dean's Council denies a re-enrollment application, students may submit a written appeal to the Provost within two weeks of the decision. The Provost's decision is final and cannot be appealed. Students planning to re-enroll more than one

calendar year after they exited Antioch College must instead complete an Application for Readmission form and submit it to the Office of Admissions.

Returning after Dismissal

Students that have been dismissed may apply for readmission after one calendar year. In the Application for Readmission, students must demonstrate that they have taken steps to address the reasons for their dismissal, including academic, work, and/or community standing concerns. In cases where the Dean's Council denies a readmission application, students may submit a written appeal to the Provost within two weeks of the decision. The Provost's decision is final and cannot be appealed.

INSTRUCTOR ABSENCE AND CLASS MAKE UP POLICY

Instructor Absence and Class Meeting Policy

Antioch College expects all instructors to teach all regularly scheduled classes throughout the entire term. The College also recognizes that there will be times when instructors must miss a regularly scheduled class for legitimate reasons, both planned and unplanned. In the case of absences, instructors remain fully responsible for delivering equivalent educational activities to students, in accordance with state and federal regulations and accreditation assumed practices.

Making Up Missed Classes: All missed class sessions must be made up, with equivalent educational activities meeting our Carnegie Unit Policy standard of 3 hours of educational activity per credit hour, per week. Acceptable make-up options include, but are not limited to: 1) A colleague covers the class; 2) The instructor schedules a make-up class session; 3) The instructor distributes a recorded lecture; 4) Additional targeted assignment(s) are created specifically for the missed time; 5) Existing assignment(s) are augmented.

Planned Absences: Instructors may not miss more than two total weeks of a single class for planned reasons during an academic quarter. Planned absences must be listed in the course schedule of the syllabus and include a description of make-up activities. Planned absences of 1 week or less are allowed without specific permission. Planned absences more than 1 week or up to 2 weeks require prior approval from the Chief Academic Officer. Instructors will not meet their contractual teaching obligation in cases of more than 2 weeks of planned absences. Cases involving a combination of planned and unplanned absences exceeding two weeks are handled by the Chief Academic Officer on a case-by-case basis.

Temporary Remote Instruction: Antioch College is a residential liberal arts college where courses are designed for face-to-face classroom instruction. In cases where instructors cannot teach face-to-face because of legitimate medical issues, religious commitments, family issues, or professional travel, they may temporarily pivot to remote instruction on a class-by-class basis in order to maintain instructional continuity. In those cases, the instructor is not considered absent. Temporary remote instruction is limited to two total weeks in order to maintain the face-to-face designation in compliance with federal regulations.

CATALOG OF ENTRY POLICY

Students are expected to meet the requirements outlined in the Academic Catalog in effect at the time that they entered Antioch. Academic program and graduation requirements of the College may change while a student is enrolled. In cases of substantive curricular change, the College will develop a transition plan enabling timely degree completion; alternatively, students may opt into the new catalog requirements in consultation with their primary advisor. Students that take over four years to complete their degree may be required to transition to an updated curriculum.

If a student returns to the college through a re-enrollment process (i.e. within a year of an approved leave of absence or withdrawal), the original year of entry remains their catalog of entry. If a student returns to the college through a readmission process, the year of readmission becomes their new catalog of entry.

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 a Graduation Application form and electronically 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 Graduation Application. The graduation application fee will be published with the deadline for the submission of the application. Student Billing will add the fee to the student's bill.

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's Office presents the names of candidates for graduation to the faculty for a vote each regular term during the year, 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 a regular term will be considered graduates at the end of that term. The official graduation dates are: March 30th, June 30th, and December 30th.

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 = 3.900 Cumulative GPA or higher*
- Magna Cum Laude = 3.700 – 3.899 Cumulative GPA*
- Cum Laude = 3.500 – 3.699 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. 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. The transcript contains the following information about the student:

- Personal information: student's full legal 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
- Cooperative Education: academic terms, employer, position title, and job location
- Effective withdrawal date, if applicable
- Academic standing
- Degree information: interdisciplinary pathway title, interdisciplinary pathway abstract, capstone project title, and capstone project abstract
- Graduation date, degree conferred, Dean's List or graduation honors, and interdisciplinary pathway, as applicable.

Official transcripts can be requested through the National Student Clearinghouse [website](#). Please allow five business days for processing under normal circumstances.

IX. ACADEMIC STATUS, REGISTRATION, AND RECORDS

ACADEMIC RESIDENCY AND STUDENT STATUS

Completion of the requirements for the Antioch College Bachelor of Arts or Bachelor of Science degree typically requires twelve academic quarters. However, a student's transfer credit, class standing at time of entry, and pace of completion will affect the time needed. Three of the twelve quarters will be full-time work terms and nine will be study terms in residence at the Antioch College campus. The normal standards of academic progress require a student to earn 180 credits with a minimum GPA of 2.0.

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 for registration in some classes, financial aid awards, etc. The registrar determines class standing as follows:

Class Standing	Credits
First Year	0 – 43 credits
Second Year	44 – 87 credits
Third Year	88 – 131 credits
Fourth Year	132 – 180 credits
Fifth Year	181 or more 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 may petition for less than full-time status on a quarterly basis.

Less than Full-Time Students

A less than full-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 less than full-time status by the 7th week of the quarter prior to the term during which they intend to enroll less than full-time.

Students who apply for less than full-time status should consult Financial Aid prior to doing so to ensure they are aware of any impacts on their federal or institutional student aid.

Full-Time Status and Block Terms

For the purposes of determining eligibility for Federal financial aid, credits attempted in the block terms are added to credits attempted in the regular terms, as follows:

- (JA Block + Fall Quarter)
- (ND Block + Winter Quarter)
- Spring Quarter

For example, a student who attempts 3 quarter credits in the JA block and 9 quarter credits in the Fall quarter would be considered to be pursuing 12 quarter credits, and thus be considered a full-time student. Note that credits attempted in a block term do not count towards determining situations of over-crediting in a regular quarter. For example, a student who takes 4 quarter credits in the ND block and 16 quarter credits in the Winter quarter is not considered to be over-crediting.

Degree-Seeking Students

A degree-seeking student is one who has officially been accepted into a degree program at Antioch College.

Non-Degree-Seeking Students

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 limits have 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 cumulative grade point average (GPA) and a minimum 67% cumulative completion rate. Unsatisfactory academic standing, or a GPA below 2.0, may result in academic probation, suspension, or dismissal (see Satisfactory Academic Progress Policy for details).

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 less than full-time may still be eligible for those opportunities that require full-time status. Any student who is registered for 1-11 credits (less than full-time status), and who does not have an APRC-approved Petition for Less than Full-Time Status, will be considered 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. In addition, college housing is reserved and prioritized for full-time students. Any student with an unapproved Petition for Less than Full-Time Status may be ineligible to live in college housing.

Students should contact Financial Aid and Student Affairs to better understand the potential impact of their enrollment status on the amount of financial aid they can be awarded and their housing eligibility.

TRANSFER CREDIT POLICY

Acceptance of Credit to Antioch College

Acceptance of credit from colleges and universities is at the sole discretion of the College. The evaluation of coursework completed at another accredited 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 up to three full years of academic credit (135 quarter credits) from many sources, including:
 - Advanced Placement exams
 - International Baccalaureate exams
 - Coursework from other colleges or universities
 - Prior workplace experience (see COOP 125T, below)
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 students who are considering taking coursework at another college or university, whether currently attending or on leave or suspension, with the intent of transferring those credits to Antioch College must obtain prior approval from the registrar. Coursework submitted for transfer that has not been pre-approved will not be considered.
9. 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. However, not more than 20/45 quarter credits (or 13/30 semester credits) of consortial credits may apply to the credit earned in the fourth year.
10. Credits for courses graded by Pass/Fail, Pass/No Pass, or related formats will only be accepted if the minimum passing grade for the course is the equivalent of C or higher, as established in course syllabi, transcript guides, etc.

Credit for AP and IB Examinations

Credits are awarded for appropriate scores earned on selected 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.

Awarding Co-op Credit for Prior Experience

Students who demonstrate significant post-secondary work, apprenticeship, or service experience prior to matriculation or readmittance at Antioch College may be eligible for the Co-op Field Experience for Transfer Credit course (COOP 125T). Eligible students complete the course by the end of the second academic year of enrollment. This is a 0-credit course, Pass/No Pass course, which upon successful completion grants the student 12 credits for COOP 245 in the Transfer area of the transcript. Students who enter Antioch College with first-year or second-year standing may count this 12-credit course as one of the co-op experiences required for the Bachelor's Degree. Students who enter with third year or higher standing may not, but may still count these credits towards their elective credits requirement, and may potentially count these credits towards their Self-Designed Major, with prior approval from the Curriculum Committee.

In order to qualify for enrollment in COOP 125T, the following criteria must be met: (1) Documentation of prior post-secondary work, apprenticeship, or service experience totaling 300 hours; (2) Permission by the Dean of Cooperative, International & Community-Based Learning.

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, or the course will be transferred in as a different type of single course. Divisions, programs or courses in which such overlapping occurs, may include, but are not limited to: Anthropology, Biology, Chemistry, Environmental Sciences, History, Literature, Mathematics, Media Arts, Performance, Philosophy, Political Economy, Psychology, Spanish, 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

The process for the internal evaluation of transfer credit is:

- The Office of Admission must receive official transcripts from credit-granting institutions.
- In some instances, the College may request course descriptions and/or course syllabi to complete a transfer credit evaluation.
- The Office of Admission forwards official documents to the Registrar's Office for formal determination of transfer credit.
- The Registrar's Office inspects the student's documents and determines which courses would be appropriate for transfer consideration.
- To transfer as a specific course(s) in the catalog, the course(s) must be appropriately matched (i.e. does "General Psychology" at another institution match our "General Psychology" closely enough to be considered equivalent).
- Courses that do not match closely, but are still considered appropriate for transfer, will be transferred as container courses.
- The Registrar will consult individual faculty members in appropriate areas if there are questions regarding the equivalency of specific courses
- A copy of the Transfer Credit Evaluation is placed in the student's admissions file.

After consulting their advisor, students may choose to amend their request as to which courses will be considered for transfer. Examples include:

- A student who enters with an interest in one area may instead decide to pursue a different course of study, at which time the initial evaluation may need to be modified to reflect this change. The student may 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.
- 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.

A student may choose to withdraw their request for courses to be transferred, or may choose only to transfer in select courses.

REGISTRATION

Academic Registration

Students will register for courses scheduled in each term prior to the start of each term.

Returning students will have the opportunity to register for classes for the next term during the registration period, which begins during the ninth week of each prior term.

Specific registration dates and directions on how to register will be published on the college website. Students should allow ample time for pre-registration advising appointments with their faculty advisors.

Class Enrollment Policy

Registration will guarantee the student a place in class only when the student registers and then attends classes during the first week of the term. Any student appearing at a later time may or may not be admitted. 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 first week of any term.

Over-Crediting

Full-time students may choose to take 12-18 credits per term. With some conditions and restrictions, 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. Students should be aware that they enroll for more than 18 credits, they will be charged \$100 for each additional credit. These conditions apply only to credits attempted during the same academic term; credits from different academic terms are not added for the purposes of determining over-crediting.

To take more than 18 credits, an Over-Crediting Petition must be submitted before the end of the ninth week of the regular term before the term of the intended over-crediting. 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 students 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 advisers.
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 not have any outstanding incomplete grades or unresolved academic integrity or no grade indicators.
7. Students must have earned all attempted credits in the last term (work or study).
8. Students must have a minimum GPA of 2.5.
9. Students may not over credit in any term during which they are also enrolled in either WRIT 101 Expository Writing Plus or MATH 090 College Math Skills.
10. Students may petition the Academic Policy and Review Committee (APRC) for an exception to restrictions 1-9. Students should note that the academic rationale for such a request is paramount, and that the decision of APRC is final.
11. Credits for audited classes count towards determining over-crediting.

Students who over-credit during any term solely because of enrollment in courses through the SOCHE consortium will not be charged over-credit fees.

Independent Course Registration

Students may request to work independently on a course with an instructor. This may happen in one of two ways:

1. Course by Special Arrangement – A student may request to take one of the college's regularly scheduled courses during a term when it is not being offered; or
2. Independent Study – A student request to take an independent study course, which is not a regularly scheduled course, but is planned for and supervised by an instructor in conjunction with the goals that are proposed by the student, and then refined and approved by the supervising instructor.

Students wishing to participate in an independent course must submit an Independent Course Proposal form. It is the student's responsibility to find an instructor willing to teach the course. The proposal must provide a rationale for why the student cannot meet this requirement with a regularly scheduled course. The completed form, with all required signatures, must be submitted electronically to the Registrar's Office along with a syllabus for the course. The Registrar will forward all materials to the Associate Dean of Academic Affairs (ADAA) for approval. The decision of the ADAA is final.

Adding and Dropping Courses

For regular terms (Fall, Winter, Spring), the registration period ends at 5:00 pm on the Friday of the first week of the term. For block terms (ND, JA), the registration period ends at 11:59 pm on the Sunday before the block begins. Courses may not be added or dropped after this point.

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 three Cooperative Education Experiences. All class activities (including auditing courses) over Co-op terms are restricted, 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 successfully completed one Cooperative Education experience while enrolled at Antioch College, other than COOP 125T.
2. Must be in good academic standing.
3. Must have a cumulative GPA of 2.5 or higher.
4. Must have no unresolved billing/financial issues with the Billing Office.
5. 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).
 - a. This includes being able to be physically present for any additional course that requires in-person instruction, whole or in part
 - b. This includes access to the appropriate technology for any additional course that requires on-line instruction, whole or in part
6. May not register for more than 18 quarter credits during a Co-op term, which includes the 12-credit COOP prefix course.
7. May not register for a class which conflicts with the expected work hours of the co-op job.

In order for a request for an additional class to be considered, a student must complete a Petition to Register for an Additional Class Over Co-op form.

In exceptional circumstances, a student who wishes to take an additional class over co-op who does not meet all of the criteria above may petition the Academic Policy and Review Committee (APRC) for an exception. In order for this exceptional request to be considered, a student must:

1. Complete the Petition to Register for an Additional Class Over Co-op
2. Write a separate, formal letter of petition to APRC describing the exceptional circumstances, and why the student should be allowed exceptions to the criteria above

These special petitions are considered on a case-by-case basis. The decision of APRC is final.

Adjusting Course Schedules After the Term Has Begun (Adding and Dropping a Course)

For regular terms, registration remains open until 5:00 pm Friday of the first week of the term. During this time, students may adjust their schedule through the student portal. It is generally

considered courteous to first have a conversation with a course instructor whose course you intend to add or drop. After 5:00 pm Friday of the first week of the term, courses can no longer be added or dropped, but courses can still be withdrawn from (see below).

For block terms, registration ends at 11:59 pm on the Sunday before classes begin. However, students may still drop a course provided that the course has not met 10% of its total time (one day for most block courses but two days for some).

Any course dropped is removed from the student's academic record, will decrease the total credits enrolled for, and may affect financial aid, especially if a student drops below full-time enrollment (12 credits).

Withdrawing from a Course

For regular terms, after registration closes (5:00 pm Friday of the first week of the term), courses may no longer be dropped. After this time and until 5:00 pm Friday of the seventh week of the term, a student may withdraw from courses.

For block terms, a student may withdraw from a course provided that the course has not met 70% of its total time. This will vary by course, please consult the Registrar's Office for specific dates. A Withdrawal Course form needs to be completed and submitted electronically to the Registrar's Office. While the signature of the instructor of the course from which you are withdrawing is not required, it is courteous to inform the instructor of the course of your intention to withdraw.

A "W" grade indicator will be included on the student's transcript. A grade indicator of "W" has no impact on financial aid status or grade point average (GPA), however, will affect the student's completion rate. Please see the Satisfactory Academic Progress Policy for details.

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 (including a grade of NP) was earned.

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 at Antioch College, they may still take a similar course at another college and transfer the course to Antioch. However, because grades do not transfer, the student may not replace the failing grade at Antioch College with the non-transferrable grade from another institution; the failing grade will still count toward the student's GPA.

Some courses for which the title and number remain the same but the content changes are not considered repeated when taken more than once. Consult course descriptions to verify if a course is repeatable for credit.

Attendance Policy

Class attendance is critical to student success. 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 attendance regularly in all classes—for all students, in every class, every term.

A student may be removed from all classes if they do not attend any classes during the first week of the term. The student may be considered a “no show” and may be administratively withdrawn from school, unless the student has an approved Leave of Absence at which point they will be removed from their classes and placed on leave.

A student will be removed from all classes if they do 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, unless the student has an approved Leave of Absence at which point they will be removed from their classes and placed on leave.

Students who have been administratively withdrawn for non-attendance will have to apply for re-enrollment (see: Reinstatement Policy).

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 Holidays and Federal Observances

Antioch College has a system to accommodate students who wish to observe religious or federal holidays on days in which the College is not closed.

It is the responsibility of the student to seek accommodations for religious and federal 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.

The College acknowledges the following federal holidays, though College operations may or may not occur on these days: New Year’s Day; Martin Luther King, Jr. Day; Memorial Day; Juneteenth; Independence Day; Labor Day; Thanksgiving Day; Christmas Day; and New Year’s Eve.

Constitution Day

The United States Government has designated September 17 as Constitution Day and Citizenship Day (also referred to as Constitution Day). To commemorate the September 17, 1787 signing of the U.S. Constitution, most years Constitution Day will be celebrated on September 17. If September 17 falls on a Saturday, Sunday or holiday, the College may celebrate Constitution Day during the preceding or following week. To help students, faculty and staff become well-informed citizens through an awareness of and familiarity with the U.S. Colleges across Ohio and in the U.S. may celebrate Constitution Day in their own unique ways.

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. Refer to the college website for additional information on how to register and 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. Students are subject to over-credit fees for any credits over 18 (see Over-Crediting on p. 160). No student may change a credit registration to audit or change an audit to credit registration once the term of intended enrollment has started. Because courses that students audit earn no credits, audited courses do not count toward full-time enrollment status. For example, a student who is registered for 4 audit credits and 8 regular (non-audit) credits is considered a part-time student, in spite of being registered for 12 credits total. Additionally, audited courses are not eligible to receive Federal Title IV Student Financial Aid.

SOCHE CROSS-REGISTRATION

The Cross Registration Program allows degree-seeking students access to academic opportunities not available at Antioch College. Students may register for courses that are available at other Strategic Ohio Council for Higher Education (SOCHE) institutions.

Desired course(s) must not be available at Antioch College during the term the student wishes to enroll and must be course(s) required for the student's program. Generally, most courses, except study abroad, are eligible—subject to space availability, completion of prerequisite courses, and permission of both Antioch College and the host institution.

For the current list of SOCHE member institutions, see:

<https://www.soche.org/about-us/#members>

Contact the Registrar's Office at Antioch College and the host institutions for more information and to learn about their specific registration guidelines. A directory of Cross Registration coordinators is available at <https://www.soche.org/cross-registration/>.

Student Enrollment

1. Degree-seeking students, who are in good academic standing, may take courses through SOCHE's Cross Registration program. Students are subject to enrollment and eligibility requirements as determined by the host institution.
2. Students requiring accommodations from accessibility services must coordinate with Antioch College's Student Success Coordinator to verify the availability of services required. The Student Success Coordinator will coordinate with the host institution as needed.

Number of Credits/Courses

1. Credit hours taken at the host institution may not exceed credit hours taken at Antioch College per academic term and are subject to Antioch's Registrar's approval.
2. Students are restricted to a maximum of 30 credit hours (45 quarter credit hours) throughout their program of study at Antioch College.
3. The combined course load for a student at both Antioch College and the host institutions may not exceed the full-time course load allowable at Antioch College.
4. Students may not register for a course that is available at Antioch College during the same term.
5. Course(s) may be taken for credit only.

6. Course(s) must apply to the degree program in which they are enrolled.

Registration Procedures

1. Students can obtain information on courses offered at other institutions by visiting each institution's website or by calling their Cross Registration coordinator. Course registration information includes: course offerings, contact information, registration times, and information on prerequisites and fees.
2. The Cross Registration Form must be submitted with approvals by Antioch College's the end of the registration period.
3. If proper procedures are not followed, the student will be ineligible for Cross Registration and will be responsible for all charges incurred at the host institution.
4. Antioch College and the host institutions reserve the right to require additional requirements and the right to override eligibility requirements. Additional requirements commonly include meetings with academic advisors and/or division chairs at the host institution.

At Antioch College

The Cross Registration process is initiated in the Registrar's Office at Antioch College. A student must meet the following requirements to participate in the Cross Registration Program:

1. Must be in good academic standing with a 2.5 cumulative GPA or higher; and
2. Must be a degree-seeking student at Antioch College; and
3. Must have second-year standing at Antioch (at least 44 credits earned); and
4. Must meet all eligibility requirements of the host institution; and
5. Must have no unresolved disciplinary issues in the Office of Student Life; and
6. Must be an enrolled student prior to and during the term of registration; and
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 from the SOCHE website, and fill all student sections out completely. Please note that SOCHE uses an electronic fillable and signable PDF form, which must be opened using Adobe Reader or Adobe Acrobat; 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. Submit the Cross-Registration Application to the Registrar. The Cross-Registration Coordinator will either approve or deny the request.
 - a. In the case of an approval, Antioch's Registrar's Office will send the electronic form to the SOCHE coordinator at the host institution..
 - b. In the case of a denial, an explanation will be sent by email. If you have questions, please schedule a meeting with the registrar to discuss scheduling, registration and/or cost aspects of cross-registration with member institutions; and
4. Students registered for more than 18 credits (between Antioch College and the host institution), must also file an over-credit petition with the Registrar's Office.

5. Students requiring accommodations from accessibility services must coordinate with Antioch College's Student Success Coordinator to verify services can be provided. The services are the responsibility of Antioch College.

At the Host Institution

1. Students should contact the host institution to determine if space is available in the course(s).
2. Students will need to apply as a non-degree seeking student at the host institution
3. The Cross Registration Form must be submitted and approved by the host institution by the last day to add or drop-date stated by the host institution, otherwise the student will be responsible for all charges.
4. Many SOCHE institutions require additional steps, such as meeting with an academic advisor at their institution.

Add/Drop/Withdraw Procedures

1. Any class registrations must be completed for both Antioch College and the host institution, following their respective procedures.
2. Any class drops must be completed within the host institution's deadlines and procedures.
3. Any class withdrawals must occur by the withdrawal deadline at both Antioch College and the host institution.

Grades/Transcripts

1. After completion of the course(s), a transcript or grade report is sent from the host institution to Antioch College for inclusion on the student's official transcript.
2. Grades are transcribed according to the academic standards and grading practices of the host institution.
3. Quarter hours are converted to semester hours, and vice versa, as appropriate to the home institution's conversion formula.
4. It often takes several weeks to receive grades from host institutions.

Tuition and Fees

1. Regular tuition and fees are payable to Antioch College.
2. Students are responsible to the host institution for any special or extra fees (lab fees, parking, etc.). Most host institutions require a non-degree-seeking student registration fee.

Cross Registration Program Exclusions

Institutional articulation agreements and study abroad programs are excluded.

FERPA: NOTIFICATION OF STUDENT RIGHTS

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 to 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 or other Federal laws authorize or mandate 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 their tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill their 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 provide information to another institution at which the student seeks or intends to enroll;
- To provide information 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.
- To provide information to authorized government entities in compliance with Federal laws, including but not limited to: the Clery Act; Individuals with Disabilities Education Act (IDEA); the Patriot Act; and the Solomon Amendment.
- To provide information to authorized government agents in compliance with lawfully issued subpoenas or court orders.
- To provide information to authorized agents of state or regional accrediting agencies, in compliance with state law or accreditation requirements.

The right to file a written 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 20202-5901

NAME AND GENDER CHANGE POLICY

Introduction

In an effort to expand Antioch policies against sex discrimination and gender-based misconduct, this document recommends procedures for student name changes on campus. The purpose of this policy is to ensure the privacy, safety, and dignity of all students at Antioch, regardless of gender or transition status. Antioch College recognizes that 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 chosen name can be used wherever possible in the course of college business and education. Antioch students have the right to change their names and pronouns at any point during their time at the college. Once a student graduates, their educational records become fixed, and names and pronouns may not be changed within these records.

Policy Statement

1. It is the policy of Antioch College that any student may choose to be identified within the college's information systems (i.e. Learning Management System, Student Information System, Google Suite, etc.) by their chosen name. It is further understood that the person's chosen name shall be used in all college communications and reporting except where the use of the legal name is necessary. Examples of where your legal name is necessary include, but are not limited to:
 - a. Financial aid documents
 - b. Billing statements
 - c. Payroll
 - d. Official transcripts
 - e. Enrollment certifications (ex: college enrollment, scholarships)
 - f. Federal immigration documents.
 - g. Engagement with outside vendors and other third parties, such as other educational institutions.
2. In some cases if you indicate a chosen name, it may be necessary to clarify that your chosen name is different from 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.
3. Consistent with the Family Educational Rights and Privacy Act (FERPA), Antioch College allows for the release of directory information, which includes a student's chosen name when one is designated. If a student does not want disclosure of the chosen 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. 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 restrictions, contact the Registrar's Office.
4. Using a chosen 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 chosen name when asked to provide proof of legal name and/or identity for employment or government purposes, such as obtaining a passport.

5. Other considerations include the use of both the legal name and a chosen 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 chosen name may require some clarification when applying for internships, jobs, and/or graduate school.

Name Change Procedure

A completed Request for Name Update form must be submitted electronically to the Dean of Students for approval. Upon approval, the Dean of Students will notify the Registrar's Office, who will then notify the relevant campus offices and personnel of the updated name. Misuse of the Name Change policy, such as a request for an egregiously offensive name, may be cause for denying the request. Overuse of the Name Change policy, such as more than one request per academic year, may be cause for denying the request.

Additional Name Change Information

Before graduation, student names on all official college records must reflect the student's legal name at the time the college record was created. Students may only change their name designation by presenting either a court order approving the new name or official government identification documentation that requires a legal document to obtain (driver's license, DMV/BMV identification card, passport, legal court document, social security card, or alien registration card) to the Registrar's Office.

After graduation, student names on all official college records will remain as the legal name at the time of graduation. If a student changes their legal name after graduation and provides appropriate documentation to the Registrar's Office, official transcripts will contain both the legal name at the time of graduation as well as the current legal name. A student who has changed their legal name after graduation, and who wishes to receive a diploma with the new legal name, may submit the appropriate documentation to the Registrar's Office, along with a \$50.00 fee, and a new diploma will be printed and mailed to the student.

If you have not yet received your degree, review the following categories to determine how to proceed with a change of name:

Marriage or Divorce

A student who wishes to change their name because of marriage or divorce, must present a marriage license, a court order granting the divorce decree, or official government identification documentation that requires a legal document to obtain (driver's license, DMV/BMV identification card, passport, legal court document, social security card, or alien registration card) to the Registrar's Office. 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, social security card, 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.

Issuance of Replacement Diplomas

To obtain a replacement diploma for any reason, including legal name change or loss of/damage to the original diploma, send the Registrar's Office the following items/information:

- 1) The reason for the replacement diploma; and
- 2) The damaged diploma **or** a notarized statement that the diploma was destroyed; and
- 3) \$50.00 fee
- 4) Mailing address to send the replacement diploma.

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. 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. 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.

Interdisciplinary Pathways and Capstone Projects are also considered integral to programming at Antioch College. For this reason, the titles and descriptions (abstracts) 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; field of study, including interdisciplinary pathways and capstone projects and titles/ descriptions (abstracts) 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; participation in Colloquia; recent previous educational agency or institution attended by the student; and first destination of student after graduation (job, further education, volunteer experience, etc.).

Student Request to Prevent Disclosure of Directory Information

The items listed under Directory Information may be released in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended. Under the provisions of FERPA, as amended, you have the right to withhold the disclosure of directory information. Please consider carefully the consequences of any decision to withhold directory information. Should you decide to inform this institution not to release directory information, any future request for such information from non-institutional persons or organizations will be refused. For example, the college would be unable to verify degree, major, or enrollment for possible employment, credit card applications, insurance purposes, mortgage information, apartment leases, etc.

Should you decide to withhold directory information, you may authorize at a later date on a transaction-by-transaction basis the release of directory or non-directory information (for example, the release of a transcript for employment purposes) or you may cancel the Withhold Directory Information designation. See below for instructions.

Student One-Time or Standing Information Release Authorization

You may, at your discretion, grant the college permission to release information about your student records to a third party, one time only or for all requests, by submitting a completed Student Information Release Authorization.

For a one-time release, you must complete a separate form for each third party to whom you grant access to information on your student records each time you would like access to be granted. After a single release, the authorization is revoked automatically, but may also be revoked before release by submission of the Student Revocation of Information Release Authorization.

For a standing release, you must complete a separate form for each third party to whom you grant access to information on your student records one time. The access authorized by this form will be in effect until you revoke it by submission of the Student Revocation of Information Release Authorization.

Student Revocation of Information Release Authorization.

This form revokes the Student One-Time Information Release Authorization or Student Standing Information Release Authorization you previously submitted for the third-party designee you name on this form.

Parent One-Time Information Release Request

Under FERPA, Antioch College may release any and all information to parents, without the consent of the eligible student, if the student is a dependent for tax purposes under the IRS rules or if the student voluntarily provides the College with authorization providing parents access to educational records. Access is granted to both the parent who claims the student as well as the parent who is not claiming the student. In these instances, the parent must complete this Parent One-Time Information Release Request. The parent must provide verification of the student's

dependent status on their most recent Federal income tax return. If the parent has already provided a copy of the tax return to Antioch College for financial aid purposes, an additional copy is not required.

STUDENT RECORDS POLICY

Student Records Policy

As a matter of course, Antioch College maintains educational records for each of its students. This information is used to document student enrollment, credits, degrees earned, and other matters pertaining to the student's academic progress at the College. It is the joint responsibility of the College and the student to ensure that records are complete and accurate. The Family Educational Rights and Privacy Act of 1974 (FERPA) provides access for students to information about themselves, permits students to challenge information maintained as education records by the institution, and limits the release of such information without the student's consent (see Notification of Student Rights Under FERPA). The following will serve as a comprehensive statement of Antioch College's policy about student records and implementation procedures.

Ownership of Records

All student records are the property of Antioch College. All materials provided to the college, during the application process, while a student is enrolled, or after graduation, become the property of Antioch college upon receipt.

Currently enrolled students may access many of their records electronically through the portals to the student information system or electronic advising portfolios. Antioch College may provide electronic copies of student records generated during a student's enrollment if they are not found in the student portal or advising portfolios.

All credentialing documents, official or unofficial, from entities outside of Antioch College, such as transcripts from other institutions, score reports, etc. become the property of Antioch College upon receipt. These documents will not be provided to students, advisors, or anyone outside of Admission, Academic Affairs, or Student Affairs. Individuals who need access to credentialing documents from outside institutions must contact those institutions for those documents.

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:

- Degree audits or other documents setting forth comprehensive student learning objectives.
- Reports—including grades, narrative evaluations, and class lists reporting credit—which provide documentary support for the awarding of credits and degrees.
- Transcripts of learning activities.
- Correspondence relating to student records.
- Summary biographical data in compliance with federal, state, and accreditation reporting requirements.

- 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 Cooperative Education Program, including the Campus Work Program, maintains records pertinent to students' part-time and full-time work experiences.

The Office of Student Life maintains records pertinent to disciplinary reports, community living in campus housing, and health records.

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 the American Association of Collegiate Registrars and Admissions Officers (AACRAO) records retention guidelines. Paper documents will be disposed of by shredding; electronic documents will be deleted.

<u>Document</u>	<u>Retention Policy</u>
Acceptance letter	5 years after graduation or date of last attendance
Advanced placement record	5 years after graduation or date of last attendance
Application for admission or readmission	5 years after graduation or date of last attendance
Correspondence, relevant date	5 years after graduation or date of last attendance
Disability Records	5 years after graduation or date of last attendance
Entrance exam reports/ test scores	5 years after graduation or date of last attendance
Letters of recommendation	Until admitted
Medical records	5 years after graduation or date of last attendance
Military documents	5 years after graduation or date of last attendance
Placement test records/ scores	5 years after graduation or date of last attendance
Recruitment materials	May dispose of materials after enrollment
Residency classification forms	5 years after graduation or date of last attendance
Student waivers for rights of access to letters of recommendation	Until terminated
Other test scores	5 years after graduation or date of last attendance
Transcripts from other colleges	5 years after graduation or date of last attendance
Transcripts from high school	5 years after graduation or date of last attendance
Admissions documents for applicants who do not enter, whether accepted or rejected	1 year
Admissions documents for applicants who enter (with the exception of letters of recommendation, which are destroyed upon admission)	5 years after last date of attendance
Enrollment certification or verification	1 year after certification or verification date
Financial Aid documents	5 years after last date of attendance
Academic transcripts, grades, and narrative evaluations	Retained permanently (only for those who attended)

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

As further described below, student records are accessible to the student, advisors, and other faculty and staff who must have access to perform their jobs. Faculty may see the records of their own advisees and students, but no changes to the records may be made except through The Registrar's Office.

All current and former students have the right to inspect and review official academic records maintained by the College that directly relate to them. Requests to inspect or review student records should be made directly to the Registrar's Office. This request should specifically identify the records sought for review. An attempt to provide access to these records will be made as soon as practicable, but not later than 45 days after the request has been made. In addition, the holder of the record will provide, at the student's request, an explanation or interpretation of any material contained in a student's file. Any inspection or review of student records must be made in the presence of Registrar's Office personnel. Students may not copy, change, or alter their records. Any agreed-upon change will be made by the Registrar's Office. Students wishing to challenge the content of their records can do so, either informally with the Registrar's Office or formally through a challenge hearing.

Hearing to Challenge Content of Student Records

Any student may choose to challenge the content of their 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 Office of Academic Affairs.

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

- The hearing will be conducted by the Provost.
- The hearing will be granted within a reasonable time, but no more than thirty (30) days after the hearing request has been made.
- Reasonable notice shall be given to the student and other necessary parties of the date, time, and place of the hearing.
- The hearing shall be limited to a consideration of the specific portion(s) of the student's record being challenged.
- 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.
- The student will have the right to be assisted by an advisor of their choice. The burden of sustaining the challenge rests with the student.
- Reasonable opportunity shall be provided for all parties to present evidence and witnesses directly related to that portion(s) of the record being challenged.
- The student will be provided written notification of the disposition of the challenge (including the reason for such disposition).
- The remedies available to the student as a result of a hearing are:
 - The record may stand; or
 - The record may be corrected; or
 - The record may be deleted.
- Explanatory information, of a reasonable length, may be inserted in the student's record file.

Release of Student Records

Consistent with Antioch College policy to protect the privacy of students, access to or the release of student information or records, other than public or directory information, will not be permitted without prior written consent to any party other than 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.

Every effort will be made to notify the student of the order or subpoena prior to College compliance with that subpoena. Under federal law, the College is required to maintain a log of access to student records for all non-college personnel. This information is available to students, upon request, in the office where the student records are maintained.

Change of Student Data

Currently enrolled students who need to change specific data elements to reflect current information on their student record must submit the changes in writing to the Registrar's Office. 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.

In some instances, the Office of Academic Affairs may need to request official documentation from students when some student information changes. These requests are often related to communicating changes in student information to federal agencies, which often require an official copy of a birth certificate, social security card, etc. to make changes in their databases.

Upon withdrawal from the college or upon graduation, a student's record is fixed, and may not be changed in any way except to correct minor typographical errors. Records for students who legally change their name after graduation or withdrawal will still be found under the student's legal name in use at the time of graduation; transcripts issued for these students will reflect the legal name at the time of graduation as well as the current legal name.

HOLDS ON STUDENT ACCOUNTS

A hold is a notation on a student's record that would prevent them from registering. A Registration hold is placed on a student record when a student has an outstanding financial obligation to the College or has not met a particular enrollment requirement. These are the most common holds:

- **Billing/Fee** – A hold associated with a fee, payment or past due balance. To remedy, see Student Billing.
- **College Nurse** – A hold for missing immunization records or other required documentation. To remedy, see the Dean of Students.
- **Financial Aid** – A hold for Incomplete FAFSA, unsigned required documents, or incomplete verification. To remedy, see the Director of Financial Aid.
- **Library** -- A hold associated with Library fees or unreturned materials. To remedy, contact the Olive Kettering Library.
- **Student Life** – A hold placed by the Office of Student Affairs. To remedy, see the Dean of Students.

Appealing a Billing Hold

Unpaid balances on student billing accounts are due by the first day of the term. Students who are not able to pay their balances in full by the first day are required to set up a payment plan with Student Billing. The payment plans typically involve three payments throughout the term, each due according to the schedule provided by Student Billing.

Students who do not meet the terms of their payment plan will have a billing hold placed on their accounts that will prevent registration for the subsequent term. These holds are put in place by

Student Billing. Registration holds for unpaid billing balances may be appealed to Student Billing in accordance with the procedure below.

Students must write a letter of appeal that includes the following:

- The amount that is past due.
- An explanation of why payments were not made on time and how this will be prevented in the future. The student must keep in mind that extending this debt into the next term will create a situation in which they will have to pay the past due amount and the charges for the next term at the same time.
- A proposal for a payment plan that states specific payment amounts and payment dates.

Appeals for unpaid balances on student billing accounts may be directed to billing@antiochcollege.edu.

X. TUITION, FINANCIAL AID, AND BILLING

STUDENT ACCOUNTS AND BILLING

Students are 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. Deferred payment plans must be paid in three equal installments by the beginning of the following months indicative of each term. Because block terms are optional and run on a shortened timeframe, payment plans are not available for those terms.

Fall Term: August, September, and October

Winter Term: January, February, & March

Spring Term: April, May, & June

Students who fail to meet the terms of their proposed payment plan may not be eligible for future payment plans and may be required to pay their bill in full before the start of the term.

Students electing the deferred 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.

Failure to send the full payment or to sign up for the payment plan option and pay on time will prevent the student from registering for classes and a HOLD will be placed on their account. Students with outstanding balances at the end of each term will not be permitted to attend classes for the next term.

STUDENT BILLING POLICY

This policy outlines the billing process, payment deadlines, late fees, and account holds for students enrolled in our 11-week term. Please read carefully to ensure timely payment and to avoid any disruptions to your academic progress.

1. Bill Issuance: Billing statements are processed and updated each term following completion of registration and the Add/Drop deadline. Students are highly encouraged to complete their registration BEFORE the start of the term. The bill will include tuition fees, fees for services, room and board (if applicable), and other charges related to your enrollment. The bill will also include all disbursed and pending aid. Student bills are available via the ACCESS student portal (<https://portal.antiochcollege.edu/student/login.asp>). Each student is responsible for their student account, accessing their billing statements, and meeting payment deadlines.

2. Billing timeline:

Billing Statement: Bills are made available online through the ACCESS student portal. It is the student's responsibility to regularly check their billing account.

Due Date: All charges must be paid or on a payment plan by the first day of the third week of the term. Failure to make a payment by the due date may result in late fees and/or registration holds.

Changes to the Bill: If there are changes to the statement a revised bill will be generated, and will follow the same billing schedule.

Blocks and Breaks charges: Charges for breaks and blocks will be due in accordance with the schedule for the following term.

Term	Bill Generated	Payment Due	Late Fees #1	Late Fees #2	Hold
Fall	Monday Week 2	Friday Week 2	Monday Week 3	Monday Week 6	Monday Week 9
Winter	Monday Week 2	Friday Week 2	Monday Week 3	Monday Week 6	Monday Week 9
Spring	Monday Week 2	Friday Week 2	Monday Week 3	Monday Week 6	Monday Week 9

3. Late Fees: If payment is not received by the due date, late fees of \$25 each will be applied to the outstanding balance in accordance with the table above (maximum of \$50 per term). Students on a payment plan, making payments on time, will not receive late fees.

4. Registration Hold: Balances of \$300 or more on the Monday of Week 9 of the term, will result in a registration hold, which will prevent the student from registering for future terms.

5. Ways to Pay:

Online Payments: Payments can be made via the student portal using a credit card, debit card, or electronic check via the ACCESS student portal

(<https://portal.antiochcollege.edu/student/login.asp>).

In-Person Payments: Cash, check, money order or credit card payments can be made in person at the Student Billing office during normal business hours.

Mail Payments: Checks or money orders can be mailed to the college's billing address. Please include a memo "Student Tuition" and note the student's name and student number.

Antioch College Student Billing
One Morgan Place
Yellow Springs, Ohio 45387

External fund payments: If you are expecting other forms of payments to come in such as outside scholarships, Americorp, 509 plan, please contact the Financial Aid and Student Billing to notify them of upcoming payments: fin.aid@antiochcollege.edu and billing@antiochcollege.edu. Awards will be added as pending on the bill until the funds are received.

Deferred Payment Plan: DPP is a payment option available to students who have a current balance of \$100 or more. The DPP provides more time and flexibility in managing and paying term balance. DPP requires students to make the first payment of at least 33.3% of the balance at the time of the term payment deadline (Friday of Week 2). Second and third payments of at least 33.3% each are due before the first day of Week 5 and Week 9 respectively of the term (see schedule below). If you need any modification to your payment plan, you must contact Student Billing before the next payment deadline. Late fees for missed payments will be assessed the Monday following each payment deadline.

To set up a payment plan, contact the Student Billing office: billing@antiochcollege.edu
Payment Plans are not considered in place until a student signs the agreement.

Term	Payment #1	Late Fee assessed	Payment #2	Late Fee Assessed	Payment #3	Hold Placed
Fall	Friday Week 2	Monday Week 3	Monday Week 5	Monday Week 6	Monday Week 9	Monday Week 9
Winter	Friday Week 2	Monday Week 3	Monday Week 5	Monday Week 6	Monday Week 9	Monday Week 9
Spring	Friday Week 2	Monday Week 3	Monday Week 5	Monday Week 6	Monday Week 9	Monday Week 9

Leave of Absence/Withdraw Refund: Please see the Tuition and Fees Schedule below for the refund protocol. A student on a leave of absence will have to pay any outstanding balance due before they may return for future terms following the policy above.

Credit Balance: When payment is made in excess of charges, the student's account will reflect a credit balance. Students can choose for the credit balance to remain on the student account and be applied to future charges, or to be reimbursed as a refund by check. See the Credit Balance Policy below for details.

TUITION AND FEES

Effective Fall 2025

Fall 2025, Winter 2026, & Spring 2026

Tuition (full-time rate)	\$11,983 flat term rate
Housing	\$2,311 flat term rate
Meal Plan	\$1,550 flat term rate
Community Governance Fee*	\$73
Student Service Fee*	\$275

(Student support services include access to - Wellness Center, Theatre, Library, IT, Medical Services, Counseling, Tutoring, and Student Printing)

*The fees are charged every 11-week term a student is enrolled

ND & JA Block Terms:

Tuition	\$150 per credit hour / \$200 per course flat fee for community auditors
Housing	\$125 weekly rate
Meal Plan	\$100 weekly rate

Other Direct Fees (costs per term):

Tuition (part-time rate)	\$500/credit hour (for 11 credits and under) (excluding co-op term)
Orientation Fee	\$150
Graduation Fee	\$150
Late Registration Fee	\$50
Over credit Fee (by special petition only)	\$100/credit hour (for 19 credits and over)
Audit fee for non-degree seeking students	\$300/course
Deferred Payment Plan Fee	\$25

Late Payment Fee (payment plan)	\$25
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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
Special Materials Fee	Varies

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 for which the student is enrolled. 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:

- Manuals and materials that are retained by the student and used in lieu of a textbook.
- 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.
- Breakage of lab or studio equipment, glassware, in a current or prior term.
- Special course activities (transportation, admission costs, meals, private music lessons).
- Instructional equipment (maintenance).

Items that should not be included in additional academic fees:

- Salaries, wages and related benefits
- Honoraria for guest speakers

- Computers
- Software and software licenses (ongoing licenses)
- Faculty travel
- Capital and infrastructure related expenditures

Enrollment Deposit

Newly admitted students pay an enrollment deposit of \$450 to reserve a place in the entering class. The Admissions department has the sole authority to waive the charge. The \$450 enrollment deposit will be posted to the student's account and credited back as follows:

1. \$150 credit will be posted to the student's account for Fall term of their first year.
2. \$200 credit will be posted to the student's account for Fall term of their second year
3. \$100 credit will be posted to the student's account for Fall term of their third year

The deposit allocations are applied to the student's account and any credit balance, as a result, will be refunded to the student in accordance with financial aid release procedures.

If the student withdraws from Antioch College, and must reapply to return, the college will not refund to the student any balance from the original deposit.

CREDIT BALANCE POLICY

The purpose of this policy is to provide guidelines and procedures for processing eligible credit balances in student accounts in accordance with Federal Regulations. It is College's policy to ensure Federal Student Aid (FSA) credit balances are managed in accordance with Federal regulations.

Policy Statement

Refunds are issued for excess funds from:

- Federal Direct subsidized/unsubsidized loans
- Federal Direct Plus loan
- Alternative student loans
- Overpayment

Note: Institutional scholarships and grants are not eligible for credit balance refunds.

When the College disburses financial aid to a student's account and the total amount of all financial aid exceeds the amount of tuition and fees, room and board, and other billed charges, the College will pay the resulting credit balance directly to the student or parent.

Title IV Credit Balances (Pell, FSEOG, Direct Student Loans): Credit balances created by these credits will be automatically issued within the timeframe per federal regulations.

Non-Title IV Credit Balances: Other credit balances created by private student loans and payments can be retained on the student account for future charges or can be requested for a refund.

Note: Once a refund is issued, any subsequent charges and/or changes in financial aid or status of enrollment will create a balance due to the College. Prompt personal payment will be required to settle the balance to avoid late payment fees and/or a delay in registration in an upcoming term.

Notification and Refund

Refunds for students with federal student aid (FSA) credit balances are processed within 14 days of the date the credit balance was created, per federal regulation.

When a refund is processed, notification will be sent to the student Antioch College email address.

All credit balance refunds will be issued as a paper check sent to the student's campus mailbox. Alternatively, students can elect to have the refund mailed to the home address on record.

**It is the student's responsibility to ensure that a current mailing address is on file with the College.*

Antioch College may hold the check for up to Seven (7) days after the date we notify the student. If the student does not pick up the check within this (7)-day period, Antioch College must immediately mail the check to the student or parent.

Parent Plus loan credit balance checks will be issued in parent's (borrower) name unless authorization from the borrower specifies otherwise.

If Student Billing issues refund in error, the College reserves the right to reclaim such funds.

REFUNDS AND FINANCIAL AID RETURNS

Tuition and Fees 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 withdrawal 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
Drop/Add date or prior % based on days of occupancy (85% to 98%)	Variable
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 and 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 any additional charges that need to be added to the student's 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 Reversals

All institutional financial aid will be reversed based on the same refund policy as applicable charges. For example, if the institutional aid is for tuition it will use the same method as tuition refunds.

Return of Federal Student Aid

The College determines the following each time a student withdraws:

- **Last Date of Attendance:** As indicated by instructors' records, this is the last date a student was present in class.
- **Withdrawal Date:** The date the Registrar's office processes the student withdrawal.

There are two withdrawal classifications:

- **Official Withdrawal:** Notify the Registrar or Dean of Students in writing that attendance in all classes will cease as of a specific date, including any leave of absence. The date the student requests the official withdrawal will be considered the withdrawal date, unless another withdrawal date is specified in the notice.
- **Unofficial Withdrawal:** Student has stopped attending classes for more than 14 calendar days. If a student does not attend all classes for which they have registered for any two-week period before the withdrawal deadline, the student will be withdrawn by the Registrar's Office. The date of withdrawal will be the date the Registrar's Office withdraws the student from school. If a student stops attending all classes for which they have registered after the withdrawal deadline, the student will be withdrawn by the Registrar's Office at the end of the term. The date of withdrawal will be the last day of the term.

The federal formula requires a return of Title IV financial aid if students withdraw on or before completing 60 percent of the term. Title IV funds include: Federal Pell Grant, Supplemental Educational Opportunity Grant (SEOG), Federal Direct Loan (subsidized or unsubsidized), Direct PLUS Loan for Parents, National SMART (Science and Mathematics Access to Retain Talent) Grant.

Title IV funds will be prorated based on the number of calendar days in the term and the number of calendar days attended. All returns 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 Loan for Parents
- 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

If a student completes at least 60% of the term, no return calculation is required.

There are a total of 75 days per term. Returns are calculated based on the last day of attendance (LDA) up to day 44 of the term. For example: if the last day of attendance is day 18 of the term, then the return requirement is 24% of Title IV funds awarded. If the last day of attendance is day 44 of the term, then the return requirement is 59%. If the last day of attendance is day 45 or greater of the term, then the return requirement is 0%.

Percent of Term Completed = (LDA / Days in the Term)*100%

Return = 100% – Percent of Term Completed

School Portion of the Return

As part of the Return to Title IV calculation, Antioch College determines the amount of federal student financial aid the student has earned and the tuition and fee charges the student accumulated during the term. Based on these amounts, the School may need to return unearned aid (according to the order above).

Student Portion of the Return

After Antioch returns the school portion of the return, any amount of the total unearned aid that remains becomes the student portion of the return. In this case, the student will be notified of the overpayment. If it is a grant overpayment, the student will have 45 calendar days to repay the amount back to Antioch College. If the student received a loan overpayment, it must be repaid in the normal course of loan repayment.

Post-Withdrawal Disbursement

Within 30 days of the date of withdrawal, the student will receive notification of any remaining (unused) title IV funds that they are eligible to receive. The notification will identify the type and amount of these title IV funds and explain that the student, or parent in the case of a parent PLUS loan, may accept or decline some or all of those funds.

If an outstanding balance remains on the student's account:

- Antioch College may credit the student's account up to the amount of outstanding charges with all or a portion of any grant funds that make up the post-withdrawal disbursement. If the student agrees, Antioch will credit the student's account with these funds within forty-five (45) days of the date of withdrawal. The amount of grant funds not credited to the student's account (because it is more than the remaining balance) will be disbursed directly to the student, also within 45 days of the date of withdrawal.
- Antioch College may credit the student's account up to the amount of outstanding charges with all or a portion of any loan funds that make up the post-withdrawal disbursement only after obtaining confirmation from the student, or parent in the case of a parent PLUS loan, that they still wish to have the loan funds disbursed. The amount of loan funds that the student (or parent) can receive as a direct disbursement will only be disbursed if the student (or parent) agrees to accept these funds. If the student, or parent in the case of a parent PLUS loan, submits a timely response that confirms that they wish to receive all or a portion of a direct disbursement of the post-withdrawal disbursement of loan funds, or confirms that a post-withdrawal disbursement of loan funds may be credited to the student's account, the school must disburse the funds in the manner specified by the student (or parent) as soon as possible, but no later than 180 days after the date of the school's determination that the student withdrew.

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 consult 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

1. The issuing department will receive notification of payment of fines and remove any imposed penalties as follows:
2. 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.
3. If tuition fees are in arrears, students will return to the Finance Department to pay their fees.
4. If students have received notice from a collection agency, they must pay the account directly to the collection agency.
5. Appeals
6. Appeals are to be made to the department issuing the penalty or fine.
7. The appeal must be in writing. All appeals must include or identify the reasons the appeal is being sought:
8. Is the appeal being sought because the fine or penalty was unfairly levied? Please explain.
9. Is the appeal being sought due to unavoidable extenuating circumstances? Please describe and attach any supportive documentation.
10. Each department issuing a penalty or fine will establish a process for reviewing appeals.
11. The final authority for appeal for a penalty or fine is the head of the unit issuing the penalty or fine.

Policy on Veterans Benefits and Transition Act

Antioch College is compliant with the Veterans Benefits and Transition Act of 2018, Section 3679 of Title 38 of the United State Code.

A covered individual is any individual who is entitled to educational assistance under Chapter 31 Vocational Rehabilitation and Employment or Chapter 33 Post-9/11 GI Bill Benefits.

Antioch College requires all covered individuals to submit a Certificate of Eligibility for entitlement to educational assistance under Chapter 31 or Chapter 33 no later than the first day of classes.

Antioch College will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under Chapter 31 or Chapter 33.

Any covered individual will be permitted to attend or participate in a course of education (without paying for it) during the period beginning on the date the individual provides Antioch College a Certificate of Eligibility for entitlement to educational assistance under Chapter 31 or 33 and ending on the earlier of the following dates:

1. The date on which payment from VA is made to the institution, or
2. Ninety days after the date the institution certified tuition and fees following the receipt of the Certificate of Eligibility.

Antioch College reserves the right to follow normal collection procedures for any difference between the amount of a covered individual's obligation and the amount of the VA education benefit disbursement.

XI. GENERAL INFORMATION

ACADEMIC CATALOG CHANGES

The Academic Catalog is a general summary of programs, policies and procedures for academic and student life, and is provided for the guidance of students. However, it 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 Academic Catalog is published yearly in July, but updates may be made over the course of the academic year.

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 Student Success Coordinator.

CAMPUS CONTACTS

Office of the President

Office: 937-319-6164

Fax: 937-319-6084

Email: president@antiochcollege.edu

Location: South Hall, 418

Office of Academic Affairs

Phone: 937-319-0069

Fax: 937-401-0441

E-mail: aaa@antiochcollege.edu

Admissions & Financial Aid

Phone: 937-319-6082

Fax: 937-319-6085

E-mail: admission@antiochcollege.edu or fin.aid@antiochcollege.edu

Student Affairs

Phone: 937-319-0234

E-mail: studentlife@antiochcollege.edu

Cooperative Education Program

Phone: 937-768-8042

Fax: 937-660-8483

E-mail: coopedu@antiochcollege.edu

Office of the Registrar

Phone: 937-319-0211

E-mail: registrar@antiochcollege.edu

XII. REGISTER OF OFFICERS

EXECUTIVE OFFICERS

President

Jane Fernandes

Dr. Fernandes is a native of Worcester, Massachusetts. She received a bachelor's degree in French from Trinity College, and a master's and doctorate in Comparative Literature from The University of Iowa. She has three decades of experience in higher education, including seven years as president of Guilford College in Greensboro, North Carolina, where she was also a tenured member of the faculty. She has provided senior leadership and has held tenured faculty positions at other distinguished higher education institutions, including UNC Asheville, and Gallaudet University.

Provost & Principal Academic Officer

Brian Norman

Dr. Norman is a native of Newberg, Oregon. He received a bachelor's degree in Environmental Studies, French, and Women's Studies, from Pacific Lutheran University and a master's and doctorate in Literatures in English from Rutgers University-New Brunswick. He has over two decades of experience in higher education, including as Dean of the Gwen Ifill College of Media, Arts and Humanities at Simmons University and Associate Vice President for Faculty Affairs and Diversity at Loyola University Maryland. He has also held residential scholar appointments at University of Maryland-Baltimore County, Wesleyan University, and Rutgers University. As Provost, Dr. Norman works with the Antioch community to provide a transformative student experience that combines a rigorous liberal arts education, experiential learning, and commitment to justice through Antioch's signature "classrooms, co-op, community" model.

Dean of Admissions and Dean of External and Community Relations

Shane Creepingbear

Mr. Creepingbear is a 2008 Antioch College graduate and citizen of the Kiowa nation of Oklahoma. He brings over a decade of experience at Antioch since its reopening as an independent college, with increasing responsibility for recruitment and enrollment management. Mr. Creepingbear oversees community and constituent building, leading and guiding colleagues to build and expand community across past, present, and future Antiochians and other friends of the College, from marketing and recruitment to ongoing alum engagement and external communications. In addition to helping achieve enrollment growth, the goal is to expand the base of Antioch friends, donors, and external partners.

Executive Director of Advancement

Natalie Kubat

Natalie Kubat, CFRE, has more than 25 years of experience volunteering for and working in nonprofit organizations and higher education. A graduate of Indiana University with a degree in

Journalism, she has experience in major gift fundraising, leadership annual giving, donor engagement, board management, alumni relations, and volunteer development. Prior to joining Antioch College, Natalie worked for the Kinsey Institute, Indiana University, Purdue University, and the Community and Family Resource Center (of Lafayette, Indiana).

Director of Presidential Operations

Jennifer Boyd

BOARD OF TRUSTEES

Nicole Stanton, '92

Nicole Stanton is Provost and Senior Vice President for Academic Affairs at Wesleyan University. An artist, educator, and leader, she is also a Professor of Dance, African American Studies, and Environmental Studies. Her choreographic work explores the intersections between personal, cultural, and physical experiences with an eye towards celebrating the complexities of black cultures and creating platforms that cultivate community. Her artistic practice emphasizes collaboration, including work with historians, scientists, anthropologists, musicians and media artists. Nicole recently received awards from the Albers Foundation, New England Foundation for the Arts, and the Connecticut Office of the Arts. Her choreography has been showcased at venues such as the Center for Performance Research, and the 92nd Street Y in New York; the Katherine Hepburn Theater in Connecticut; the Minnesota Dance Alliance in Minneapolis; the Wexner Center for the Arts in Ohio, and Pro Danza Italia in Italy, amongst others. She has presented her scholarship at the Congress on Research in Dance, the Society of Dance History Scholars and the National Dance Educators Association. She is a member of the New Horizons Women's Shelter Community Advisory Board and served as an advocate for the Regional Dance Development Initiative through the New England Foundation for the Arts. She is currently studying to be a Somatic Movement Educator through the School for Body Mind Centering.

Suparna Bhaskaran

Suparna Bhaskaran is an educator, author, and scholar with experience working in the academy, government, and community organizations. She is the Director for Research Partnerships at the Institute on Race, Power and Political Economy at The New School. She was a policy researcher in the Just Public Finance Program at the Othering and Belonging Institute (University of California, Berkeley) and a health policy researcher in Ohio Governor Ted Strickland's administration. Suparna is a founding member of OPAWL: Building AAPI Feminist Leadership a multi-issue multigenerational grassroots community organization that organizes for social and economic justice and elevates the voices, visibility, and progressive leadership of Asian, Asian American, and Pacific Islander (AAPI) women and nonbinary people in Ohio. Suparna directed and taught in the women's and gender studies program at Antioch College, and taught in the

gender and sexuality studies programs at Agnes Scott College and the Ohio State University; and in the Public Policy Program at the John Glenn College of Public Affairs at the Ohio State University. Her publications include, *Made In India: Decolonizations, Queer Sexualities, Trans/national Projects*; *Pinklining: How Wall Street's Predatory Products Pillage Women's Wealth, Opportunities, & Futures*; and *the Color of Wealth in Chicago*. She has a BA in Sociology and PhD in Cultural Anthropology.

Christopher Chaffee

Christopher Chaffee is Professor of Music at Wright State University, where he teaches flute, music history, and graduate courses in music teaching and learning. He also serves on the music faculty at Interlochen Arts Camp. Dr. Chaffee is a frequent guest recitalist and clinician at universities and high schools across the USA, and has given numerous presentations on teaching innovation at International, National, and State conferences. He has performed on US stages of all sizes from Brooklyn to Bellingham, and in Asia and Europe, and has been a substitute musician in orchestras across the Midwest for over three decades. His former students have earned places in elite graduate programs, are successful public-school teachers in several states, thriving music entrepreneurs, arts administrators, college faculty, and members of orchestras and premier US Military bands. In addition to his extensive performing career, he is a music writer, with hundreds of published reviews, essays, and program notes in American Record Guide and other places, and he has explored and presented research about the social history of American Arts and Culture institutions. Dr. Chaffee is past president of Chamber Music in Yellow Springs, a former member of the Board of the Ohio Alliance for Arts Education, and has served on advisory panels for the Ohio Department of Education and the Ohio Arts Council. He lives with his family in Yellow Springs, Ohio.

Shelby Chestnut, Chair

Shelby Chestnut (they/he) serves as Executive Director of Transgender Law Center (TLC). Shelby is a movement leader and policy expert, demonstrated with over 20 years of experience. Being both white and descended from the Assiniboiné tribe of Montana, they grew up in Montana and Minnesota with a single mom. They are the first Native trans executive director at TLC. Prior to this role, Shelby served for five years as TLC's Director of Policy and Programs. Shelby helped build a robust team that successfully launched the Disability Project, Black Trans Circles, Justice for Roxsana, Free Chin, and the Trans Agenda for Liberation, the community-led guide outlining solutions towards a better world for all. In their decades of work within BIPOC, LGBTQ, and anti-violence movements, they helped advance the passage of the Violence Against Women Act and the NYC Right to Know Act. Additionally, they served on mayoral and city council commissions, helped increase funding for LGBTQ survivors of domestic violence, and worked on a local and national rapid response model for anti-LGBTQ violence. Shelby is a graduate of Antioch College and The New School, and currently the Chair of the Board of Trustees at Antioch College.

Ash Cummings

Director of Advancement Services, Staff Trustee. Staff representative.

Shalini Deo, '01

Shalini Deo is the principal law clerk to the Honorable Rita Mella, in New York County Surrogate's Court, where she has worked since 2013. Shalini earned a Bachelor of Science in a Self-Designed Major titled "Botany, Environment, and Culture" from Antioch College. She is a 2008 graduate of CUNY School of Law, where she was a student practitioner in the International Women's Human Rights Clinic during her third year. Upon graduating from law school she clerked for the Honorable Ronald L. Ellis, U.S. Magistrate Judge for the Southern District of New York. She also serves as an adjunct professor at CUNY School of Law. Shalini lives in Brooklyn, New York, with her spouse and their awesome kid, Meena.

Elowyn Fahnestock

Elowyn Fahnestock is a second year at Antioch College, pursuing a Bachelor's in the Arts and serving as a student representative for the Board of Trustees. Elowyn is a published author. She is from Englewood, Colorado, and she spent her first co-op back home, writing her first novel and contributing to Denver's Pro-Palestine movement. She hopes to spend her future combining art and social justice, exploring a better world. Student representative.

Jane Fernandes

A native of Worcester, Mass., Dr. Fernandes has three decades of experience in higher education, including seven years as president of Guilford College in Greensboro, North Carolina, where she was also a tenured member of the faculty. She has provided senior leadership and has held tenured faculty positions at other distinguished higher education institutions, including UNC Asheville, and Gallaudet University. She has dedicated her career to making educational excellence accessible to all students by welcoming the fantastic range of human diversity to campus, including every voice in decision-making, and providing support, accommodations, and reparations to achieve equitable education through differences. She knows we learn more about ourselves in a rich environment open to everyone and works to ensure that no one is so defined by their circumstances as to be denied the options and space needed to explore and find their authentic selves.

Coco Gagnet, '18

Coco Gagnet graduated from Antioch College in 2018 with a PA in Philosophy. She served as Community Manager from 2020-2022 and recently assumed the role of Alumni Board President. She currently resides in Dallas where she is pursuing a PhD in Philosophy.

Barbara J. Lawrence

Barbara J. Lawrence is the Vice President for Diversity, Equity and Inclusion and Chief Diversity Officer at Rider University. During her first year at Rider, Barbara created and launched Rider's new Division of Justice, Diversity, Equity and Inclusion. Prior to Rider, she served as Vice President for Diversity, Equity and Inclusion at Guilford College where she held several administrative roles and was the Founding Director of the Wiser Justice Program, Guilford's Higher Education in Prison Initiative, and former Founding Chair of the Greensboro Interim Civilian Police Review Committee. She has 25+ years of professional experience that includes: former NYPD police officer, investigator and trainer, Indiana Criminal Justice Institute research consultant, former assistant district attorney, training consultant for the San Francisco County Court Youth Treatment & Education Center and other juvenile and criminal justice programs and police departments.

Barbara has written for the Hamline Journal of Public Law and Policy, Journal Committed to Social Change on Race (JSCORE), reviewed criminal justice manuscripts, contributed to various criminal justice manuals and encyclopedias on topics ranging from victim autonomy, domestic violence, stalking laws, community policing, and juvenile offending.

At Rider, she currently oversees the Office of Public Safety, Center for Diversity and Inclusion, Office of Title IX and Institutional Equity and Student Accessibility Student Services. Barbara is a consultant and trained facilitator in anti-racism, diversity and inclusion, cultural accountability and serves on the board of the Guilford Green Foundation. She received her Bachelor of Science degree from John Jay College of Criminal Justice, Masters of Public Affairs from the School of Public and Environmental Affairs at Indiana University Purdue University, and Doctorate of Jurisprudence from the Indiana School of Law.

Susan Jean Mayer

Susan Jean (Shay) Mayer is a developmental learning and curricular theorist who writes on a range of issues related to democratic K-12 practice, social science method, and the study of learning within schools. She holds a B.A. from Antioch College and an Ed.M. and Ed.D from Harvard University. Mayer's 2012 book, *Classroom Discourse and Democracy: Making Meanings Together*, employs classroom discourse analysis in order to characterize and theorize distinctively democratic discourse features. An edited volume in press discusses the value of the pedagogical approach *Critical Exploration in the Classroom* for advancing research-based and equity-oriented understandings and practices within teacher education programs. Mayer has taught in teacher education programs at Brandeis and Northeastern Universities and worked in secondary textbook production as a senior designer. She was a founding member of *Critical Explorers*, a non-profit that conducts curricular research and design residencies (criticalexplorers.org) and is a founding partner of *Critical Exploration Press LLC* (cepress.org). Her board work has included work in juvenile justice (youthadvocacyfoundation.org) as well as her service on the Antioch College board. Mayer also co-edits the online *Journal of the American Association for the Advancement of Curriculum Studies*.

Kevin McGruder

Associate Professor of History. Kevin McGruder's interest in community formation led to a career in community development, and now as an academic, to research interests that include African American institutions, urban history, and gay and lesbian history. He has a B.A. in Economics from Harvard University and an M.B.A. in Real Estate Finance from Columbia University. Before pursuing doctoral studies at City University of New York, McGruder worked for many years in the field of nonprofit community development. Positions included Program Director at Local Initiatives Support Corporation, Director of Real Estate Development with the Abyssinian Development Corporation, and Executive Director of Gay Men of African Descent (in New York City). McGruder's interest in Harlem's history led to two entrepreneurial ventures. From 1990 to 1991 he was owner/manager of Home to Harlem gift shop, and from 2000 to 2008 he was co-owner of Harlemade Style Shop, a store providing Harlem-themed tee shirts, books and other items celebrating Harlem. During the 2011-2012 academic year McGruder was a Scholar in Residence at the Schomburg Center for Research in Black Culture, of the New York Public Library, where he conducted additional research and revised his doctoral dissertation for publication as a book. The result is *Race and Real Estate: Conflict and Cooperation in Harlem, 1890-1920* (Columbia University Press, June 2015). Faculty representative.

Ace Xavier Portis

Ace Xavier Portis is building the philanthropic heart. By connecting people to what they are passionate about, Ace Xavier helps people, organizations, and coalitions actualize their mission. As a Movement Resourcer, Gender Subverter, Expansive Strategist, Joy Mandator, and Radical Lover, with a Striking Aesthetic, he believes that philanthropy is key to our collective liberation. An Atlanta transplant and Southern Gentleman, Ace Xavier has strong Alabama roots, and has called many places home in between. Throughout his career, Ace Xavier has dedicated his life to queer/trans freedom, politics, education, youth, and overall intersectional social justice. They bring several years of fundraising, project management, community and organizational development, event management, and resource strategy experience, with a commitment to decolonized and inclusive philanthropy.

Emily Seibel

Emily Seibel is celebrating her 10th anniversary serving as Executive Director of Yellow Springs Home, Inc., a community land trust dedicated to strengthening community and diversity through permanently affordable housing. She earned a Bachelor of Arts in Social and Global Studies with a Concentration in Economics from Antioch College. She went on to earn a year-long Certificate in Project Management from Antioch University Midwest. She is a certified Housing Development Finance Professional through the National Development Council and completed a year-long Business Planning Fellowship through the National Community Land Trust Network. She is currently enrolled in the Master's in Consciousness Studies program at the Holmes Institute. Emily has championed the successful completion of a variety of affordable housing

projects while growing client-first, community-first programs. Emily currently serves as the Board President of the statewide community development trade group, the Ohio CDC Association, where she is actively involved in advancing policy initiatives (including a successful coalition to cap PayDay lending rates in Ohio, saving residents more than \$75,000,000 annually in fees) and increasing pass-through financial resources for member organizations. She also serves on the Global Land Alliance Center for CLT Innovation Racial Equity Working Group. She consults with community land trust start-up groups by way of the Grounded Solutions Network in Dayton and Oberlin, Ohio and through NeighborWorks America in Kansas City, Missouri. She currently serves on the Inclusive and Resilient Yellow Springs Coalition. She has presented at conferences, webinars, and trainings in Ohio, Utah, Washington, Kentucky, and online on a variety of topics including leadership, community land trusts, and fundraising. She previously served on the board of the National Community Land Trust Network, where she chaired the Community and Capacity Building Committee. In addition, she has facilitated groups through the Deep Currents and Noble Purpose curriculum, exploring work as a pilgrimage of identity. Her work has appeared in Shelterforce Magazine, published by the National Housing Institute. Emily's prior work experience includes a variety of roles in higher education including academic support, disability services, and study abroad administration. She interned with nonprofit organizations in her native Lawrence, Kansas; on White Earth Reservation, Minnesota; and in the Himalayan Mountains in Sikkim, India. While in college she earned a scholarship to study emerging capitalism in Eastern Europe, traveling to Poland, Germany, Hungary, and the Czech Republic. A true Antiochian, Emily is deeply committed to social justice in action.

Dio Smith

Student representative.

Penny Storm, '65

Penny Storm has been involved in education from Head Start to elementary education to teaching at the university level. She received a BA from Antioch College. She discovered her graduate field, Human Growth and Development, while studying in England through Antioch Education Abroad (AEA). While researching the British view of the United States as seen in their press, she read about a new graduate degree field that offered a more holistic approach than just psychology or sociology. She received her MA in 1968 and PhD in 1970. Covering psychology, sociology and physiology from conception to death, human development opened many opportunities in academia from designing preschool programs to teaching the psychology of dress. She expanded this latter field by analyzing the personal and social uses of clothing in her book, "Functions of Dress, Tool of Culture and the Individual." Since her retirement, she has been an active alumna after her retirement participating in the Volunteer Work Project and the Alumni Board.

Mark Swanholm, '92

Mark Swanholm is an experienced executive with over three decades of leadership in building strategic partnerships, innovative products, and leading business development in SaaS technology companies. As Vice President of Partnerships & Alliances at BillingPlatform, Mark leads global partnership strategies, collaborating with major technology partners such as Google, Workday, and Salesforce to drive business growth and market expansion. A passionate advocate for entrepreneurs, Mark's career has focused on creating and managing ecosystems that enable startups and young enterprises to thrive in competitive markets. In addition to his professional work, Mark is a small business owner, non-profit volunteer and an active community leader, having served on multiple boards, including Capital Sisters Microfinance. Mark graduated from Antioch College in 1992 with a degree in Communications and did graduate work at Penn State University. He is a dedicated supporter of the College's mission and is committed to fostering its inclusive and innovative educational environment.

Jaimie Ann Weihrich, '81

Jaimie Ann Weihrich, originally from Columbus, Ohio, earned a Bachelor of Arts in Theatre from Antioch College in 1981. One of the things Weihrich loved about her time at Antioch was serving on the Maples Fire Department as an emergency medical technician. After graduating, she remained in Yellow Springs, working at the Antioch College Bookstore and developing a strong interest in accounting. This interest led her to pursue a Bachelor of Commerce in Accounting from DePaul University in Chicago, where she graduated in 2002, further solidifying her path in the field. Over the past three decades, she has become an IRS Enrolled Agent and Certified Public Accountant. Weihrich's expertise includes tax preparation, analysis, and compliance for individuals, businesses, and exempt organizations. In her spare time, she enjoys practicing belly dancing and is a certified Reiki Master, combining her love for movement and holistic healing to maintain balance in both her personal and professional life.

Helen Welford, '69

Coming from England, Helen Welford arrived in Yellow Springs as a fifth grader. After meeting folk dancing a couple years later, she gravitated to Antioch and Red Square on Friday nights. Welford says the students welcomed her and she felt she'd found a place to belong. Her studies at both undergraduate and graduate levels were in art and art education. Professionally she worked in arts administration and Student Affairs at the University of Michigan. Over the years she has been involved in choral and arts groups and has served on various boards in various roles, primarily in the arts and in support of LGBTQ concerns. Welford has been active with the Volunteer Work Project at Antioch College since shortly before the College was closed. She enjoys working in her home studio, doing wet felting, and creating women's period costumes.

XIII. FACULTY

ARTS

Forest Bright – Associate Professor of Visual Arts

M.F.A., University of Michigan, School of Art and Design

B.F.A., Printmaking, Summa Cum Laude, Auburn University

Michael Casselli – Associate Professor of Sculpture and Installation

M.F.A., Visual Arts, Concentration in Sculpture, Rhode Island School of Design

B.A., Self-Designed Major, Concentration in Visual Arts and Performance Theory, Antioch College

Anna Chiaretta Lavatelli – Assistant Professor of Media Arts

MFA, Visual Arts, University of California San Diego

B.A., Media Studies: Film, Photography, University of Buffalo

HUMANITIES

Brooke Blackmon Bryan – Associate Professor of Writing & Aesthetics

M.A., Oral History Methodology, Antioch University

B.A., Classics, Antioch University

Kevin McGruder – Associate 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 – Associate Professor of Philosophy

Ph.D., Philosophy, University of Hawai'i

M.A., Philosophy, Ohio University

B.A., Philosophy, Ohio University

Rahul Nair – Associate Professor of World History

Ph.D., South Asian History, University of Pennsylvania

M.A., History, Jawaharlal Nehru University

M.A., Economics, University of Delhi

B.A., Economics, University of Kerala

Natalie Suzelis – Assistant Professor of Literature

Ph.D. in Literary and Cultural Studies, Carnegie Mellon University

M.A. in Literary and Cultural Studies, Carnegie Mellon University

B.A. in English, Philosophy, Carlow University

SCIENCES

David Kammler – Associate Professor of Chemistry; Director of Institutional Research and Records

Ph.D., Organic Chemistry, Indiana University Bloomington

A.B., Chemistry, Harvard University

Kim Landsbergen – Associate Professor of Biology and Environmental Science

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, Biology, University of Memphis

Scott Millen – Assistant Professor Biochemistry and Molecular Biology

Ph.D., Molecular Genetics, Biochemistry & Microbiology, University of Cincinnati College of Medicine

B.S., in Biological Sciences, University of Cincinnati, McMicken College of Arts & Sciences

SOCIAL SCIENCES

L. Jordan Browne - Post-Doctoral Teaching Fellow in Psychology

Ph.D., Social Psychology, University of Houston

M.A., Psychology, University of Houston

B.A., Psychology, Antioch College

Jennifer Grubbs – Associate Professor of Anthropology

Ph.D., Anthropology, American University

M.A., Women's, Gender and Sexuality Studies, University of Cincinnati

M.A., Communication, University of Cincinnati

B.A., Communication, University of Cincinnati

Dean Snyder – Associate Professor of Political Economy; Associate Dean of Academic Affairs

Ph.D., Political Science, Syracuse University

M.A., Political Science, Syracuse University

B.A., Political Science, German, Lehigh University

Queen Meccasia Zabriskie – Associate Professor of Sociology and Performance Studies

Ph.D., Sociology, Northwestern University

M.A., Sociology, Northwestern University

B.A. Economics and African and African American Studies, Duke University

COOPERATIVE EDUCATION

Luisa Bieri Rios – Dean of Cooperative, International, and Community-Based Learning;

Associate Professor of Cooperative Education, Community Arts, and Performance

M.A., Comparative Women's Studies, Utrecht, The Netherlands

B.A., Latin American Literature, Theater, Smith College

Jaqueline Gaines - Visiting Assistant Professor of Cooperative Education

J.D., Maurer School of Law, Indiana University

B.A., DePauw University

Allie McCarty – Visiting Instructor of Spanish Language and Culture

M.A., Spanish/Latin American Literature and Culture, University of South Florida

B.A., Spanish Language, Literature, and Culture, Otterbein College

Richard Kraince – Associate Professor of Cooperative and International 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

OLIVE KETTERING LIBRARY

Emily Samborsky – Director of the Olive Kettering Library

M.L.S., Indiana University

B.S., General Studies, Concentration: Humanities and Fine Arts, Indiana University

PROFESSORS EMERITI

Bob Devine '67 (d. 2020) – Faculty Emeritus

M.A., State University of New York at Buffalo

B.A., Antioch College

**Robert S. (Bob) Fogarty (d. 2021) – Editor Emeritus of The Antioch Review, John Dewey
Professor Emeritus in the Humanities**

M.A. and Ph.D., University of Denver

B.S., Fordham University

Hassan Rahmanian – Presidential Professor of Political Economy, Faculty Emeritus

Ph.D., Public Policy Research and Analysis, University of Pittsburgh

B.A., M.A., Economics, University of Tehran

Louise Smith – Associate Professor of Performance, Faculty Emeritus

M.S.Ed., Community Counseling (with Licensure), University of Dayton

I.M.A., Playwriting, Antioch University

B.A., Theater, Antioch College