

NONSTOP Liberal Arts Institute and **Nonstop Antioch** (the movement to organize former faculty, staff, students, and alumni of Antioch to keep the soul of Antioch alive and operating in Yellow Springs), which works closely with NONSTOP, are not affiliated with or sponsored by Antioch University or any of the Antioch University campuses or related organizations.

An Introduction to the NONSTOP Curriculum

In response to the tragic and unwarranted closure of the historic Antioch College (“Antioch”) campus by the Antioch University Board of Trustees, former Antioch faculty, staff, students and alumni are launching the **NONSTOP Liberal Arts Institute** (“Nonstop”) located in Antioch’s home village of Yellow Springs, Ohio. Carrying forward Antioch’s long tradition of educational innovation, we re-imagine education for the 21st century as *progressive liberal arts for life*.

Nonstop is a sustainable joint venture that, in the words of Antioch’s founder and first president Horace Mann, encourages students to “win victories for humanity.” It draws on the collective support of the former Antioch faculty, students, alumni and staff along with the people of Yellow Springs in order to continue the values of Antioch and its Honor Code: “the search for truth, the development of individual potential, and the pursuit of social justice.” Nonstop carries on this proud Antioch legacy while providing students with a new and distinctive liberal arts experience. Nonstop reinvigorates traditional Antiochian ideals within new contexts and environments.

Significant aspects of our curriculum are inspired by the interests and needs of the immediate Yellow Springs community and its environment. We are unique in that we operate with the support of Village businesses, schools, churches, arts and environmental organizations, and are developing community partnerships and projects that benefit our students as well as the Village of Yellow Springs. Our educational offerings are taught in a wide variety of local venues: bookstores, coffee shops, libraries, churches, schools, homes, art galleries, parks and the Glen. This unconventional situation creates educational adventures, and with them, the chance for building new relationships between communities.

Rooted in the influential models of education first implemented at Antioch by Arthur Morgan and Algo Henderson, our curriculum emphasizes the powerful interconnections between classroom learning, co-operative education, and community self-governance. Our offerings help students develop diverse literacies across the liberal arts spectrum, moving beyond the development of skills and competencies into increasingly advanced engagement with contemporary discourses in the arts, science, social sciences, and humanities. Through multiple modes of engagement, we offer opportunities to rigorously and creatively negotiate the challenges of the 21st century’s social landscapes. In this way, students are able to reach beyond conventional learning to plan their own education and to participate fully in intellectual and civic life.

Work remains central to our education vision, as a way both to apply and test knowledge, and as a way for students to engage with and contribute to the world around them. Our co-operative education programming provides traditional-aged students with work experiences that encourage independence and self-discovery. Students, faculty and staff take active roles in community governance, assuming positions of responsibility in community management and formulating policy. Participation in community self-governance means that students gain direct experience with the processes of democracy and consensus building while establishing a sustainable educational community. Our curriculum regards practice in governance as vital for the cultivation of effective civic leaders and informed citizens of the world.

This unusually broad-based educational approach has been proven to empower students with the knowledge and experience necessary to become “intelligent experimenters informed risk-takers, creative thinkers, and courageous practitioners” (Antioch College Catalog 2002-2005). We believe that Nonstop will carry Antioch’s unique educational model through this period of transition and lay the foundation for an independent Antioch College.

The NONSTOP Open Curriculum

Distinguished by an openness rooted in its experiential and experimental orientation, the Nonstop curriculum adheres to principles of excellence and rigor while exploring new educational frontiers. Our open curriculum is designed to provide flexibility and choice. Varied course structures that allow faculty to teach from their strengths and to student interest are augmented by local villager and alumni contributions. Students, faculty and other Nonstop community members pursue ongoing collaborations and actively engage our self-governance processes toward building a sustainable educational community. We re-envision education as a life-long, public good.

Our educational offerings follow a policy of open enrollment; we welcome anyone to participate on a course-by-course basis. However, our core student body consists of traditional college-age students who enroll full-time after being reviewed and recommended by the Application Review Committee.

Co-op offerings for 08-09 are modified to accommodate the Nonstop transition. Students eligible for co-op balance work responsibilities with local employers while taking a half of the required course load.

Each primary course group will contribute to the mid-term, weeklong **LEARNING FESTIVAL**, collectively providing a variety of activities including workshops, presentations, visual arts exhibitions, or performing arts events. Each semester the Educational Events Committee will propose a new festival theme. These events showcase the talents, support, and participation of alumni and the larger community. The festival aims at maximizing community participation. Some Festival events may require registration and charge a nominal fee.

NONSTOP PRESENTS aims at making and building community through shared educational events that are continued through community-wide discussions and, where appropriate, productive action. Offerings may fall under one of five categories:

- **Lecture Series** provides public lectures sponsored and organized by individual faculty on current issues and/or special topics such as the presidential election for Fall 2008.
- **The Al Denman Friday Forum Series** is a monthly event that follows Emeritus Professor of Philosophy Al Denman’s long-standing tradition of providing speakers and for a for open discussion of topical issues and controversies.
- **Exhibition/Presentation/Performance Series** showcases the many artists throughout every sector of our community.
- **Film Series** presents term-long film and video screenings on selected themes.
- **Workshop Series** includes daylong workshops on a variety of topics of interest to the Yellow Springs region. Some possible 2008 topics: Cooperative Education, Entrepreneurship, Community Organizing, Community Health, Environmental Sustainability, Professional Development in Human Services, Public Art.

NONSTOP Liberal Arts Institute is more than a new kind of educational institution; it is also a movement that develops a nexus of commitments by those who care about Antioch and who dare to keep its education alive and in motion. Antioch has established a solid reputation in the world of

academia for its many distinctive contributions to American higher education. It is part of our distinguished heritage to update and reinvent our education, and to continue to inspire others to follow our example. Our Antiochian values remain unchanged, but the methods used to attain an education that embodies these values must occasionally be critically re-examined.

Nonstop carries the essence of an Antioch education to a new destination: an independent, thriving, sustainable Antioch College.

SCHEDULING

- Primary courses are available over morning, afternoon and evening schedules augmented by some that meet only Saturdays.
- Daytime courses are thematically linked, meet twice a week and most often team-taught.
- Weekday Evening Individual Courses include semester-long study groups, tutorials, and independent-study options. They provide students with in-depth work in selected topics, themes, or skills and meet on varied schedules.

Each semester is divided midway by the *Learning Festival Week* followed by a weeklong Fall or Spring break. Additional educational offerings derive from the *Nonstop Presents* education events series, *The Center for Community Leadership* and a suite of certificate initiatives on topics including *Social Entrepreneurship* and *Leisure Studies*.

TENTATIVE NONSTOP COURSES
Daytime/Thematic Courses for Fall 2008

Revolutions

(Cultural & Media History and Philosophy)
Bob Devine and Scott Warren

Community Journalism

(Photography, Video, Oral History)
Dennie Eagleson, Chris Hill
and Don Wallis

Beginning Modern Dance & Improvisation

Jill Becker

Writing through Images and Texts

(Visual Art, Writing and Literature)
Nevin Mercede and Isabella Winkler

Sounds and Circuits

James Johnson and Chuck Taylor

Everybody's Chemistry

Kab Butamina

Computer Literacy

C.T. Chen

Ecological Sustainability

and Community Economics

(Ecological Philosophy and Management)
Colette Palamar and Hassan Rahmanian

General Chemistry

David Kammler

Creation, Collaboration, and Performance

(Dance and Theatre)

Jill Becker and Louise Smith

Community Orchestra

James Johnson

Visions of Suburbia

(Literature, Sociology and Anthropology)
Jean Gregorek and Beverly Rodgers

Weekday Evening Individual Courses for Fall 2008

Comparative Native American Anthropology study group

Beverly Rodgers

African Films study group

Bob Devine

Professional Development Workshops

Mental Health, Human Services, Lifelong Leisure Skills

Kathy Scheltens

The Art of Political Discourse study group
Scott Warren

Auto-performance workshop
Louise Smith

Drawing in Community workshop
Nevin Mercede

The Elements of Photography study group
Dennie Eagleson

Ecology and Feminism study group
Colette Palamar

The Qu'ran, Mohammed and Islam study group
Al Denman

Toxic Tour documentary project internships
Anne Bohlen

Statistics workshops and tutorials
Hassan Rahmanian and Kab Butamina

Post Colonial Literature study group
Jean Gregorek

Personal Finance workshops Ramesh Patel

Science of Cooking study group David Kammler

Spanish Mysticism study group Jocelyn Hardman

Art of Storytelling study group Harold and Jonatha Wright

Reclaiming the Body's Wisdom dance workshops
Jill Becker

Good Books Club study group
Isabella Winkler and Nevin Mercede

The History of Jazz study group
and The History of the Civil Rights Movements workshops
Steve Schwerner

EVALUATIONS OF STUDENT LEARNING

Given the transitional nature of the Nonstop enterprise, our educational offerings are not accredited, nor yet certified by Ohio Board of Regents (OBR) to grant degrees. A current priority is resolving the certification and accreditation issues as soon as possible and several initiatives regarding that are in progress.

In order to ensure that our educational offerings retain the excellence and rigor for which the Antioch faculty is recognized, each syllabus articulates specific educational objectives, pedagogical philosophy and method, expectations, and evaluation criteria. We provide on-going evaluation and responsive commentary throughout the semester. Final primary evaluations are narrative, detailing student's performance, areas of strength and further suggestions for enhancement. Letter-grade equivalencies are available upon request. Since many of our offerings qualify for educational enhancement and professional enrichment, we anticipate offering certificates of completion where applicable.

What Students Say About **Narrative Evaluations**

"Evaluations are part of why Antioch changes lives." Benjamin Fasching-Gray

"Narrative evaluations instilled in me the passion to empower myself as a conduit for social change."
Foster Neill '07

"Narrative evaluations meant that I had many, many letters of recommendation when it came time to apply to graduate school. Innisfree Seyman-McKinnon '96

The content, shape and contact hours of each course along with the assessments of students' engagement match those of standard college-level crediting. Students compile a sufficiently detailed portfolio of their educational gains and works/performances for each course. Responses to our inquiries indicate that many highly respected liberal arts colleges would consider crediting well-documented course work accomplished under the guidance of experienced teachers. Our goal is that transferring credits not be necessary and Nonstop students complete their education with us. There are concerted efforts underway to secure both certification and accreditation as soon as possible.