



ANTIOCH
COLLEGE

CURRICULUM CATALOG



ANTIOCH COLLEGE ALUMNI ARE: EMMY AWARD WINNERS
LAWYERS ENVIRONMENTAL ACTIVISTS GROUND BREAKING
SCIENTISTS JOURNALISTS BEST SELLING AUTHORS ACTIVISTS
DOCTORS FARMERS DIPLOMATS **PULITZER PRIZE WINNERS**
DOCUMENTARIANS ARTISTS POETS ENGINEERS CITY
PLANNERS POLITICIANS CIVIL RIGHTS LEADERS PARENTS
ENGINEERS **ACADEMY AWARD WNNERS** PRODUCERS
DIRECTORS ARCHITECTS GREEN DESIGNERS RADICAL
THINKERS PUBLIC SERVANTS LEADERS **MEDAL OF HONOR**
WINNERS BRIDGE BUILDERS LIBRARIANS GOVERNORS
CONSERVATIONISTS SUSTAINABILITY EXPERTS EDUCATORS
MENTORS TECHNOPHILES SOCIALWORKERS BUSINESS
OWNERS TEACHERS **GRAMMY AWARD WINNERS**
ENREPRENEURS PHILANTHROPISTS CEOS GENETICISTS
COMPUTER ENGINEERS ARTISTS COMPANY PRESIDENTS
PLAYWRIGHTS AUTHORS **FULBRIGHT SCHOLARS** EDUCATORS
AMASSADORS RESEARCHSCIENTISTS PALEONTOLOGISTS
COMPOSERS CONDUCTORS **NOBEL LAUREATES**
PHOTOGRAPHERS REPORTERS INVESTIGATIVE JOURNALISTS
EDITORS GUITARISTS ACTORS DIRECTORS PRODUCERS SCREEN
WRITERS **MACARTHUR FELLOWS** PATENT HOLDERS
INVENTORS CONSULTANTS BOARD CHAIRS BANKERS STOCK
BROKERS JUDGES **TONY AWARD WINNERS** FILM MAKERS BED
AND BREAKFASTOWNERS PASTORS **POET LAUREATE OF THE**
UNITED STATES HONOREES MINISTERS SCHOLARS
PSYCHOLOGISTS **STUDENTS** MEDIATORS SURGEONS
PSYCHIATRISTS **POETS** POLITICIANS PHYSICISTS **OBIE AWARD**
WINNERS EPIDEMIOLOGISTS DEANS MENTORS **BESSIE**
AWARD WINNERS ADVISERS **GUGGENHIM FELLOWS**
ENDOCRINOLOGISTS METEOROLOGISTS COLLEGE
PRESIDENTS **PRESIDENTIAL MEDAL OF FREEDOM WINNERS**



ANTIOCH COLLEGE

CURRICULUM CATALOG

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ANTIOCH COLLEGE

INTRODUCTION TO ANTIOCH COLLEGE

From a rich history, Antioch College begins again as a private, independent, nonprofit liberal arts college with a 160-year history. The College has embarked on a strategic path to become a pre-eminent liberal arts college with a local, national and global work program. Its new curriculum will link study of the arts, humanities, sciences, and social sciences with problem solving and a focus on five critical human issues: food, health, water, energy and governance.

Antioch College is reinventing itself at a time of exponential social, economic, and technological change. Our enterprise is exclusively liberal arts and experiential undergraduate education. Our objective is to prepare scholars and adaptable critical thinkers with the creative capacity and ethical bearing needed to invent solutions to the problems facing humankind now and in the future.

The Antioch College curricular program will allow students to complete the bachelor's degree in 14 consecutive 12-week quarters 9 of which are devoted to study and 5 are devoted to work. Both four-year and three-year degree completion plans will also be available. This first edition of the curriculum catalog has been written for the College's application to the Higher Learning Commission of the North Central Association of Colleges and Schools and the American Academy of Liberal Education for accreditation. Antioch College has also applied to the Ohio Board of Regents for degree granting authority. Antioch College therefore expects to be successful with these applications.

HISTORY

A healthy democratic society requires institutions that act as catalysts for change and laboratories for invention. This is a role that Antioch College has played throughout its history; the effort to restore it is among the most significant and compelling opportunities in higher education today.

Antioch College has been a pioneering and values-driven secular institution since it was founded in 1850. The College was among the first nonsectarian educational institutions in the United States. Antioch College, the first co-educational college in the nation to offer the same educational opportunities to both men and women was the first to appoint a woman to its faculty and to its

Board of Trustees. The College was also among the first to offer African Americans equal educational opportunities. Throughout the generations, Antioch College faculty, students, staff, and alumni have committed themselves to important causes toward improvement of the human condition. Consistent with its curriculum of study and work, Antioch College has always given equal weight to understanding theory, to engaging in practice and to taking action.

In the 20th century, Antioch College redefined liberal arts education by initiating an entrepreneurial and experiential curriculum through the development of its hallmark cooperative work program. Many of the now-common elements of today's liberal arts education – self-designed majors, study abroad programs, interdisciplinary study, and portfolio evaluation – had an early start at Antioch College. The College was also among the first to make a commitment to community governance and the authentic participation of students in institutional decision-making.

Antioch College is perhaps as well known for its hardships as for its contributions to the landscape of higher education in America. Established as a coeducational, nonsectarian liberal arts institution at Marion, New York in October 1850 by the Christian Connexion (which is today part of the United Church of Christ), the College was the first of its kind in American history. The College was given land in Yellow Springs, Ohio, by William Mills in 1852 and opened its doors in the fall of 1853. Its twin founding principles attracted public education pioneer Horace Mann as its first president. Mann bestowed upon the College a sense of mission and purpose that has carried through its entire history with the closing words of his 1859 commencement address: “Be ashamed to die until you have won some victory for humanity.”

The College has previously struggled financially, suffering four separate closures in its history and even an auction of all its assets in 1858. Although it remained quite small into the 20th century, never graduating a class larger than 32, it turned out many prominent graduates. The College reorganized around a plan of alternating work and study in 1920 under noted engineer Arthur E. Morgan, gaining international prominence as the first liberal arts college in America to apply cooperative education across its curriculum. Morgan's Antioch fostered an inventive and entrepreneurial spirit, providing space for fledgling industries to grow into significant, local employers– and created partnerships to form far-reaching research projects in such diverse endeavors as human development, photosynthesis, and agricultural development. In 1929 alumnus Hugh Taylor Birch gave the college an 800-acre nature preserve called Glen Helen; today it encompasses 1,000 acres accessible from a 25-mile network of footpaths. Its oft-emulated model of outdoor education was established in 1955. Under President Algo Henderson (1936-1948) the College became a laboratory for democracy, instituting broad-based systems of campus governance. In 1941 the Antioch Review began publication as a political tract and is today among the more distinguished literary journals produced in the United States.

The second half of the 20th century saw Antioch College enjoy its greatest period of intellectual ferment, endure some of its most significant challenges, and undergo its most momentous changes. Beginning in 1963, the College embarked on an expansion that would see it grow to a network of more than thirty-five campuses by 1975. With funding from the Rockefeller Foundation, the 1965

Antioch Program for Interracial Education and its student-led successor, New Directions, attempted the college's most radical admissions efforts to increase its cultural pluralism. Those very same racially and culturally diverse students would shut down the campus in Yellow Springs for six weeks during the spring, 1973, when cuts in federal financial aid threatened to terminate their educations. In 1978, having developed or taken over several graduate programs, the Board of Trustees reincorporated the entire institution as Antioch University. By 1994 Antioch University would trim down to five federated campuses, of which the original College was one ostensibly equal component among its progeny. Dissipation of energy and resources, cultural differences, mismanagement, and factionalism, however, would bedevil Antioch College throughout its experience as a unit of Antioch University, culminating in the dramatic decision to announce, in 2007, the intention to shutter the College.

ACHIEVING INDEPENDENCE

During the June 2007 reunion, the alumni of Antioch College refused to let the decision stand. Alumni from around the world pooled their strength, wealth and dedication to the college; they engaged in a multifaceted and complex effort: first to save and then to reopen an independent college. They created the College Revival Fund, an organization charged with raising funds and formed the Antioch College Continuation Corporation, which (in its second iteration), ultimately acquired the College campus and its assets from Antioch University on September 4, 2009 following a fourteen-month suspension.

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.

Antioch College will continue to take inspiration from our first President Horace Mann's vision that educators should prepare students to be able to "win some victory for humanity." Engagement

The mission statement points to "authentic social and community engagement" as essential for that vision. The mission's emphasis on enabling "engagement" leads to our unique and extensive program of alternating study and work, so that every student becomes adept at both applying theory to his or her situation and using experience in the community and the workplace to critique, modify and adapt theory as necessary. The goal closely parallels Aristotle's view of practical wisdom as being achieved through continual applications of principles that must be adapted and shaped to a particular context.

Shared Governance

The mission also leads the college to provide opportunities for shared governance during the college years, believing with John Dewey that democracy as a way of life—not just a political system—must be modeled and lived in every student’s school experience.

Interdisciplinary Education

As we enable students to effectively engage in community, the mission demands that their education be broad and interdisciplinary so that they are able to use different and multiple disciplinary perspectives as reference tools on common problems of community life. During their college years, therefore, students must have continuing practice at seeing both the power and the limits of particular ways of knowing and seeing.

VISION

Reinventing the College has been especially compelling because of the College’s legacy. The educational vision is uniquely suited to developing citizens with the skills, habits of mind and values necessary today and into the future. Included among these skills are creativity, capacity to innovate, self-discipline, ability to learn quickly through experience, and working well independently or as a member of a group. In addition, Antioch College students will adopt a global perspective, be concerned about clarifying their values, and develop the flexibility to adapt to frequent change. The earliest leaders of the College were ahead of their time in understanding that the true purpose of education was to develop the intellectual, social and entrepreneurial capacities that prepare young people to be lifelong learners with a commitment to society-at-large.

ANTIOCH COLLEGE HONOR CODE

The Antioch College community has been guided by an honor code since the presidency of Horace Mann. Naturally the honor code has evolved since then with our Honor Code first being articulated in the mid 20th century. Our shared life at Antioch College is guided by respect for the Honor Code which provides all community members relationships of trust and mutual respect that shape all aspects of academic and community life. By virtue of being a member of the Antioch community, each of us agrees to become familiar with and respect the Honor Code and all College policies and guidelines thus creating and protecting a sense of honor in their lives.

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

ACADEMIC AND WORK PROGRAM

The College's educational program is built around the three guiding principles that have been the hallmark of an Antioch College education:

- Commitment to excellence in scholarship
- Commitment to full-time periods in a cooperative work program that alternates with full-time study and supports the link between theory and practice
- Commitment to active engagement in the community and to social justice

The new program is further strengthened by new initiatives in the academic calendar, in employing communication technologies and in engaging with global diversity that embodies a new and vibrant approach to liberal arts education in the United States.

The academic curriculum emphasizes a rigorous and interdisciplinary approach to the liberal arts, offering a small number of well-resourced academic disciplines facilitated by a seminar model of teaching and learning. With the early support and leadership of educators at the College, there is broad participation in a long-range planning effort to capture in detail the structure to support the new concept of an Antioch College education. In this planning effort, the curriculum has been designed to engender an understanding of the historical context and the intellectual roots of current issues while emphasizing contemporary issues of local, national and global importance such as governance, energy and food production and innovative alternatives to time-work approaches to academic and practical matters.

The College is the only liberal arts institution in the nation to require a comprehensive off-campus cooperative work program of all its students. Cooperative education links theory and practice and supports the development of independence and accountability. All students will alternate between terms of study and terms of full-time work (cooperative education). Learning to live and work productively in the community, and to participate in governance, will remain among the most important skills students will acquire in their learning and living within the community on and off campus.

Antioch College will award the Bachelor of Arts and Bachelor of Science degrees upon successful completion of degree requirements in four divisions: Arts, Humanities, Science, and Social Science. Students will plan their courses of study with their advisors. Areas of concentration may be either disciplinary or interdisciplinary based upon the concentrations offered in each division.

LIBERAL ARTS LEARNING EXPECTED OUTCOMES AT ANTIOCH COLLEGE

Knowledge & 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 & 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 analytical, 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

- Demonstration of knowledge of cultures and cultural practices (ones' 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 towards a purposeful future
- Demonstrated constructive participation in the Antioch community life, including its governance processes

INDIVIDUALIZED LEARNING

All Antioch College students develop their own majors with their academic and work advisors. An Individualized Degree Plan elaborates a student's projected academic and work trajectories for accomplishing their educational goals at Antioch and is required of all students. Individualized concentrations may be created both within and across the four divisions - Humanities, Sciences, Social Sciences and Art. Working closely with faculty, students develop a high-quality alternating academic and work program that fulfills the student's educational goals, is within the realm of faculty expertise and includes the work opportunities offered within Antioch College's curriculum. Students are encouraged to begin working with their advisors on articulating and planning their individualized degree plans early in their tenure at the College and complete a preliminary plan by the end of their fourth study quarter in the second year.

SENIOR PROJECT/THESIS

Students culminate their Antioch College experience with a Senior Thesis/Project devised with their advisor. The senior Thesis/Project can take the form of presenting of a research paper, documentary video, narrative film, theatre, music or dance performance, art exhibit, or other form of public presentation that summarizes a particular endeavor of study by the senior Antioch College student, based in their major area of study. The Senior Thesis/Project gives Antioch College students the opportunity to demonstrate knowledge, understanding and skills achieved during their studies at Antioch College into a cohesive, informed final presentation.

CALENDAR

The Antioch College is designed to provide a rich program of academic study alternating with work placements, on a year-around calendar that will allow a traditional 150-credit degree in fourteen quarters. The first class will enter in Fall 2011. The exact dates of each quarter will be announced in the printing of an academic calendar.



ANTIOCH COLLEGE

ADMISSION AND FINANCES

QUALIFICATIONS

Antioch College has a unique study/work program that best serves students who are well-rounded, open to new experiences, intellectually inquisitive, and appreciative of different values and perspectives. The multiple demands inherent in Antioch College's year-round program of academic study, full-time work, part-time work, international work, and community participation are rigorous. Students enrolling at the College need to be able to handle all of these demands well in order to be successful.

Admission to Antioch College is offered on the basis of each individual student's qualifications. It is important that each applicant for admission demonstrate ability to benefit from and contribute to the total Antioch College program. A strong education record correlates with achievement at Antioch College. Most applicants will have studied a foreign language, at least three years of math, science and social science, and four years of English while in high school. We also look for work or volunteer experience, evidence of leadership or participation in extracurricular activities and demonstrated use of a special talent. Antioch College encourages students to submit either their SAT or ACT score as part of their admissions application.

To apply for admission, students must complete the Antioch College Admission Application. The completed application also includes a nomination form (this must be completed by an Antioch alum, guidance counselor or teacher), two references (one must be from a teacher and one must be from a guidance counselor), official transcripts, and a writing sample. The writing should be an original piece of writing, something not previously written for a class. This piece of writing should demonstrate your thinking process and writing style. Suggested length is 500 – 600 typed words. A personal interview with an alumni representative of the College and a campus visit are strongly recommended. Applications and admission information are available on the college web site or from the Office of Admission.

Beginning with the start up of Antioch College, transfer credits will not be accepted until a positive determination has been made regarding accreditation.

Antioch College does not discriminate in admissions decisions on the basis of race, color, religion, sex, sexual orientation, national origin, age, marital status, nor physical ability.

APPLICATION

To apply for admission, send applications and supporting materials to the Office of Admission by February 15.

After an offer of admission is made, the student must return the Intent to Enroll form (sent along with the acceptance letter) and a \$250 enrollment deposit in order to reserve a place in the entering class. The enrollment deposit is non-refundable.

Early Decision

This option is for students who determine that Antioch College is their first choice.

Students may submit applications to other colleges or universities, but those offered admission to Antioch College under the Early Decision agreement must withdraw those applications from consideration once learning of their admission to Antioch College. The decision is binding. Students not admitted under the Early Decision plan, may be deferred for regular admission candidacy.

Application Due January 1, 2011

Antioch College's Decision Communicated February 1, 2011

Acceptance of Early Decision Due February 15, 2011

Regular Decision

This option is for all applicants not seeking Early Decision.

Application Due February 15, 2011

Antioch College's Decision Communicated on or near April 1, 2011

Acceptance of admission and enrollment deposit due by May 1, 2011

ANNUAL TUITION AND FEES 2011 2012 ACADEMIC YEAR

Full-time Annual Tuition	\$ 26,000
CG Fee	\$ 250
Technology Fee	\$ 100
Student Records Fee	\$ 75
Student Insurance	\$ TBD
Room	\$ 5,755
Board	\$ 2,873
TOTAL	\$35,053

*Actual premium will be determined Summer 2011. This fee is required for students without medical insurance. A waiver of coverage must be on file to avoid this charge.

There will be additional costs for books, personal expenses and travel to campus and jobs.

Part-Time Tuition Rates, Academic Records & Registration Fees

Item	Fee
Half-time tuition* (7-11 credits)	\$19500 (75% of full-time tuition)
Part-time tuition (1-6 credits) *	\$400/credit
Enrollment/Damage Deposit	\$200
Housing Key Fine	\$75
Late Payment Fee	\$100 or 10% of balance, whichever is less
Meal Card Replacement	\$25
Returned Check Fee	\$20
Late Registration	\$25/day after classes begin (\$125max)
Late Filing Fee	\$50
Over-credit Fee	50% of part-time rate
Overnight transcript service	\$25per package
Transcript Evaluation	\$50 per transcript
Diploma Replacement	\$50 per diploma
Transcript Fax Fee	\$10

*Degree students are permitted to register for Part-Time and Half-Time study only for the final study term of their senior year.

Refunds

When a student withdraws from classes or work terms, their charges will be reduced and their account 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 a study 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 work term are listed in the curriculum catalog. The unofficial withdrawal date is the last day of attendance.

Withdrawal Date/ Tuition & Fees Credit Schedule

	Refund %
Prior to first day of class	100
During 1st Week	90
During 2nd Week	80
During 3rd Week	70
During 4th Week	60
During 5th Week	50
During 6th Week	40
During 7th Week	30
During 8th Week	20

Thereafter
Room and Board will be prorated

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ANTIOCH COLLEGE

AN ANTIOCH EDUCATION

GUIDING PRINCIPLES

Personalized and Individualized Education

In an age where mass-produced education is a powerful tendency, Antioch College commits itself to work with each student to discover and nurture his or her personal gifts, learning style, challenge and aspirations, and to find ways to address each of these in developing the student's work at the College.

To accomplish this personalization, we develop learning plans that fit the individual whenever possible.

Features of the Antioch College program that serve personalization are:

1. Individualized majors developed by the student and advisor, within a variety of areas of concentration in which the College concentrates its resources
2. The alternation of academic terms with work terms, in which meaningful work placements are chosen and integrated with the student's individual aspirations and needs
3. Classes small enough even at the introductory level to allow extensive discussion and personal faculty attention to the learning of each student
4. An individualized approach to language learning that equips the student for practical effectiveness in living and working in non-English language contexts
5. Mentored growth in community-participation skills from the beginning of the student's time at the college, and developing throughout the Antioch experience

Education for Meaningful Careers Empowering Student's Gifts...from the Beginning

At Antioch College, we believe that College is best seen as part of life itself. One can best prepare to apply theories one learns to the "real world" if the college experience provides for a rich and

continuing interplay between theory and practice. Antioch provides a unique liberal arts context for this kind of education through its work program.

Antioch College serves these values by:

1. The work program, uniquely designed to relate work experience to academic learning by alternating work and study, choosing the work experience to integrate with the overall academic and life plans of the student.
2. Individualized language learning that allows each student to become increasingly competent in diverse global settings.

Community participation skill-building encourages students to effectively utilize learning gifts and skills in their career settings, their community, and their efforts to “win victories for humanity”.

Education for a Changing World

An Antioch education reflects the need for educated people who can combine specialized expertise with broad familiarity with ways of knowing and acting effectively. College graduates will work in a world that is increasingly diverse, and will require sensitivity to increasingly global dimensions of human life and work.

Some of the elements of the Antioch program that serve this value are:

1. The rich and broad liberal arts emphasis on understanding and being able to use many different ways of knowing and experiencing and creating.
2. Education in diversity through co-ops, campus engagements, and participation in the Global Seminars.
3. Global understanding enhanced by the Global Seminars, international co-ops, and individualized language learning.

Quality Education that is Affordable and Efficient

The Antioch College educational program is designed to provide personalized education that is highly efficient and therefore economical.

The design of an Antioch College education makes this possible by:

1. Year-around operation, that decreases per-student plant and equipment costs substantially.
2. Use of the cohort course method, in which all students entering the college at the same time choose from a carefully selected common list of foundation courses targeted to their liberal learning.
3. The provision for routes for graduation in 3 or 3 ½ years, thereby saving tuition costs for students choosing these options.

ANTIOCH COLLEGE DEGREE REQUIREMENTS

Course Type	Credits per Course	Courses Required	Credits Required
Global Seminars	2	5	10
Foundation Course (Distribution Requirement)	3	12	36
Foundation Course (Electives)	3	4	12
Language & Culture	2	5	10
Language	1	5	5
Intermediate Colloquy	2	1	2
Advanced Colloquy	2	1	2
Intermediate & Advanced Courses (Major)	3	9	36
Intermediate & Advanced Courses (Electives)	3	9	27
Senior Project	3	1	27
Senior Paper	1	1	1
Work Portfolios	3	5	15
Total Credits			150

ACADEMICS, CONCENTRATIONS AND WORK

ARTS: STUDIO AND MEDIA ARTS, PERFORMANCE ARTS

Overview

The arts curriculum at Antioch College provides students with a dynamic multi-disciplinary collaborative grounding in two- and three-dimensional studio and media arts, and performance. The program seeks to provide all of its students with the knowledge, technical skill and creative capacity to facilitate exploration of their own imaginative and expressive capabilities through both individual and collaborative projects. The arts curriculum will also offer insight into diverse historical and contemporary cultural, social, political, and economic contexts and networks of art making.

Program Goals & Knowledge Development

At Antioch College, students will become familiar with the representation and analysis of human experience through both arts investigations and practices. They will be introduced to multiple perspectives and strategies of art-making including interdisciplinary, community-based and global contexts both in the classroom and through their on- and off-campus work experiences. Students will develop a critical vocabulary for understanding and analyzing contemporary art culture as well as an evolving practice that investigates particular aesthetic, ethical and representational dilemmas in arts making. They will develop an awareness of the use of the self as source and resource, and will develop an understanding of how the arts have evolved historically and theoretically and in the present moment.

Skill Building

Our students will develop their creative voice so they can create, communicate and connect their individual sensibilities and interpretations to the world. They will develop both the individual skills and techniques needed to work in a variety of arts media, and also develop the ability to collaborate meaningfully with their colleagues, faculty and staff in the arts community. Through the on and off-campus work program students will also learn to engage with artists in a variety of communities from the local to the global. They will develop their own creative intelligence and hone their analytical and conceptual skills through disciplined ongoing and evolving practice. Students will learn to appreciate, discuss, review, research, think critically and write about their own work and that of their peers and the work of established artists, genres or movements with clarity and confidence. They will become adept at both thoughtfully listening to critical feedback and providing conscientious feedback to their peers, faculty and visiting artists.

Artist residencies each study quarter will be a critical element of both the cultural life of the community and an integral part of the curriculum. A variety of contemporary artists working in the fields of performance, dance, music, photography, film, video, installation, sculpture, painting, printmaking, sound, creative writing, and more will be invited to live and work within the community leading workshops, giving lectures, creating projects, developing and presenting their own work, critiquing student work and occasionally collaborating with faculty within a class project.

HUMANITIES HISTORY, LITERATURE, PHILOSOPHY

Description of History Concentration

The study of History helps us to make sense of the world by offering an understanding of how societies and cultures change over time. In exploring the past, historians also explore the complex ways in which the past influences the present, as well as how the past persists into the future. At Antioch College history centers not only on learning about what people have done in the past but also on how we in the present can uncover, make, and interpret sources in order to engage diverse audiences with interests in history. Our watchwords are rigorous reading of sources and documents, but also engaging publics with our explorations and interpretations of the past. And so a distinctive feature of Antioch College's preparation of future historians is that class work is supplemented with a variety of job and internship experiences where students can experience for themselves where and how history can engage wider publics.

The History Concentration at Antioch College approaches the systematic study of the past with a particular attention to local contexts—to the historical record of the Miami Valley, of Ohio, of North America—but also seeks to situate local events in relation to larger and more global movements. This concentration balances more traditional historical studies with a strong commitment to interdisciplinary work involving contemporary fields such as Feminist and Gender Studies, American Studies, African American Studies, and Post-colonial Studies. Antioch history majors will take broad survey courses in aspects of U.S. History and the History of the Americas in

addition to methods courses and courses on specific topics and themes in the human record of the American continents. Antioch College history majors become active producers of history; at least two quarter-length work experiences involve hands-on work in the field; the upper-level Humanities Colloquy requires the production of a collaborative public history project. This concentration is supported by the other Humanities concentrations of Literature and Philosophy.

History students develop a deeper understanding of the world around them and the forces that shape it. They cultivate the vital skills of writing, research, data collection and analysis, critical thinking, questioning, engaging with multiple audiences, and the organization and presentation of complex materials. History majors become experts in making well-supported, meaningful written claims and arguments and in communicating with audiences.

Description of Literature Concentration

Literature as an art form involves an imaginative encounter with Otherness—other historical moments, other ways of being, and other values. Students are encouraged to compare these other ways of being with their own time and place, but primarily to begin to understand lives outside of their own. The Literature Concentration at Antioch makes available the study of literature in English from the late 18th century to the present. This concentration balances the study of major writers from Britain and its former colonies with a strong commitment to interdisciplinary work in contemporary fields such as Cultural Studies, Feminist and Gender Studies, Film Studies, and Post-colonial Studies. Antioch College Literature courses generally include both time-honored texts and those that lie outside of the boundaries of what has been considered traditional literature. While some courses focus on a particular genre of literature, others combine fiction, drama, essays, poetry, autobiography, and narrative film. Nearly every course prioritizes historical context and the situating of a text in its exact geographic and social milieu. This concentration is supported by the other Humanities concentrations of History and Philosophy.

Literature students become good close readers of texts and intelligent and informed critics of a range of textual and cultural phenomena. Students acquire the skills to analyze cultural texts of the past as well as of the contemporary moment. Literary-oriented students will learn and practice 1) reading different kinds of literary texts, 2) understanding and applying different approaches to the interpretation and evaluation of texts, 3) doing historical research to place texts in the context of literary and social history, and 4) making well-supported, meaningful written claims and arguments. Literature majors will also receive the necessary pre-graduate work in the canon of contemporary literary and cultural theory.

Description of the Philosophy Concentration

The Philosophy Concentration offers students a program of study in the traditions of Philosophy and Social & Political Theory. In consultation with a faculty advisor, the student works out an Individualized Major that focuses on both the foundational and core courses in Philosophy along with courses that form the student's special interests. Other possible interdisciplinary majors involving Philosophy are able to be worked out in close consultation with the academic advisor and

other relevant members of the faculty. This Concentration is supported by the other Humanities concentrations of History and Literature.

The Philosophy Concentration takes seriously the Socratic dictum: An unexamined life is not worth living. By so doing, it challenges received assumptions, cultural givens, and conventional wisdom. The concentration serves students seriously interested in a variety of philosophical themes and questions in the humanities. Philosophy originated as the repertoire of all human knowledge, spinning off academic disciplines only as they developed their distinct methodologies. It still retains interest in a number of disciplines through fields such as philosophy of science, social philosophy, political philosophy, philosophy of art, philosophy of mind, and so on. Students who choose to pursue a Philosophy Concentration will address the classic philosophical topics of the nature of knowledge and reality, the good or ethical life, the good or just society, human nature, and the nature of history. Who am I? How do I know what I think I know? What is authentic happiness? What does it mean to be human? What is a good society? Indeed, what is reality itself? These are some of the kinds of questions addressed by those who pursue the study of Philosophy.

SCIENCES: ENVIRONMENTAL SCIENCES, HEALTH SCIENCE

The Science curriculum provides a rich environment for developing the powers of insight and creativity, as well as many transferrable skills. Students in the Sciences are offered a choice between two majors or pathways through that curriculum, both of which can lead to rich and rewarding post-graduate professional and academic opportunities: the Health Science major and the Environmental Sciences major.

Students in both majors begin their journey with a core set of foundational and introductory courses taken in common. By the second year, students will begin to focus more time on intermediate and advanced courses that are specifically designed to lead them to the culmination of the major they have chosen, even though some courses and the two colloquies will be taken in common. The majors in the Sciences are designed to lead students through courses that build on the knowledge gained in previous courses, and emphasize close interaction with faculty and other students. The culmination for both majors is the Senior Project, based on the students' research and presented both orally and in writing.

Science fields are continually changing, as are career prospects for graduates in different fields, and students will be learning new ways of looking at things long after they graduate. The Health Science (or biomedical) major will prepare students for either medical school or veterinary school, and students interested in taking this path should consult an academic advisor immediately to begin planning for the major. Students interested in the Environmental Sciences major will receive a rich education that can take them in many career directions: environmental scientific research; science education; environmental policy analysis from a scientific perspective; and careers in the areas of the biological and life sciences. The major is strongly supported by the Glen Helen Ecology Institute and the College's 1,000-acre nature preserve and raptor center.

SOCIAL SCIENCES: ANTHROPOLOGY, SOCIAL PSYCHOLOGY, POLITICAL ECONOMY

The Social Sciences at Antioch College focus on the institutions and functioning of human societies, with the individual, and with the interpersonal relationships of individuals as members of society. Social Science courses will include Cultural Anthropology, Political Economy and Social and Cognitive Psychology.

Political Economy

The study of political economy focuses on the role of economic, political, cultural, and environmental processes in shaping society and history.

Anthropology and Social Psychology

Social Psychology and Cultural Anthropology partner in this area of concentration.

Social Psychology focuses on the study of individuals in interaction with other individuals, of individuals in interaction with groups, and of groups in interaction with other groups. The examination of multiple directions that influence complex situations informs student's thinking about social behavior.

Cultural Anthropology traditionally completes research with small, discreet groups of people through participant observation in order to document how the structures and institutions within the group support each other and are linked together.

By combining Social Psychology and Cultural Anthropology students would be able to complete research with groups and analyze how the structures and institutions of that group affect individual behavior. The outcome of the research should be an increased understanding of how other groups define positive and negative behaviors, the consequences of positive or negative behaviors on the individual and the group, plus coming to understand multiple approaches to solving problems and/or mediating difficult situations.

LANGUAGE AND CULTURE

According to the American Council on Teaching Foreign Languages, communication is at the heart of second language study:

Through the study of other languages, students gain a knowledge and understanding of the cultures that use that language and, in fact, cannot truly master the language until they have also mastered the cultural contexts in which the language occurs. Learning languages provides connections to additional bodies of knowledge that may be unavailable to the monolingual English speaker.

Through comparisons and contrasts with the language being studied, students develop insight into the nature of language and the concept of culture and realize that there are multiple ways of viewing

the world. Together, these elements enable the student of languages to participate in multilingual communities at home and around the world in a variety of contexts and in culturally appropriate ways.

Program Description

The study of a major world language is central to our conception of an education as preparation for global citizenship. The objective of Antioch College's language and culture program is to equip students to function both linguistically and culturally in a non-native geographic area. All Antioch College students will be required to attain intermediate proficiency in a language other than their native language. All students will study a language for at least two years or eight consecutive quarters; many will continue language study through their remaining quarters as well. Because we see language as equally cultural experience and technical skill, Antioch College students will work for at least one quarter in a different nation or cross-cultural setting. Language study will be linked to and reinforced by this international work experience and immersion in a different culture. This cultural immersion experience is a key component of the Antioch program and usually takes place in the third year of study. (Work experiences are in the process of being developed for these quarters.) Language courses will focus primarily on conversational language learning and oral proficiency, and on the actual use of the language. Familiarizing students with the differing cultural contexts, values, and practices of particular linguistic groups will also be essential. The overarching goal is to get students to use the language on a daily or near-daily basis, and to use it in a variety of contexts, for at least the first two years of their education. We hope to add more languages as the College and its curriculum expand.

The world languages that will be taught at Antioch College during 2011-12 include Spanish and Portuguese. French will be added during the 2012-13 academic year. Other languages will be added in the future.

Antioch College's world languages program is uniquely organized so that language instruction is 1) integrated across the curriculum, in both work and study experiences, and supported in language courses as well as non-language courses; 2) maximized through its continuity across terms, both on-campus and off-campus, for at least the first two years (eight quarters) of the student's education; 3) organized around an international cultural immersion experience; 4) highly individualized and tailored to the progressive levels of each student.

Language Learning On-Campus

On-campus language teaching includes traditional 2-credit courses that meet two or three days a week and are taught by language faculty and instructors. Some language courses may be taken at nearby Wittenberg University, with whom we are in the process of pursuing a partnership. This proposed partnership with the Foreign Languages Department at Wittenberg will help to expand our language offerings and benefits students at both institutions by giving them a larger peer group, particularly in language classes that tend to have smaller enrollments. Antioch College's plan for on-campus instruction also includes specific research and translation projects completed as part of the

requirements for courses across the disciplines and the mandatory Global Seminars that focus on particular critical material resources. These projects are jointly developed and supervised by language instructors and classroom faculty. Students must complete at least one of these language projects per on-campus quarter.

For example, students studying Spanish and enrolled in the Global Seminar that examines economic and political issues surrounding the distribution of water may each undertake research to produce a relevant case study that highlights water-distribution in a particular Spanish-speaking country. Initially, this research would be conducted predominantly in English, but as students increase in their levels of language proficiency, work in second and third-level Global Seminars could be conducted through Spanish-language media and print sources, and the student's findings will then be presented in Spanish to the other Spanish-speaking participants (and in English to the non-Spanish-speaking participants). Another group of students studying Arabic would produce and share case studies from Arabic-speaking places.

The Columbus-Dayton-Springfield metro area contains many potential resources for student work and volunteer experiences, as there are numerous immigrant communities, advocacy groups, cultural organizations, literacy centers, etc. where language and translation skills may be honed.

Language Learning Off-Campus

Because language learning requires constant maintenance and reinforcement, the language and culture program continues on the five off-campus work terms, during which time the student earns one language credit. Over the off-campus work terms, language study takes place via online language coursework and online communities of language learners, using such technologies as videoconferencing, Skype, and chatrooms. Language faculty may also assign specific projects to be completed during this period. Depending upon the location and the language, students may be involved with local communities of native speakers and/or attend classes of language learners in the area where the student is working. Close supervision by, and repeated contact with, language faculty will be essential to the success of off-campus language instruction. Assignments will be tailored to student level and need. Possible off-campus language projects could include researching particular subjects pertaining to the student's job or academic interests in the language being studied and/or participating in local gatherings or events or organizations. Such projects might also include producing written translations or performing oral translations as a service for others.

The particular choice of online language and culture program, and its coordination, will be the purview of the language faculty.

Immersion Experience

All students will complete an international work experience in which they live and practice the language they have been studying. For most students, this work abroad quarter will take place during the third year, and their proficiency examination will be scheduled upon their return to campus.

International work opportunities are currently being cultivated in a range of international sites. There will also be work opportunities with native communities locally and nationally.

Students may pursue additional language coursework and/or experience after passing their proficiency requirement, but it is not mandatory. Some students may choose to integrate their language learning into their final senior project. This will be arranged on an individual basis depending upon the student's interests and course of study. Advanced work in the humanities (especially literature and philosophy) in other languages will probably not be possible, at least in the initial years of the College, but may be an option for the future.

Language Assessment

Language faculty will tailor each student's program to their gradual progress through the language until it is determined that the student has attained oral proficiency. This will require working closely with each student on an individual basis and designing assignments aimed at that student's current level of language ability. As students enter college with widely varying levels of facility, each student's degree plan will therefore be highly individualized. Due to small student numbers, this should be possible (at least for the next 5 or 6 years). Language faculty will work with the student's work and classroom faculty advisors to develop and coordinate assignments, and to find appropriate work placements and experiences that involve language usage. This means the number of credits each student receives in the Languages and Culture portion of the curriculum will vary, depending upon how long it takes each student to reach the expected level of oral proficiency.

A system of tests to measure various levels of language proficiency will be put into place by language faculty. Ultimately the student will take a final proficiency assessment test, the capstone of the language requirement, and receive an additional one credit for this capstone experience. This assessment process will include an extended interview. This capstone crediting can occur anytime in the student's academic trajectory after the immersion experience or after the fourth quarter of the second year.

The levels of Proficiency are Introductory, Intermediate (divided into High and Low), Advanced (divided into High and Low) and Superior (the latter meaning close to fluent or fluent). Our minimum standard with Spanish, French, and Portuguese will be High Intermediate levels of proficiency; with Arabic and Mandarin Chinese our standard will be Low Intermediate. (See accompanying chart).

Fallback Option. If any student is repeatedly unable to pass into the expected level of demonstrated language proficiency then the completion of 4 on-campus language courses and 4 off-campus language experiences will be considered sufficient for the purposes of graduation. All students will thus have a minimum of 16 credits in languages (although many students will have more).

EXPERIENTIAL EDUCATION: WORK AT ANTIOCH COLLEGE

“A liberal education is an exploring education—that students seek wisdom wherever wisdom can be found—in the record of the past, in the accounts of contemporary experience and in their own participation in the world around them.”

“The Value of the Co-op Program,” Algo Henderson, President 1936-48

Building on a 90 year-old tradition, work continues to be one of the pillars of an Antioch College education. Though experiential education has become more common throughout higher education, work at Antioch College continues as a unique learning component. Antioch College remains the only liberal arts institution in the nation to require comprehensive off-campus work experiences of all students. Studies indicate that students in cooperative education programs gain maturity, motivation, problem-solving abilities, academic achievement, and clarity about their goals. Cooperative education especially stresses the value of paid employment in which a student learns from work with meaningful responsibilities set by the employers, from colleagues, and from living independently in new settings.

The idea of learning from experience pervades an Antioch College education. Another distinctive element of an Antioch College Education is the part-time work program which provides all students the opportunity for learning and serving our campus and community. Students work side-by-side with faculty and staff in all areas, doing both mental and manual work because work is central to the mission and culture of Antioch College. The campus work program helps to prepare students for work, maintain our beautiful campus, encourage all members of the community to take pride in labor well done, and to develop high personal standards and concern for the welfare of others.

Because of these requirements, work is fully integrated into academic and community life on campus at Antioch College. These work programs help students to understand work as a tool for experiential education and as a place for integrating academic learning, practical knowledge, and life lived in the larger community.

Orientation to work begins immediately for new students. Students have substantial opportunities to learn about jobs, how to present oneself to potential employers, transitioning from school to work and back, adapting to job and living expectations and learning through work.

The full-time off-campus work program allows students to connect academic knowledge with the professional world of work. The Antioch College work program expands learning experiences through paid employment in a supervised, educational work setting often related to the student's coursework. The program is a mix of major related and general education, so students who have interests and skills outside of their majors work in jobs not directly related to their field of study. In addition to on-the-job-learning, a high value is placed on the learning students do off-the-job in the communities in which they live while on work.

Every Antioch College student participates in the program of alternating work and study. Students are assigned a specific sequence upon matriculation. Compliance with assigned sequences is expected.

Off Campus Work

The alternation and integration of work and study have been the primary forces shaping the unique character of Antioch College since the introduction of the Cooperative Education program in 1921. Off campus positions are local, national, and global. Enrollment is required and credit can be earned, through completion of a work portfolio, for these jobs that last for 12 weeks and range from a minimum of 30 to 40 hours of work a week. In addition to completing the work portfolio, students also complete a one credit hour online language and culture course during each work term.

Each student's work program is unique. Each student's educational plan — both in the classroom and at work - reflects individual interests. Students continually expand their skills through courses and work, often taking jobs to broaden their background, boost skills in areas of less competence, clarify career objectives, or rethink goals.

Students multiply their options through work because learning opportunities are not limited to the campus. While on work terms students can explore a wide range of career options and may use leading edge equipment and facilities in labs, studios and businesses. Since the future of the workplace is uncertain we believe it is important for our students to learn how to do many things.

Students often discover or affirm their purpose through work. Students can test out a career choice they have always imagined with a job in that field. If they are uncertain about what their passion is, moving into the work world early in their education helps students discover what they love to do. If students start working in their chosen fields after they graduate from a conventional college, what happens if they decide they don't like that field?

Students also build their capacity through work. They learn how to adapt, how to work with different people, how to solve problems and discover problems to solve. Depending upon their program of study students ideally work in five or six different jobs in five or six different locations to build more skills and feel confident stepping into any new situation. Very importantly, students work at the edge of their knowledge then they come back to campus to learn some more.

We often refer to the Antioch College Work Program as environmental, where work and life experiences are both valued as contributing to the growth of the whole person and fulfillment of college program goals. Antioch College aims to prepare students to live responsibly and effectively in an increasingly complex world. For decades, Antioch College has used work to enable students to live and learn in environments that differ from the academic setting and to broaden their understanding of the world in which they live. The work program fosters learning through a wide range of objectives related to employment and civic life. A thoughtful period of planning before the experience, carrying out the plan, self-assessment and timely reflection with the student's advisor make meeting these outcomes a reality.

The learning outcomes for the full-time work program are developmental and are evaluated by their supervisors at work. The goal is for students to see progression in their ratings from their employers during each work term. We ask students to fully consider and analyze their performance evaluations and focus on areas in which they need improvement. The work program intends for students to achieve the following learning outcomes as they progress through the program:

Working Productively: Possessing and applying effective work habits within the work setting

- Demonstrates increasing levels of independence and self-management
- Manages time and work load
- Recognizes and applies quality standards of performance
- Handles responsibility in a dependable manner
- Exhibits perseverance in accomplishing tasks
- Provides appropriate level of attention to detail in work tasks
- Monitors projects and follows through as directed
- Displays initiative in contributing to the needs of the organization
- Produce work that displays qualities of accuracy, neatness, thoroughness and adherence to standards
- Shows competence in work place technology and readily learns new applications

Communicating Effectively: Applying appropriate writing, speaking and listening skills in order to precisely convey information, ideas and opinions

- Articulates personal observations as a participant observer and reflect on lived experience as the source of learning;
- Asks appropriate questions, seek direction when needed, communicate with others, and work as a participant of a team
- Anticipates a need for clarification and seek direction as appropriate
- Applies language effectively in written communication (spelling, grammar, structure)
- Writes clearly and in an organized manner
- Uses language appropriate to the situation in written and verbal communication
- Applies effective verbal presentation skills (organization, grammar, thoughtfulness)
- Demonstrates effective listening skills as evidenced by checking for accuracy and following through with accurate interpretation

Working Cooperatively: Demonstrates ability to work effectively with others to complete tasks, solve problems, resolve conflicts, provide information and offer support

- Establishes and maintains effective, trusting and appropriate working relationships
- Demonstrates respect for others through word and actions
- Receives and accepts feedback
- Provides feedback to others
- Demonstrates willingness to pursue resolution when conflict arises
- Demonstrates flexibility and responsibility in taking on roles in group work
- Demonstrates acceptance and respect for differences in style, culture, experience or knowledge
- Demonstrates awareness of how one's behavior affects others
- Demonstrates respect for the rights and properties of others
- Demonstrates willingness to use and support the perspective and ideas of others

- Demonstrates willingness to recognize and respect others' points of view
- Becomes able to perform as a peer having demonstrated an understanding of norms, protocols, and initiatives involved in the organization's activities and contribute to them responsibly

Acting Responsibly: Recognizes an obligation to self and others in decisions and actions

- Adapts to organizational culture and will be able to use supervisors and co-workers to help them follow protocols set by and reflective of that culture
- Applies effective work standards as evidenced by attendance, punctuality and reliability
- Assumes responsibility for own performance by completing assigned duties with thoroughness and thoughtfulness
- Maintains an effective level of productivity
- Gives attention to proper work habits
- Exhibits professional behavior and attitude (appropriate dress, hygiene, office etiquette)
- Requires minimum supervision of their work as they have demonstrated trustworthiness, comprehension of multiply related factors and coherent articulation to appropriate audiences

Thinking critically and creatively: Applies the principles of purposeful, active, organized, and creative thinking

- Recognizes the difference between facts and opinions
- Applies effective problem solving strategies
- Questions the quality and relevance of information
- Seeks to understand ethical impacts of decisions on individuals or society
- Anticipates what is needed organizationally and contribute to efforts to meet those anticipated needs
- Shows evidence of innovation, invention, initiative in meeting organizational challenges and goals is demonstrated
- Shows evidence of appropriate and useful problem-solving activities demonstrated by an ability to describe the factors, reasoning and forms of knowledge or theory taken into account in solving problems

Inter-cultural understanding applies the principles of developing adaptability, utilizing keen observation to find meaning through self-reflective insights, avoiding the tendency to interpret experiences in familiar ways in order to allow for multiple interpretations and further developing the capacity for effective action.

- Describes personal learning about the culture and values, traditions, beliefs, and social behaviors of the host country and organization
- Describes cultural differences regarding gender, economic or class status, ethnic groups, and interaction among groups
- Demonstrates learning from cultural perspectives, values and biases as they impact personal identity including: nationality, race, ethnic origin, gender, age, education, sexuality, and class

- Describes behavioral adjustments they made in order to function more effectively and less disruptively in the host culture
- Describes any culturally or environmentally specific behavior to which they needed to become accustomed
- Describes changes in perspective about their own culture given the perspective they may have gained from living abroad
- Explores the role of varying religions and how they are practiced
- Shows evidence of understanding how the environment, natural and constructed, has played a role in influencing culture and traditions
- Increases language skills through immersion with native speakers in the work place and through interactions with community residents
- Describes contributions made to their employer and the community
- Actively reflects upon re-entry to the US and the campus

Antioch College students work in non-profit organizations, corporations, laboratories, hospitals, schools, government agencies, studios, and more. During the first full-time jobs test career choices, enter new fields of practice, explore new environments, learn basic skills, try different kinds of work, and discover what they do best. They also learn how to live independently, succeed on the job, work with others, assume responsibility, and understand organizations.

Later full-time jobs may be more related to an academic interest and involve increasingly sophisticated performance and analysis. For example, students are required to spend at least one work term abroad to demonstrate and further enhance their language acquisition and cultural understanding. Employers are thoughtful and committed. Their supervision, personal interest, advice, and reports are indispensable to student success and growth. They are regarded as Antioch College's field faculty.

The College's planned technological infrastructure will allow students to continue to participate in on campus life – community governance, classes, and social connections – as well as connect to the global Antioch College community. Students and faculty will be able to query each other and examine questions collectively and comparatively among regions, participate in small and large group projects with students around the country and around the world.

Requirements

A successful job is full-time work planned in advance through the work placement process, for the dates of the entire work period as established by the College. Employment involving less than 10 weeks of work does not qualify for work portfolio credit. The final work portfolio usually includes a series of reflection exercises, mid-term reports, a transition document for the next student, and an employer evaluation. For work abroad, students must also reflect on the cross cultural aspects of their experience. Finally, each student meets with a work program faculty member for a crediting conference.

Dependent on educational goals and the degree plan and advisor approval, students must successfully complete a 5 off-campus work terms and work portfolios for 3 credits each.

Getting a Job

Each term the Work Program publishes a list of available jobs. Students must select from this array of opportunities just like they select from an array of course offerings. Students get more information about them by consulting with work program faculty member and learning about what that organization says about itself on the web.

In planning job experiences students should consider career interests, general education goals, academic interests, previous work experiences, and their special skills. Each work experience, off campus or on, and course work provide students with additional interests and skills for future jobs.

Participating employers typically want and expect an Antioch College student each term. As partners in the work program they rely on Antioch College students to perform work and complete tasks essential to their organizational objectives. The employer will receive from the work program office a cover letter and resume prepared by the student being recommended. Employers then interview the recommended applicant by phone before hiring. Timely planning is necessary and required.

If there are several students interested in each position. After interviews with members of the work program one student is recommended for each position. The work program faculty member is responsible for selecting the student to be recommended.

On-Campus Work

All Antioch College students work 10 hours per week during each study term. However, students at Antioch College do not simply work during their study terms. In fact, they provide the essential workforce to operate the College. Upon arrival on campus each term students learn about the available jobs, submit resumes for the jobs and interview with their supervisors. The goal is for all students to be hired by the end of the first week of classes.

Campus work assignments function rather like classes and even prerequisites for full-time work off campus. Beginning at basic levels of work, students are expected to progress to more skilled and responsible levels.

Through these experiences, the College expects that student workers will:

- develop good work habits and attitudes,
- gain an understanding of personal interests, skills and limitations,
- learn new skills,
- exercise creativity, problem-solving and responsibility,
- prepare for full-time work,
- acknowledge, examine, and celebrate the ethics and value of work in the educational process.

We encourage students to gain experience in as many areas as possible recognizing that campus jobs change seasonally.

Antioch College expects not only strong and consistent academic performance but also places a high value on solid performance in the work programs. Students are evaluated at the end of each semester by their supervisor.

After Graduation

By participating in the work program, students gain experience in a variety of work and living situations. This helps them with career planning by giving them a variety of experiences upon which to base their decisions about the future. For Antiochians, engagement in their full-time work and campus work allows them to graduate with an uncharacteristically valuable history of professional skills and experiences.

Because of the work program, students will have completed at least one and a half years of full-time work and one and a half years of part-time work in six different settings and jobs each. These jobs help them solidify their career objectives—perhaps confirming original choices and aspirations, perhaps finding new directions. In most cases, students will see connections to differing organizations, skills that transfer from position to position, and gain a deeper understanding of personal mission. In an era in which people change careers more and more frequently, learning to find these new directions becomes a critical skill.

COURSE DESCRIPTIONS

INSTITUTIONAL REQUIREMENTS

GLOBAL SEMINARS

Global Seminars are interdisciplinary theme-based mini-courses, organized around a particular critical resource, need, or issue. They are designed to provide students with a broad understanding of the contemporary economic, social, political, scientific and philosophical challenges facing humankind. Each mini-course (2 credits each) presents a range of informational sessions and diverse perspectives on the resource or issue under consideration, predominantly through the format of a speaker series. Speakers could include Antioch faculty, visiting faculty, journalists, documentary filmmakers, co-op employers, practitioners, and alums working on an aspect of this topic. Some guest speakers and experts may be 'present' via internet technologies. There will also be experiential components such as field trips and group projects. These global seminars create a shared community knowledge base for the investigation of contemporary problems and challenges and foster informed community discussion and debate around questions of access, equality, distribution, scarcity, conservation, political representation, economic viability, cultural meaning and value, etc.

- GS 110 Food Where does our food from? Why do we eat what we eat? What are the institutions, policies, and cultural dynamics that shape our eating habits? What are the impacts and costs—human, environmental, social, economic, political—of food production and consumption today? What options exist for more sustainable methods of food production and distribution? This course introduces students to the politics, economics, and anthropology of food. This global seminar will include national and local guest speakers, documentary films, field trips, experiential learning, and anthropology projects. Antioch is creating an organic garden and students will participate in the development and maintenance of this important project.
- GS 120 Water Three questions form the basis of our inquiry into water. Who owns the water? Who controls the water supply? How safe is the water supply? Ways of looking into and answering these questions come through Political Economics—ideas of scarcity and governmental structures and through Chemistry—what affects the quality of water. Ways of resolving some of the issues connected to access and the safety of water will be suggested by people working daily to maintain the safety of water and create access to potable water to people across the globe.
- GS 210 Governance What are some of the ways in which democracy has been defined and practiced? How should ordinary people participate in political decision-making? What constitutes a fair and legitimate decision-making process? What are some effective mechanisms, strategies, and recipes for creating participatory governance? This course will draw from Political Philosophy, Political Theory, Postcolonial Studies, and Globalization Studies. The course takes up influential

meanings and applications of the concepts of democracy and participatory governance. Beginning with the history of 'term' democracy in the West, we will explore some of the major problematizations and expansions of this crucial political concept. We then move to examine numerous case studies in participatory governance and deliberative democracy from around the world. Students will complete critical papers and research projects; they will also pursue practical local projects in community building, community governance, and the development of community policies.

GS 220 Health

One of the central ethical questions in Philosophy is “What is the good life?” But before there can even be a discussion of the good life, there must be life itself, and that raises the question of health. What constitutes health, both for human beings and for the rest of the ecosystem, and how are those two related? In other words, how do we even define “health?” This course introduces students to the many-sided perspectives and questions involved in the issue of health from its very biological and chemical make-up to the global issues of the health (or lack thereof) of entire populations, including the central question of the ownership and distribution of health care. The course will especially draw from disciplines in the social sciences and natural sciences, and will relate to subject matter covered in courses from the Health Sciences to the Political Economy of Health and Wellness. This Global Seminar will include national and local speakers, documentaries, field trips, experiential learning, and projects. Finally, the ultimate goal of the course is to provoke reflection on, and insight into, not just the questions of personal health and health care, but how the entire issue of health in the individual, society, and the world, is related to questions of justice, or the “good life.

GS 310 Energy

Where does our energy come from? What are the impacts and costs—human, environmental, social, economic, political—of extracting different forms of energy? What happens to the waste products and by-products of energy extraction and use? How should we plan for energy-related environmental disasters? For energy scarcities? What are the options for alternative energy sources? What are the factors that influence energy consumption? This course introduces students to the chemical and atomic bases of the major forms of contemporary energy generation: coal, oil, natural gas, and nuclear fission. Students learn about the drilling, mining, and refining processes involved in various forms of energy extraction, as well as discussing some of the pressing contemporary economic and political debates around the production and consumption and conservation of energy. This global seminar will include guest speakers, documentary films, and field trips. Antioch is pursuing a geo-thermal energy project and students will also study and document this ongoing project.

LANGUAGES & CULTURE (on campus)

Through the study of other languages, students gain a knowledge and understanding of the cultures that use that language and, in fact, cannot truly master the language until they have also mastered the cultural contexts in which the language occurs. Learning languages provides connections to additional bodies of knowledge that may be unavailable to the monolingual English speaker.

Through comparisons and contrasts with the language being studied, students develop insight into the nature of language and the concept of culture and realize that there are multiple ways of viewing the world. Together, these elements enable the student of languages to participate in multilingual communities at home and around the world in a variety of contexts and in culturally appropriate ways.

LC	French,	On-campus language teaching includes traditional 2-credit courses which meet two or three days a week and are taught by language faculty and instructors.
100-LC	Portuguese,	
300	Spanish	

LANGUAGES (off campus)

LC	French,	Because language learning requires constant maintenance and reinforcement, the language and culture program continues on the five off-campus work terms, during which time the student earns one language credit. Over the off-campus work terms language study takes place via on-line language coursework and on-line communities of language learners, using such technologies as videoconferencing, skype, and chatrooms. Language faculty may also assign specific projects to be completed during this period.
100-LC	Portuguese,	
300	Spanish	

WORK PORTFOLIOS

WORK 150	Work Portfolio I: Novice Level Work	During the first and second full-time job, students are at the novice stage. At this stage, the portfolio component of student learning will focus on developing knowledge and skills related to the job and the community in which they work and live. Here, students will also begin to develop knowledge and skills that allow for thoughtful reflection of their experiences on the job and in their community. In the first full-time job, these skills will include purposeful observation and reflection. Students will engage in observational exercises and be introduced to and engage in journaling. The journal serves as a single location for student reflection on work, life outside of work, and organized learning activities designed to foster a deeper awareness of being a successful employee. There will be a series of assignments where students will be journaling to specific prompts identified by the faculty. Following successful completion, each student will receive three (3) credits per full-time work placement portfolio.
WORK 250	Work Portfolio II: Intermediate Level Work	During the third full-time work placements students will be expected to fully engage with their employer. Students will learn from others how to participate as an active and engaged member of the employing organization, and what it means to be a citizen of the area. They will be encouraged to become involved with existing community groups. The reflection component of these full-time

work placements will entail students continuing to journal which will include entries that focus on their progression toward further independence and self-management. Such personalized documentation will allow students to gain insights into the development of their own workplace competencies. It is intended that this process will also help students gain insights into what it means to be a member of a group and how to effectively enter and belong in a work place. There will be a series of assignments where students will be journaling to specific prompts identified by the faculty. Following successful completion, each student will receive three (3) credits per full-time work placement portfolio.

WORK 350 Work Portfolio
III: Advanced
Level Work

Normally during the fourth work placements students generate knowledge, activities, and/or services that meet specific needs of the employer. In this stage, students will anticipate what is needed organizationally and contribute to efforts to meet those anticipated needs. The reflective component of this work experience will again involve journaling. The journal will include specific notes organizational mission and effectiveness in the community. This allows the student to expand their journaling skills to include evaluative and mission focused notes. Other entries will be written responses to prompts; however, in this case, most prompts will be self-directed. Following successful completion, each student will receive three (3) credits per full-time work placement portfolio.

WORK 351 Work Portfolio
IV: International
Work

During the international work placement, normally during the fifth work term, is a planned and evaluated learning experience which places the learner in an environment where learning is accomplished through active interaction with the people, use of language, history and institutions of other cultures. The international work placement expects students to form a clearer understanding and appreciation of common characteristics of another culture's people and social institutions as well as their complexity and diversity. It allows the student to experience the power of culture as a determinant of human actions, beliefs, and interactions with the environment. Through fulfilling of this requirement a student should develop a sense of cultural humility and an appreciation of the sources and values of one's own culture. Students should demonstrate growth in their ability to understand and acknowledge cultural differences and to conceptually relate one's own culture to another. Following successful completion, each student will receive three (3) credits per full-time work placement.

SENIOR THESIS/PROJECT

ART,
HUM,
SCI,
SSC Senior
Thesis/Project

Students culminate their Antioch College experience with a senior thesis or project devised with the help of their advisor. The senior project can take the form of the presentation of a research paper, documentary video, theatre, music or dance performance, art

exhibit, or other form of public presentation that summarizes a particular endeavor of study by the senior Antioch College student, based in their major area of study. The Senior Project gives the Antioch student the opportunity to pull together the knowledge, understanding and skills achieved during their studies at Antioch into a cohesive, informed final presentation.

SENIOR REFLECTION PAPER

Senior Paper

At the end of the senior year, every student is required to write a paper reflecting upon their learning trajectory at Antioch—on the relationship and integration of the disparate elements of their Antioch education into their chosen course of study. Students should consider how particular work, study, community, travel, and language experiences worked together or built upon each other (or not). Students could reflect back upon specific assignments, texts, or projects, and upon various successes, failures, continued questions, challenges, and growth experiences. In general, students should meditate on the ways in which various aspects of their Antioch education contributed to the overall development, their sense of themselves and their future goals, and their ability to be life-long learners.

ARTS FOUNDATION COURSES

The foundation courses go beyond general education requirements. Along with experiential learning through work the foundation courses form the base of the Antioch College curriculum where wide-ranging knowledge of science, cultures, and society combined with intellectual and practical skill building in order to foster a commitment to personal and social responsibility centered on the resources of food, water, energy, health, education, and governance. The Institutional Learning Outcomes will form portions of learning goals for each of these courses. Students will be required to take three courses from each academic division—Arts, Humanities, Science, and Social Science.

Arts 101	The Visual World (Two-Dimensional)	This is a multimedia studio course that will introduce students to basic conceptual analysis of form and line through the use of a wide variety of graphic media emphasizing drawing with a basic introduction to painting and printmaking; including beginning color theory. The course will accommodate a variety of levels of experience and will focus on technique development and exploration based on a student's previous experience. Students will work from life and from installation both in studio and in the field.
Arts 102	The Visual World (Three-Dimensional)	This course focuses on communicating and understanding the basic challenges of sculpture and the visual possibilities represented by three-dimensional relationships. Students will work in clay with an emphasis on process and problem solving rather than production. The course will include an introduction to both hand-building and wheel-thrown techniques as well as developing skill in preparation of clay, glazes and kiln firing.
ARTS 103	Voice and Speech	This course allows students to explore their voices and how they use them to speak and sing. Students will study the dynamics of human communication and learn fundamentals of breathing, resonance, projection, and articulation to assist them in developing an effective and flexible voice for the stage. There will be an emphasis on increasing vocal skills by learning techniques of breath support and articulation as well as how to recognize and release habitual tensions. The class will include elements of deep listening, warm-up, exercises for memorization of texts, vocal improvisation, singing, and performing spoken poetry or prose.
ARTS 104	Presence of the Performer	This class is an introduction to performance art. Performance art can be any situation that involves four basic elements: time, space, the performer's body and a relationship between performer and audience. Students will investigate a variety of styles and techniques using objects, gesture, action, text, image and media to examine nonlinear associative strategies for creating both narrative and non-narrative works. They will use their own physical and vocal presence to explore methods for activating and focusing their performance energy. Students will begin to understand, identify, and articulate their own artistic vision and voice through participation in a series of exercises that will culminate in a public performance at the end of the term.
ARTS 105	Issues in Contemporary Media Art and Internet-based Culture (I)	This course will build a basic theoretical foundation for a developing media literacy through examining artists' projects that feature combinations of image/sound/text, short-form media, and interactive media within a networked environment. Students will be introduced to a broad range of cultural projects including community media art collaborations, non-linear documentaries and narratives, creative social-

		networking sites, online open media archives, online media & research centers in non-western societies, and sites that offer critical dialogue on contemporary emerging media arts in multiple cultures. The history of contemporary cultural issues that are specific to digital media, media art, and the net will be explored such as tactical media, mobile/locative media, editing networked projects/wikis, appropriation and copyright, databases, and net neutrality. Students will produce a blog as an art project that features media, sound and text and engages specific audiences or collaborators. Final projects will be shared with the community.
ARTS 106	Intro to Basic Media Production (II)	This course will lay the groundwork for developing basic media production skills including camera-based still and short-form moving image media, and sound, using the net as the site for contextualization and distribution of the work. Work in still photography will encourage technical control using both the camera and image modification software. Students will be introduced to moving image sequencing and editing techniques and encouraged to explore a range of integrative and contrapuntal relationships between image, sound and text. Students will learn to work with various file formats as media is moved from camera to editing environment to posting on the net. Animation software and simple interactivity will be introduced. Basic concepts of lighting and an exploration of basic audio recording, layering and mixing will be explored. Students will be introduced to artists' projects, media archives, and critical discussion sites on the net that will illustrate certain historical challenges and cultural issues that are engaged when working in the environment of the net, including cultural forms and economic challenges in various societies. Students will be encouraged to strategize around what combinations of image, moving image, sound, text, and basic interactivity are best suited for the kinds of projects they find themselves attending to as viewers, users and producers. This course develops a broad media literacy through integrating media history, media art theory, project critique and direct experience with basic production.

ARTS INTRODUCTORY COURSES

ARTS	History of Art & Craft	This course is an introductory exploration of human craft from ancient times and the origin of major cultural traditions in art, craft and architecture through today's movements in contemporary creative expression. This course will focus on craft and theory as related to the arts from a global perspective associated with the Global Seminar and work opportunities available to students.
ARTS	Painting I	This course builds upon the work completed in the foundation with continued study of the fundamental principals of two-dimensional creative expression through the lens of painting and the use of color. Students will explore issues of composition and texture using oil and water based paints on board, stretched canvas and paper. Important conceptual and historical connections of painting will also be explored. The course will include lectures, critiques, field trips, lab work and a final public exhibition of student work.
ARTS	Sculpture I	Building upon the work completed in the foundation, students will continue to study creative issues associated with three-dimensional relationships such as line, plane, and mass with a particular focus on the human figure. Projects will be comprised of both short exercises in spontaneous exploration and sustained creative work dealing with

		conceptual issues and principles such as balance and composition. Students will work in ceramics, modeling clay, wax and plaster. Important conceptual and historical connections of sculpture will also be explored. The course will include lectures, critiques, field trips, lab work and a final public exhibition of student work.
ARTS	Styles of Live Art	This course is a laboratory study of twentieth century avant-garde performance styles and movements, including presentational aspects of Futurism, Dadaism, the Bauhaus movement, the work of Antonin Artaud, happenings, and the Fluxus movement and also diverse examples of contemporary performance art. The theoretical and historical contexts that influenced the development of these movements will be examined as will their impacts upon the art of their time and their influence upon the theoretical underpinnings of today's performance art. Students will research and write a paper about an aspect of the history and theory, complete a series of exercises recreating events from each period, and create a new work that will be publicly presented to the community at the end of the term.
ARTS	Performance and Storytelling	Story is often the centerpiece of performance and for many contemporary performance artists writing is essential to their practice. Students will begin with a study selected folklore-based myths, folktales, fairy tales, and legends to learn how different types of stories and the context of their presentation shapes peoples' identities and world views. A variety of critical examinations of contemporary performance texts and contexts including the personal experience narrative, testimonies, journalism and other media will be explored. Field trips to contemporary storytelling events will also be included. Participation in a series of writing exercises on issues related to their lives in community will culminate in a final short storytelling performance at the end of the term.
ARTS	The Impact of the Internet on Contemporary Relational Aesthetics	This course will analyze the effect of cyber culture on performance art examining how the worldwide web has affected the aesthetics, social discourse and transnational practice of performance art in relation to social networking sites, Internet art sites, gaming, online avatars and constructed worlds, You Tube and more. Students will read selected works examining cyber culture, technological developments and the globalization of culture, research the subject on the web, keep a reflective journal and write a paper or create an event, performance, or situation on a topic of special interest to share with the class.
ARTS	Writing and Performing the Self	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 that both expresses the particular elements of the narrative reality of an individual and also connects with the universal realities of the human experience. Students will be exposed to historically and theoretically important auto-performances while they develop their project through a series of focused composition and performance exercises will lead to a short auto-performance that will be presented to the community at the end of the term.
ARTS	Video History 1968-1980	This course is a survey of the early decades of independent video art and alternative media practice following the introduction of portable video recording equipment in 1967-68. The combination of radical and widespread questioning of social and cultural institutions combined with the appearance of user-friendly video equipment provoked a shift in

		cultural strategies and practices. The course will investigate video and performance, community documentary projects, early feminist representation and artists' explorations of space, sound and the electronic signal with evolving electronic tools. Students will write two papers examining a particular moment or era, or a specific artist, or a genre from the period covered in the course, and to keep a screening journal reflecting upon the screened work and the readings.
ARTS	Introduction to Moving Image Media Art	This course will build upon Introduction to Digital Media and will expand student understanding of the variety of strategies for structuring moving image media arts projects using video, layered sync and non-sync sound and lighting. A variety of historical genres, theoretical materials and cultural contexts will be explored to foster the development of a critical media vocabulary as students complete a series of skill-building exercises and critiques culminating in a final project to be shared with the community. A journal reflecting on the course content, and their production experiences will also be required.

ARTS INTERMEDIATE & ADVANCED COURSES

ARTS	Painting II & III	These courses are a continued exploration of painting technique and contemporary approaches to the two-dimensional world in oil and water based paints with a particular focus on developing a more advanced understanding of color theory. Assigned problems and demonstrations will also involve extensive fieldwork including outdoor studio time in Glen Helen. Important conceptual and historical connections of painting will also be explored. The course will include lectures, critiques, field trips, lab work and a final public exhibition of student work.
ARTS	Sculpture II & III	These courses are a further exploration of sculpture technique and contemporary approaches to the three-dimensional world. Students will have greater independence to develop creative approaches to complex problems and will be introduced to a wider array of techniques associated with the use of mixed media such as clay, wood, metal and plaster. Important conceptual and historical connections of sculpture will also be explored. The course will include lectures, critiques, field trips, lab work and a final public exhibition of student work.
ARTS	Navigating & Interpreting the Senses through the Arts	This is an interdisciplinary arts studio course for students interested in learning about transforming abstract concepts into tangible time-based realities. The senses sight, sound, taste, touch, and smell, are essential bio-information circuits through which we process and experience life. This art course will lead to conceptual discoveries and skills development through practical applications through an examination of each of the senses and consideration of their essential role in navigating the world both perceptually and theoretically. As active makers students will gain experience working with a variety of tools, materials and resources, using traditional and non-traditional media in a series of focused exercises, and will engage in ongoing discussions related to course screenings, readings and critiques. A series of exercises will culminate in a final project to be presented to the class for review and critique, and exhibited to the wider community.
ARTS	Advanced Two-Dimensional Studio I & II	These courses are required for students pursuing an arts concentration and are designed to enable them to develop their personal artistic vision building on their earlier studio coursework. Students will develop a self-generated body of work based on concentrated investigation of drawing,

		painting, photography, printmaking and mixed media. Critiques, discussions, presentations will provide context and feedback for this process. There will be a focus on developing the elements necessary for an exhibition of a cohesive body of work, including writing an artist's statement by the completion of the course.
ARTS	Advanced Three-Dimensional Studio I & II	These courses are required for students pursuing an arts concentration and are designed to enable them to develop their personal artistic vision building on their earlier studio coursework. Students will develop a self-generated body of work based on concentrated investigation of ceramic and mixed media sculpture. Critiques, discussions, presentations will provide context and feedback for this process. There will be a focus on developing the elements necessary for an exhibition of a cohesive body of work, including writing an artist's statement by the completion of the course.
ARTS	Projects in Creating and Documenting Installations	This is a studio class that will investigate particular interior spaces on campus and create a series of three public installations. Working in teams, students will develop a concept and operational plan, collect materials, organize the installation creation process, and discuss and critique the result. In addition the teams will explore documentation strategies and methodologies for communicating and presenting these ephemeral constructions that will be removed. Students will participate in class critiques and also keep a production journal reflecting on the process. Technical information and hands-on experience with various documentation media (photo, video) will be provided.
Arts	Special Topics in Studio Arts	At the advanced level of the curriculum and concurrent with the senior project students will have the opportunity to focus on a series of specialized topics often offered in conjunction with artist residencies. Examples of possible Special Topics courses may include a further exploration of studio work or interdisciplinary explorations such as:
ARTS	Independent Projects in Studio Arts	Students at an advanced level of study may petition an individual faculty member or collection of faculty in a number of disciplines to guide the development of a proposed studio art project. Independent study is often completed over more than one quarter and may include work completed during a co-op quarter.
ARTS	Creation, Collaboration and Performance	Students will work in ensemble with members of the community to create two site-specific performances that will be documented and presented to the public. The project will be in two parts: Interpreting a "Site" / Creating a "Site" and will be multidisciplinary in approach. In Part I, students will choose a site (a room, a street corner, a body, etc) and interpret/explore the site working together using different media, different vantage points, including local/global perspectives, mapping, subjective observation etc. In Part II, students will work collaboratively with the group to produce a unique set of conditions in both time and space: using performance, installation, or situation. In the process of engaging public discourse and creating events, students will encounter the challenges and opportunities of collaborating across artistic disciplines.
ARTS	Music in Media, Performance and Installation Arts	This course will be an exploration of the ways in which music can be used to add meaning, create emotionality and a sense of place and time, connect with character development, and contribute to the narrative trajectory of time and space.
Arts	Special Topics in Performance Art	Based upon Faculty expertise built around a variety of interdisciplinary and global concerns. Examples include: Advanced Topics in Performance,

ARTS	Special Topics in Media Arts	Performance Art as Tactical Media, Crossing Borders through Performance, Brecht / Boal: Evolution of the Audience in Action, Improvisation in Art and Life (with Dance), Performing Ecologies: Site Specific Projects Linking Art and the Environment, Intro to Dance: Human Anatomy into Motion. Dance Composition: The Art of Making Dances, Rehearsal and Production Tutorial I, II & III Based upon Faculty expertise built around a variety of interdisciplinary and global concerns. Examples include: Gender and the Moving Image, Sound Art, Mise-en Scene for the Arts, Projects in Video Installation, Advanced Production Tutorial I & II
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ARTS COLLOQUIES

ARTS	Intermediate Colloquy	An interdisciplinary seminar either within the arts division or across divisions in which students begin to plan and develop their senior thesis projects and produce a project proposal with a concept, and a more fully developed project description, an operational plan including a production and post production schedule, detailed lists of required personnel, equipment and material resources list, a detailed budget and a bibliography of the work that has influenced their project
ARTS	Advanced Colloquy	An interdisciplinary seminar either within the arts division or across divisions in which students finalize their senior thesis plan, and begin to gather resources and materials and commence the production phase of their projects while engaging in periodic discussions and critiques with faculty, and peers.

HUMANITIES FOUNDATION COURSES

The foundation courses go beyond general education requirements. Along with experiential learning through work the foundation courses form the base of the Antioch College curriculum where wide-ranging knowledge of science, cultures, and society combined with intellectual and practical skill building in order to foster a commitment to personal and social responsibility centered on the resources of food, water, energy, health, education, and governance. The Institutional Learning Outcomes will form portions of learning goals for each of these courses. Students will be required to take three courses from each academic division—Arts, Humanities, Science, and Social Science.

HIS 105	Doing History: Antioch Stories	History orients us to our world. Our sense of possibilities and constraints in the present is shaped by our understandings of what people did and tried to do in the past. Over the past decades the Antioch and Yellow Springs communities have gone through many challenges and controversies that not only help to shape Antioch as we find it today and the possibilities we now experience, but also have been part of national social movements and debates about higher education in the U.S. Students will draw upon excellent local resources, including Antiochiana (The Antioch College Archives), The Greene County Historical Society, The National Afro-American Museum and Cultural Center at Wilberforce, etc.) and the guidance of the Antioch College archivist. Students will become more grounded in their new surroundings, and will practice negotiating conflicting historical accounts and perspectives and engaging in dialogues with members of the community over the legacies of their own past. In general, students will practice history at a beginning level, developing the skills of historians to make their own explorations and interpretations of aspects of Antioch's past that interest them, and presenting these interpretations to the community in the form of writings, blogs, Wikipedia entries, exhibitions, presentations, and the like.
HIS 110	Doing History: Ohio Stories	This course introduces students to important issues in the study of history, and to some skills and methods of historical research and analysis, using examples and case studies from what is now the State of Ohio. These case studies be drawn from any aspect of the human record of this region. This course has a strong experiential component, and includes field trips to important local and regional museums, monuments, and historical sites. Students will study some of the significant events and trends of the region's past while learning to work with primary and archival sources. Students will practice history at a beginning level, developing the skills of historians to make their own explorations and interpretations of aspects of the past that interest them, and presenting these interpretations to the larger community in the form of writings, blogs, Wikipedia entries, exhibitions, presentations, and the like.
PHIL 105	Epistemology: Theories of	This course is an introduction to the field of epistemology, one of the foundations of philosophy, and will examine the scope, nature,

	Knowledge	and limits of knowledge. It will further introduce the differentiated concepts of belief, opinion, doubt, judgment, and knowledge. Our journey begins with Plato and concludes with the multidimensional puzzle of the postmodern present. We will explore epistemological developments in ancient, medieval, modern, and postmodern Western philosophy, but also developments in Taoism, Hinduism, and Buddhism. The following epistemological orientations will be visited: rationalism, empiricism, skepticism, naturalism, nihilism, pragmatism, phenomenology, positivism, “language philosophy,” “dialectical philosophy,” feminism, Marxism, critical theory, and anarchism.
PHIL 110	History of Western Phil: Classic Thinkers	This course introduces students to the history of Western Philosophy from Plato onward. We will examine the thought of a host of major philosophers who represent the ancient, medieval, and modern eras of Western history. The focus will be on selected classic thinkers, such as Plato, Aristotle, Aquinas, Kant, Nietzsche, and Marx. We will concentrate on the classic topics of human nature, the good life, the good society, and the nature of knowledge and reality. We will also pay attention to the contribution of women philosophers who are traditionally ignored, as well as the Afro-asiatic roots of ancient Greek philosophy and civilization.
LIT 105	Literature & History	This course introduces students to some basics in the study of literature and the literary genres of the novel, essay, drama, and autobiography while focusing on a particular historical development or theme. Some possible topics could include Globalization, Industrialization, De-industrialization, Immigration, Travel, Urbanization, Imperialism, Decolonization, Revolution, War, Sexuality, etc.) Students will read a wide range of representations of and meditations on this particular topic and consider the ways in which literature and creative expression enable discussions of the impact of this historical shift.
LIT 110	Literature & Science	This course introduces students to some basics in the study of literature and the literary genres of the novel, essay, drama, and autobiography while focusing on a particular scientific theme or discovery. Possible topics could include The Environment, Evolution, Geographic Exploration, The Boundaries of the Human, Dystopias, Nuclear War, Technology, etc. Students will read a wide range of representations of and meditations on this particular topic and consider the ways in which literature and creative expression enable discussions of the impact and ethics of scientific developments.

HUMANITIES INTERMEDIATE AND ADVANCED COURSES

LIT 220	Drama in the 20th Century	This course provides an examination of the genre of dramatic literature and surveys influential plays written from the late nineteenth-century to the present. Writers studied could include Ibsen, Shaw, Synge, Brecht, O'Neill, Williams, Miller, Beckett,
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		Pinter, Stoppard, Churchill, Hare, Wilson, Mamet, Kennedy, Kushner, etc. We will also be working on improving skills in literary analysis and in critical writing.
LIT 225	Poetry in the 20th Century	This course provides an introductory examination of the genre of modern poetry and surveys influential poems written from the late nineteenth-century to the present. Writers studied could include Dickinson, Whitman, Hardy, Yeats, Owen, Sassoon, T.S. Eliot, Pound, Lowell, Ginsburg, Plath, Bishop, Clifton, Dove, etc. We will also be working on improving skills in literary analysis and in critical writing.
LIT 228	Studies in Major Authors	This course offers in-depth study of some of the works of one or possibly two important writers. Students read and analyze major primary texts by the author alongside considerations of the influences that shaped the author's work. Relevant biographical and scholarly studies are also part of the course reading, as are considerations of the author's literary innovations, impact and legacy. We will be working on improving skills in literary analysis and in critical writing.
LIT 209	Studies in Popular Genres	This course will highlight one or two popular literary or film genres; students will study the history and rules of each genre and examine different theories which seek to explain and analyze the genre's cultural work and account for its popularity. Possible examples for study could include the gothic tradition, detective fiction, sensation fiction, science fiction, romance fiction, the western, the thriller, travel literature, film noir, road movies, etc. We will also be working on improving skills in literary analysis and in critical writing.
LIT 330	Literary & Cultural Theory 1	This course is designed for students with an interest in pursuing further work in literature, film studies, art history, or cultural studies. Students will practice constructing literary arguments and interpretations while exploring some of the key questions of contemporary literary study: What is literature? What is literacy? How do we define literary or aesthetic value? Why do we value what we value—where do aesthetic responses, tastes, preferences come from? How do we determine the boundaries of the literary text? How much control or authority does an author/artist have over his or her text? To what extent does the interpretation rest with the reader/viewer? And why do interpretations matter?
LIT 331	Literary & Cultural Theory 2	These courses, which should be taken in sequence, serve to introduce students to contemporary literary and cultural theory and to familiarize students with basic terms, concepts, schools of criticism and current debates. This course is designed to be a survey of many theories, not an in-depth study of any particular theory. Tracing a history of aesthetic and cultural thought over the past one hundred years, we will be considering such movements as Formalism, Structuralism, Deconstruction, Feminist Psychoanalysis, Queer Theory, and Cultural Studies.

LIT 335	Literature & Globalization	This is an advanced course in postcolonial literature, film, and theory. The course will focus on one or two particular geographical areas, either East Africa, West Africa, South Africa, North Africa and the Middle East, the Caribbean, South Asia, or Ireland. We will examine the ways in which the cultural production of peoples challenging colonialism and forging post-colonial identities offer new perspectives on traditional European or Western assumptions about art and literature. Possible writers studied could include Franz Fanon, Aime Cesaire, C.L.R. James, Edward Said, Kwame Anthony Appiah, Chinua Achebe, Ngugi wa Thiong'o, Salmon Rushdie, Ben Okri, Wole Soyinka, Nadine Gordimer, J.M. Coetzee, Amitav Ghosh, Suketu Mehta, Patrick Chamoiseau.
LIT 339	Modernisms	This course will study significant examples of early and mid-twentieth-century European and American literary modernisms in the context of major historical events of the period and of developments in philosophy, the visual arts, science, and technology. Writers studied could include Kafka, Joyce, Woolf, Rhys, Tzara, Breton, Artaud, Hemingway, Faulkner, Stein, Hughes, Hurston, Auden, Brecht, Beckett, Orwell, Ionesco, Sartre, O'Neil, Pinter. We will also be working on improving skills in literary analysis and in critical writing.
LIT 300	Postmodernism	This course will study significant examples of late twentieth-century literary postmodernisms in the context of the major historical events of the period and of developments in philosophy, the visual arts, science, and technology that contributed to these aesthetic directions. Writers studied could include Thomas Pynchon, Don DeLillo, W.G. Sebald, Salmon Rushdie, Toni Morrison, Rosario Ferre, Jamaica Kincaid, Jeanette Winterson, Hanif Kureishi, Jessica Hagedorn, J.M. Coetzee, Patrick Chamoiseau. We will also be working on improving skills in literary analysis and in critical writing.
LIT 440	Realism 1	This two-part course will study significant examples of nineteenth-century European literary realism in the context of the major historical events of the period and of developments in philosophy, the visual arts, science, and technology that contributed to this aesthetic and movement. We will usually begin with Jane Austen; other possible writers may include Edgeworth, Dickens, the Brontes, George Eliot, Trollope, John Stuart Mill, Ruskin, Balzac. We will also be working on improving skills in literary analysis and in critical writing.
LIT 445	Realism 2	This course continues the study of nineteenth-century European literary realism and naturalism (perhaps with some U.S. examples as well). These movements will be taken up in the context of the major historical events of the period and of developments in philosophy, the visual arts, science, and technology that contributed to these movements. Possible writers could include Flaubert, Zola,

Tolstoy, Thomas Hardy, Henry James, Arthur Conan Doyle, Bram Stoker, H.G. Wells, William Dean Howells, Theodore Dreiser, Upton Sinclair. We will also be working on improving skills in literary analysis and in critical writing.

HIST 220	The Impact of History: Who Owns the Past?	This course explores the role and power of history in local, national, and international debates. Contestations over the narration of the past and its meanings continue to be central to a number of wars, conflicts and negotiations. This course draws upon particularly salient case studies to raise questions about the value and weight of history, about multiple interpretations of historical events, and the uses of these interpretations. Students will examine cases which explore narratives of collective and national trauma, survival, memorialization, and forgetting.
HIST 225	History & Its Audiences	In this course we will study the places where diverse audiences engage and explore history. What do people bring to and carry away from their encounters with history in museums, historic sites, policy arguments, school classrooms, textbooks, scholarly articles? How do people engage history and the past in their everyday lives? This course considers some of the many avenues and possibilities of history as public engagement.
HIST 229	Revolutions & the Atlantic World	This course studies the American Revolution and the French Revolution, their philosophical underpinnings, complex causes, multiple stages, and spectra of social and political ambitions. There will be special attention paid to the repercussions of the French Revolution in the Atlantic world and its impact on events and uprisings in the British, French, and Spanish colonies. Students will be expected to develop an historical understanding of the major themes of this revolutionary period.
HIST 200	Empire Building & Colonization in the Atlantic World	This course studies the period from the beginnings of European contact in the Americas to the origins of the American War of Independence. This includes consideration of European-native relations, comparative colonial practices and policies, the transatlantic slave trade, the colonial economy, wars and alliances between different nations and powers, etc. Students will be expected to develop an historical understanding of the major themes of this period.
HIST 300	The History of a City	This course focuses on an important urban area of the United States and explores its founding, its growth and changes over time, and the issues and challenges facing it today. The course may feature New York, Miami, Los Angeles, San Francisco, Las Vegas, Cincinnati, etc. An example of a course on "The History of a City: New Orleans." This course studies the history of the urban area of New Orleans, exploring such topics as the trans-Atlantic slave trade, colonizations, the Louisiana Purchase, the Civil War, Jim Crow laws and race relations, Huey Long and Depression-era politics, civil rights struggles, music, environmental issues, natural

and man-made disasters as well as federal and state policy 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.

HIST 300	The History of an Institution	This course focuses on the microhistory 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.
HIST 300	Special Topics in U.S. History	This course offers in-depth study of a particular area of nineteenth or twentieth-century U.S. History. This course is repeatable with different themes such as Nineteenth-Century Women's History, Twentieth-Century Women's History or the Sixties.
HIST 300	Special Topics in Modern European History	This course offers in-depth study of a particular area of nineteenth or twentieth-century European History. This course is repeatable with different themes such as Labor History, Urbanization or The First World War.
HIST 300	Special Topics in the Practice of History	This course enables in-depth work in a particular mode of historical practice, and an examination of its objectives, strengths, problems, and limitations
HIST 300	Varieties of History I & II	This course takes up various traditions in the development of modern historical consciousness in the West. Beginning with Herodotus and writers of the ancient world, this course explores major thinkers such as Vico, Marx, Nietzsche, Burkhardt, Dilthey, Collingwood, Mary Beard, Joan Wallach Scott, Foucault, Hayden White, the Subaltern Studies Group, etc. The goal is to study some of the influential and contradictory ways of conceptualizing the practice and discipline of History. This course is required of all students with a concentration in History. These two blocks must be taken in sequence.
HIST 400	Senior Research: Work With Sources	Students work closely with their senior project advisor to design their senior project in history and to carry out a systematic plan for researching a particular topic.
PHIL 220	Existentialism	This course will explore the philosophical tradition of existentialism. We will begin with an examination of the classic existentialist tradition: Kierkegaard, Dostoevsky, Nietzsche, Heidegger, Jaspers, Sartre, de Beauvoir, Camus, and Merleau-Ponty. We 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; the meaning of freedom. We will conclude the course with an examination of the often neglected perspectives of feminist existentialism, neo-Marxist existentialism, and Black existentialism (African, Afro-Caribbean, and African-American).

PHIL
221 Ethics

This course is an introduction to the basic concepts, issues, and dilemmas in the field of Ethics. We will examine some of the most important theories of Ethics in such thinkers as Plato, Aristotle, Augustine, Aquinas, Hobbes, Hume, Kant, Mill, Marx, and Merleau-Ponty. We will also examine the basic arguments of the deontological, teleological (utilitarian), and virtue schools of Ethics. Finally, we will explore how these various ethical theories can be applied to contemporary moral dilemmas, such as abortion, capital punishment, terrorism, and war.

PHIL
225 Critical Thinking

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. We 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
229 Metaphysics

This course will begin with an examination of the central philosophical question: What exists, and how do these “things” continue to exist, and why are they able to interact with each other? Why, indeed, is there anything in our world at all and not just sheer nothingness? After addressing these questions with some of the most important metaphysical philosophers in the tradition (beginning with Plato and Aristotle), we will then turn to an exploration of various competing ontologies with the tradition, such as objectivism, relativism, subjectivism, dialectical theory, and others.

PHIL
330 Ancient
Philosophy

This course examines in greater depth the history of ancient Western philosophy and political theory from Plato 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.. Thinkers and topics examined also include Aristotle, the early Stoics (Zeno, Panaetius), Seneca, Epictetus, Marcus Aurelius, Cicero, Roman Law, and Justinian.

PHIL 331	Medieval Philosophy	This course continues the close examination of the history of Western philosophy and political theory during the Medieval period. Continuing to focus on the classical topics of philosophy and political theory, thinkers and topics examined include Augustine, John of Salisbury, Marsilius of Padua, the Conciliar movement, Nicholas of Cusa, Aquinas, and Dante.
PHIL 3332	Modern Philosophy	This course examines the history of Western philosophy and political theory from Machiavelli to Marx. Major thinkers examined also include Luther, Calvin, Hooker, Hobbes, Locke, Rousseau, Kant, Mill, Spencer, Comte, Hegel, Fourier, Proudhon, 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.
PHIL 335	Feminist Philosophy & Political Theory	This course will examine the relatively recent, but wide-ranging, complex, and rich field of Feminist Philosophy (although its roots are actually quite old, returning to ancient Greek thought with Hypatia). 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: liberal feminism; radical feminism; Marxist and socialist feminism; psychoanalytic and gender feminism; existentialist feminism; postmodern feminism; multicultural and global feminism; and ecofeminism.
PHIL 440	Contemporary Philosophy 1a: Phenomenology; Critical Theory; Pragmatism	This course is taught in two parts for the duration of one Quarter. It 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 20th-century Western tradition. In particular, we will examine and discuss those philosophers and movements that have been most central to setting the stage for the future of philosophy in the 21st century. Contemporary Philosophy Ia will examine the following philosophical movements that have provoked some of the most critical issues, concerns, and debates of our time: Phenomenology, Critical Theory, and Pragmatism. The focus of the course will be on the central figures in these "movements": the Phenomenology of Husserl, Heidegger, Sartre, and Merleau-Ponty; the Critical Theory of Horkheimer, Adorno, Marcuse, and Habermas; the Pragmatism of Peirce, James, Dewey, and Rorty
PHIL 445	Contemporary Philosophy 1b: Postmodernism;	This course is taught in two parts for the duration of one Quarter. It is designed for advanced students of philosophy interested in exploring the diverse, complex, and challenging landscape of

Post- Structuralism; Deconstructionism	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 20th-century Western tradition. In particular, we will examine and discuss those philosophers and movements that have been most central to setting the stage for the future of philosophy in the 21st century. Contemporary Philosophy Ib will examine the following philosophical movements that largely evolved from Phenomenology: Postmodernism (Baudrillard, Lyotard, Kariel); Post-structuralism (Foucault); Deconstructionism (Derrida).
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HUMANITIES COLLOQUIES

HUM 380	Intermediate Colloquy: Public Humanities Project	This course stresses the necessity for humanists to explain their work to multiple audiences, and requires the creation and implementation of a group project in which students organize a humanities-related event or series of events in the larger community. This could be in conjunction with students in the arts. Students serve as dramaturgs for theater performances, curators or art historians for art projects or films series, organize readings, etc. Students may also conduct an oral history project, work with local libraries, archives, museums, or historical societies.
HUM 480	Advanced Colloquy: Senior Seminar in Humanities Research	This course provides students with a humanities-based but interdisciplinary peer group while they go through the process of organizing, writing, revising, completing and presenting their senior project. Students will workshop their research project drafts with other students and faculty, and will practice giving and receiving constructing feedback. This advanced colloquium will require a public presentation of the student’s culminating research.

SCIENCE/MATH FOUNDATION COURSES

The foundation courses go beyond general education requirements. Along with experiential learning through work the foundation courses form the base of the Antioch College curriculum where wide-ranging knowledge of science, cultures, and society combined with intellectual and practical skill building in order to foster a commitment to personal and social responsibility centered on the resources of food, water, energy, health, education, and governance. The Institutional Learning Outcomes will form portions of learning goals for each of these courses. Students will be required to take three courses from each academic division—Arts, Humanities, Science, and Social Science.

BIO 105	Biology I	This course is the basic introduction to the study of living systems illustrated by examples drawn from cell biology, biochemistry, genetics, microbiology, neurobiology, and developmental biology.. It focuses on the nature of cellular and molecular biology. There is a lab requirement.
BIO 110	Biology II	This course is the second introductory course in the area of biology. Its focus is an introduction to organismal and population biology. The course covers the study of organisms, emphasizing morphology, physiology, behavior, ecology, and evolution of whole organisms and populations. There is a lab requirement for the course. Prerequisite Biology I
BIO 115	Plant Biology	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. Lab will use local habitats to gain hands-on experience in field observations and data collection and analysis. Prerequisite Chemistry I
CHEM 105	Chemistry I	Chemistry provides the basis for understanding the other sciences since chemistry forms the bridge between physics and biology. This course provides a general base from which to build and expand our knowledge and appreciation of chemistry. We will begin to understand the nature of matter, chemical reactions, covalent and ionic bonding, chemical calculations, gases, chemical equilibrium, and acid-base theory. There is a lab requirement.
CHEM 110	Chemistry II	This course covers precipitation equilibria, introductory thermodynamics principles, electrochemistry, kinetics, buffers, and nuclear chemistry. The course places more emphasis on algebraic and logarithmic manipulations than Chemistry I. There is a lab involved. Prerequisite Chemistry I
ENVS 105	Intro to Environmental Science	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. We will learn what is necessary to sustain our environmental resources so they continue to provide benefit for human beings and other living things on our planet.

MATH 105 Pre-Calculus

This course prepares students for Calculus through investigation and exploration of the characteristics of the following types of functions: linear, polynomial, exponential, logarithmic, and trigonometric.

MATH 110 Statistical Discovery for Everyone

This course introduces the framework and concepts for learning with data. Emphasis is on statistical discovery in everyday life and on drawing valid conclusions from data. Topics include the following: good and bad data; data ethics; how to conduct a valid survey; how to describe a population distributions; when to believe a poll; how to design an experimental study; how to avoid ambiguous results caused by "lurking" variables; understanding the issue of causation and chance in everyday life and scientific studies; and the use and misuse of statistics in explaining what is statistical significance.

MATH 115 Calculus

This course focuses on limits, derivatives and their applications, and integration. It also introduced parametric equations and infinite series and sequences. (Pre-calculus is available for those who need more preparation for the Calculus course.)

BIO 205 Cell Biology

This course covers the structure and function of components of cells, the interrelated mechanisms of cell function, and how this knowledge was discovered. Topics include small molecules and energy, macro-molecules and information, protein function, membrane sorting, protein sorting, vesicular traffic, cell signaling, cytoskeleton, and cancer. Lab exercises are an important part of the course. Prerequisite Chemistry I

BIO 210 Genetics

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

CHEM 205 Organic Chemistry I

In this course we will learn to control the covalent bond and produce chemicals with desired properties for pharmaceuticals and other materials. We will form the foundation of our organic chemistry knowledge by looking at the past as well as the present states of organic chemistry. We will begin to understand molecular orbital theory, symmetry, chirality, and how to control the constitution and conformation of organic molecules. There is a lab component to this course. Prerequisite Chemistry II

SCIENCE/MATH ADVANCED COURSES

BIO 220	Ethnobotany	The science of plant biology and the many uses of plants by humans are an important aspect of our lives in the 21st century. This course will examine certain biological concepts as they relate to contemporary, historical, technological, and social issues of our global ecosystem. Such concepts include the impact of dwindling forest resources, the increased pressure that human population expansion is putting on natural habitats and ecosystems, and how plants provide people with the basic essentials of life: food, shelter, heat, oxygen, water purification, and other life support systems.
BIO 225	Microbiology	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. Prerequisites Chemistry I and Biology II
BIO 330	Anatomy	This course is a system by system examination of vertebrate morphology with an appreciation for the variation offered by the diversity of vertebrate forms. While morphology or physical form is the focus, each anatomical system is presented within a context of function and evolution. Laboratory exercises will involve dissection, and there will be one laboratory period or field trip per week. Prerequisite Chemistry I and Biology II
BIO 335	Animal Physiology	This course will cover general and comparative animal physiology including energy metabolism, respiration, circulatory controls, osmotic regulation and mechanisms, and muscle and nerve function in vertebrates and invertebrates. It will stress homeostatic and environmental aspects of animal function. There is a lab component to the course. Prerequisite Chemistry II and Cell Biology
CHEM 220	Environmental Chemistry	The overall goal of this course is to gain an understanding of the fundamental chemical processes that are central to a range of important environmental problems and to utilize this knowledge in making critical evaluations of these problems. The course uses case studies of pollution in the biosphere and considers the potential effects on soil, plant, animal, and human health. Specific goals include an understanding of the chemistry of the stratospheric ozone layer and its depletion, the chemistry of tropospheric processes like smog and acid precipitation, and an understanding of the nature, reactivity, and environmental fates of toxic organic chemicals. Prerequisite Chemistry II
CHEM 330	Biochemistry	This course is an introduction to the molecular basis of life including general concepts of biological acids and bases, bioenergetics, enzyme kinetics, the class of biochemicals (amino acids, proteins, carbohydrates, lipids, nucleic acids), intermediary

		metabolism and biochemical function (replication, protein synthesis, active transport, respiration, and photosynthesis). Prerequisite Organic Chemistry I
CHEM 330	Organic Chemistry II	In this course we will emphasize the reactions of organic compounds. We will use the knowledge of molecular orbital theory from Organic Chemistry I to understand the mechanisms of these reactions in addition to applying these reactions to the synthesis of organic molecules for uses in pharmaceuticals and biochemical processes. There is a lab component to this course. Prerequisite Organic Chemistry I
ENVS 220	Ecology	This course will cover the basic principles of ecology, with a natural history and evolutionary perspective. The activities of organisms and their relationships to one another are the foundation upon which populations, communities, and ecosystems are built. We 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; the dynamics of ecosystems.
ENVS 225	Field Botany	This course is designed to develop skills and knowledge necessary to identify and understand the ecological structure of the woody plants of the eastern deciduous forest community. We will learn the terminology, form, habitat, and plant structure of the woody plants throughout the course, as well as the ecological significance of the original plant communities typical of this bioregion. Field trips will enhance the material learned in the classroom.
ENVS 330	Restoration Ecology	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. This human impact will be considered in connection with the loss of biodiversity from a particular region. The course begins with a focus on North America and moves to Antioch College's nature preserve Glen Helen. We will examine methods currently in use for preserving and restoring ecological diversity. Prerequisite Field Botany, Ecology and Plant Biology
ENVS 335	Soil Science	This course explores the nature, properties, and use of soil to capture its value and to understand better its critical role as a foundation of life. It is an introduction to soil organisms, and includes interactions between organisms, their processes, and metabolism with a major focus on microorganisms. This course also introduces students to basic concepts of soil science and the soil's contribution to the functions of natural and anthropogenic ecosystems. It provides 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 discuss soils of the world from the perspective of soil

		taxonomy, the processes that form these soils, and land use properties specific to each soil order. Current issues regarding the proper use and management of soils are investigated.
ENVS 336	Hydrology	This course introduces the global hydrological cycle and the influence of climate, geology, and human activity. It includes the principles of precipitation, evaporation, and evapotranspiration; surface and groundwater flow; water quality and pollution; and water resource management and regulation. The course also introduces some of the key concepts and issues in oceanography. Finally, the course links the hydrogeology aspect of it to the science of living things: water quality analysis, indicator vertebrate and invertebrate species, water resource law, and land use patterns.
ENVS 339	Ecological Agriculture	This course focuses upon the science of ecological agriculture and the importance of understanding and comparing the current methodologies of agriculture with appropriate alternatives. This course will also focus on understanding the ecological concepts that are of universal application in all bioregions where agriculture is practice. A special emphasis will be placed on alternatives to unsustainable systems that rely too heavily on chemicals and irrigation, such as the development of systems which mimic native ecosystems. Prerequisite Chemistry I or Physics I or Calculus
PHYS 170	Physics I	This course covers Newtonian mechanics (kinematics, dynamics, Newton's Laws, gravitation, energy and momentum and their application to understanding waves and the kinetic theory of gases) and basic concepts of heat, temperature, and thermodynamics. There is a lab requirement in the course.
PHYS 270	Physics II	This course covers material on electricity, magnetism, and optics (Maxwell's Equations, electric potential, DC circuits, interference, and diffraction). A lab component of this course reinforces material learned in class. Prerequisite Physics I and Calculus
MATH 330	Statistics	This course offers a systematic account of statistics, including statistical inference, binomial and normal distributions, modeling problems, hypotheses tests, and correlation and causality. Web and newspapers projects are to be expected.

SCIENCE/MATH COLLOQUIES

SCI 380	Intermediate Colloquy: History, Philosophy & Practice of Science	This Colloquy is intended to engage all Science majors in a Quarter-long seminar that allows them to study and reflect on some of the historical issues in Science as well as questions raised in the Philosophy of Science and Epistemology. The purpose of the Colloquy is to provide an opportunity for students to step outside everyday scientific practice to reflect on the interactions of history and philosophy with that scientific practice, and the nature and function of scientific paradigms.
SCI 480	Advanced Colloquy: Sr. Seminar in Science Research	The Advanced Colloquy serves as the senior seminar for all Science majors. The purpose of the Colloquy is to provide students the opportunity to share the research in which they are engaged for their senior project. This seminar provides an intellectual

community in which students can engage in a more formal conversation about each other's research for the purpose of collective learning and growth.

SOCIAL SCIENCES FOUNDATION COURSES

The foundation courses go beyond general education requirements. Along with experiential learning through work the foundation courses form the base of the Antioch College curriculum where wide-ranging knowledge of science, cultures, and society combined with intellectual and practical skill building in order to foster a commitment to personal and social responsibility centered on the resources of food, water, energy, health, education, and governance. The Institutional Learning Outcomes will form portions of learning goals for each of these courses. Students will be required to take three courses from each academic division—Arts, Humanities, Science, and Social Science.

ANTH 105	Anthropology of Space & Place	This course will begin to raise our own awareness and understanding of how space is used, restricted, made sacred, contested and how space is manipulated and connected to race/class/gender, the concept of nation and identity. Students will become familiar with delineating spaces and also mapping their use.
ANTH 110	Cultural Anthropology	This course is designed to acquaint students with the anthropological approach of studying the structures and institutions, world views 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 student's ability to understand and participate in cultures other than their own.
PSYC 105	General Psychology	The field of psychology is the scientific study of the thinking, feeling, and acting of individuals—individuals' behavior and its underlying mechanisms. Psychology is partitioned into a number of subdivisions and each is characterized by its unique set of variable employed to explain behavior. It is the objective of this course to acquaint students with the different "partitions", their particular methodologies.
PSYC 110	Intro to Social Psychology	The focus of Social Psychology is the study of individuals in interaction with other individuals, of individuals in interaction with groups, and of 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 behavior, students will be able to determine which factors are influential—positive and negative. Through this analysis, it is hoped students will act upon the value of improving the conditions for the performance of positive forms of social behavior.
PECO 105	American Political Economy	This course will provide students with an overview of American political economy by analyzing the American political system and economic system—how they work and how they influence each other. Specifically, the materials present information relative to private property rights and the price system in a free market economy and how goods and services are produced and distributed.

PECO 110	General Political Economy	Political economy is the study of the role of economic, political, cultural, and environmental processes in shaping society and history. Students will learn different approaches in the study of political economics and how to compare different economic theories. Most crucially, students will gain an understanding of how the material covered in this course relates to his or her life.
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SOCIAL SCIENCES ADVANCED COURSES

ANTH 330	Survey of Indigenous Nations	The course will focus on the nature of anthropological inquiry as it pertains to the Peoples who are indigenous to what is now the United States. Students will learn how anthropologists have approached research among Native Nations. Native Nations will be selected to demonstrate the diversity that exists between the Nations.
ANTH 335	Visual Culture	This course will offer students the opportunity to learn how specific cultures view the role of visual representations, sometimes referred to as “art-making”. In Cultural Anthropology the analysis goes beyond the traditional western concept of “art”, and examines concepts of beauty, artisanship, appearance of all human made or human modified materials. Students will be asked to view and report on a specific element of visual culture, put their findings in writing and make an oral presentation to the class.
ANTH 440	Anthropology of Work	What are the “cultural/societal” motivations for work? How do they differ between generations and from culture group to culture group, nation to nation? This course will explore work ethic and how it is socially developed and internalized in the individual.
ANTH 445	Reading Ethnography as Theory	Readings will be assigned and discussed that present particular theoretical approaches in doing and writing ethnographies. Students will gain a broad understanding of how theoretical approaches guide research and how to apply more than one theoretical perspective to the same data.
ANTH 449	Writing Culture	Seldom is ethnography considered a writing genre, just as fiction, non-fiction, poetry and prose. Students will read and discuss Writing Culture: The Poetics and Politics of Ethnography, a collection of essays edited by James Clifford and George Marcus. Class discussions will focus on returning to the ethnographic selections studied in Reading Ethnography as Theory to analyze the applicability of the essayist’s perspectives. The major question for this course is how the research findings of Social Psychology can be applied to understand or to solve social problems. In particular, the course will focus on consumer psychology, terrorism, and environmental psychology.
SSC 400	Annotated Bibliography	Students will select a topic, complete an annotated bibliography of relevant materials and write a research proposal that will serve to organize their research. Students should be ready to do their research project at the end of this course.

PECO 330	Political Economy Theory I	Political Economy Theory is concerned with the understanding of the connection between political systems and systems of economy. This course will service as an introduction to the major theoretical approaches to understanding and analyzing this connection and the impacts of particular connected systems.
PECO 335	Political Economy Theory II	Political Economy Theory is concerned with the understanding of the connection between political systems and systems of economy. This course will continue with the study of major theoretical approaches to understanding and analyzing the connection between political systems and systems of economy and the impacts of particular systems.
PECO 440	Public Policy	In this course we will examine how the struggles for power and for wealth affect one another and the realization of these values. Specifically, we will compare and contrast political and market solutions to collective problems; the politics of economic crises; corporations and labor in the political economy; regulation, monetary policy; and fiscal policy.
PECO 445	Political Economy of Race	This course provides an overview of efforts to understand inequalities based on race and ethnicity, as well as citizenship, class, and other dimensions of collective identity. The assigned readings emphasize contributions from outside the tradition of Marxian political economy. The challenges and contributions of feminist theory receive special attention. Recent innovations in institutional and behavioral economics, including experimental economics, are also emphasized. The exploration of inequality is situated within four major areas of political economy: 1) forms of collective identity and conflict, 2) individual decision-making and social coordination, 3) human capital and social mobility, 4) long-run growth and economic sustainability.
PECO 449	Political Economy of Health & Wellness	This course will cover important theoretical paradigms and methodological perspectives related to the political economy of health systems; access to health care; insurance; propagated ideas about health; and cost of wellness. This course should provide information that will be useful to students in understanding this world-wide issue.
PSYC 330	Cognitive Psychology Theories	This course will review the major theories associated with Cognitive Psychology as they relate to cognitive processes of attention memory, problem-solving, imagery, categorization, action planning, and comprehension. At the conclusion of the course, students will have a basic understanding of how varying theories are applied to these processes.
PSYC 335 & 339	Stereotyping & Social Cognition I & II	We will examine group stereotyping from a social cognition perspective, focusing on how mental life affects the processes associated with group stereotyping. The social cognition perspective attempts to identify how cognitive representation and mental processes mediate stereotypic beliefs, prejudicial attitudes,

and discriminatory behaviors. The first block of this course will focus on the early sequence of stages related to stereotypic thought formation. The second block will focus on processes that unfold later in the stereotyping process.

PSYC 440	Social Psychology of Ethnicity	The class will begin with lectures on sociological concepts related to ethnicity, including theoretical concepts such as assimilation, pluralism, and enclaves. We will look at several theoretical explanations of why different approaches have been used at different times in the history of the United States, and by different ethnic groups. Emphasis also will be put on different ways that minority groups can interact with the larger society, and the consequences for different groups. We also will look at the social, economic, political, and other characteristics of different ethnic groups.
PSYC 445	Social Psychology of Religion	Introduction to the major issues, theories and empirical approaches to the psychology of religion through critical analysis of both classic and modern texts. The course illuminates the role of religion as a powerful meaning system that can affect the lives of individuals in terms of their beliefs, motivations, emotions and behaviors, and can influence their interactions on both interpersonal and intergroup levels.

SOCIAL SCIENCE COLLOQUIES

SSC 380	Intermediate Colloquy: Social Science Research Methods	Students will be introduced to the basic concepts and techniques that are used in social science research. The three foci, social scientific inquiry and research design, quantitative data gathering and analysis, and qualitative data gathering and analysis will result in students demonstrating understanding of basic research principles and procedures and critical evaluation of research studies.
SSC 480	Advanced Colloquy: Writing the Social Science Research Proposal	Students will select a topic, complete an annotated bibliography of relevant materials and write a research proposal that will serve to organize their research. Students should be ready to do their research project at the end of this course.

COURSE OFFERING SCHEDULE

Course offerings at Antioch College have been intentionally schedule for several reasons. Foremost is the importance of offering a consistently available liberal arts core for all students. This core experience thus creates a distinguishable cohort of students. It also reflects the mission, learning outcomes, teaching philosophy, and guiding principles of Antioch College.

FALL 2011

Global Seminar : Water

Languages: Spanish, Portuguese

Science/Math Foundation Courses

Block 1

Block 2

Statistical Discovery for Everyone	Biology I
Pre-Calculus	Calculus

Social Sciences Foundation Courses

Block 1

Block 2

Cultural Anthropology	General Psychology
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Humanities Foundation Courses

Block 1

Block 2

History of Western Phil: Classic Thinkers	
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Arts Foundation Courses

Block 1

Block 2

	The Visual World 2D
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SPRING 2012

Global Seminar: Food

Languages: Spanish, Portuguese

Science/Math Foundation Courses

Block 1

Block 2

Chemistry I	Chemistry II
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Social Sciences Foundation Courses

Block 1

Block 2

	Anthropology of Space & Place
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Humanities Foundation Courses

Block 1

Block 2

Doing History: Antioch Stories	Literature & Science
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Arts Foundation Courses

Block 1

Block 2

Voice & Speech	Issues in Contemporary Media Art and Internet-based Culture I
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FALL 2012

Global Seminar: Water , Governance

Languages: Spanish, Portuguese, French

Science/Math Foundation Courses

Block 1

Block 2

Statistical Discovery for Everyone	Biology I
Pre-Calculus	Calculus
Organic Chemistry	Genetics
Intro to Environmental Science	

Social Sciences Foundation Courses

Block 1

Block 2

Cultural Anthropology	General Psychology
General Political Economy	Intro to Social Psychology

Humanities Foundation Courses

Block 1

Block 2

History of Western Phil: Classic Thinkers	Doing History: Ohio Stories
Literature & History	

Arts Foundation Courses

Block 1

Block 2

Presence of the Performer	The Visual World 2D
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SPRING 2013

Global Seminar Food, Health

Languages: Spanish, Portuguese, French

Science/Math Foundation Courses

Block 1

Block 2

Chemistry I	Chemistry II
Biology II	Plant Biology
	Cell Biology

Social Sciences Foundation Courses

Block 1

Block 2

American Political Economy	Anthropology of Space & Place
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Humanities Foundation Courses

Block 1

Block 2

Doing History: Antioch Stories	Literature & Science
Epistemology	

Arts Foundation Courses

Block 1

Block 2

Voice & Speech	Issues in Contemporary Media Art and Internet-based Culture I
Intro to Basic Media Production I	The Visual World 3D

SUMMER 2013

Global Seminar : Water

Languages: Spanish, Portuguese

Science/Math Foundation Courses

Block 1

Block 2

Statistical Discovery for Everyone	Biology I
Pre-Calculus	Calculus

Social Sciences Foundation Courses

Block 1

Block 2

Cultural Anthropology	General Psychology
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Humanities Foundation Courses

Block 1

Block 2

History of Western Phil: Classic Thinkers	
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Arts Foundation Courses

Block 1

Block 2

	The Visual World 2D
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FALL 2013

Global Seminar: Water , Governance, Energy

Languages: Spanish, Portuguese, French

Science/Math Foundation Courses

Block 1

Block 2

Statistical Discovery for Everyone	Biology I
Pre-Calculus	Calculus
Organic Chemistry	Genetics
Intro to Environmental Science	

Social Sciences Foundation Courses

Block 1

Block 2

Cultural Anthropology	General Psychology
General Political Economy	Intro to Social Psychology

Humanities Foundation Courses

Block 1

Block 2

History of Western Phil: Classic Thinkers	Doing History: Ohio Stories
Literature & History	

Arts Foundation Courses

Block 1

Block 2

Presence of the Performer	The Visual World 2D
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Science/Math Intermediate & Advanced Courses

Block 1

Block 2

Physics I	Physics II
Statistics	Ethnobotany

Social Sciences Intermediate & Advanced Courses

Block 1

Block 2

	Anthropology of Work
Social Psychology Theory	Cognitive Psychology Theory

Humanities Intermediate & Advanced Courses**Block 1****Block 2**

Drama in 20 th Century	Poetry in the 20 th Century
Existentialism	Studies in Popular Genres
Ethics	Critical Thinking
Empire Building & Colonization in the Atlantic World	Metaphysics
Impact of History	History & Its Audiences

Arts Intermediate & Advanced Courses**Block 1****Block 2**

Styles of Live Art	Intro to Moving Image Media
Video History	Performance & Storytelling
History of Art and Craft	Painting I

WINTER 2014**Global Seminar:** Food**Languages:** Spanish, Portuguese**Science/Math Foundation Courses****Block 1****Block 2**

Chemistry I	Chemistry II
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Social Sciences Foundation Courses**Block 1****Block 2**

	Anthropology of Space & Place
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Humanities Foundation Courses**Block 1****Block 2**

Doing History: Antioch Stories	Literature & Science
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Arts Foundation Courses**Block 1****Block 2**

Voice & Speech	Issues in Contemporary Media Art and Internet-based Culture I
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SPRING 2014

Global Seminar Food, Health

Languages: Spanish, Portuguese, French

Science/Math Foundation Courses

Block 1

Block 2

Chemistry I	Chemistry II
Biology II	Plant Biology
	Cell Biology

Social Sciences Foundation Courses

Block 1

Block 2

American Political Economy	Anthropology of Space & Place
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Humanities Foundation Courses

Block 1

Block 2

Doing History: Antioch Stories	Literature & Science
Epistemology	

Arts Foundation Courses

Block 1

Block 2

Voice & Speech	Issues in Contemporary Media Art and Internet-based Culture I
Intro to Basic Media Production II	The Visual World 3D

Science/Math Intermediate & Advanced Courses

Block 1

Block 2

Field Botany	Ecology
Anatomy	Animal Physiology
Environmental Chemistry	

Social Sciences Intermediate & Advanced Courses

Block 1

Block 2

Social Science Research Methods I	Social Science Research Methods II
Public Policy	Political Economy of International Trade
Political Economy Paradigms	Political Economy of Not-for-Profits
Stereotyping & Social Cognition I	Stereotyping & Social Cognition II

Humanities Intermediate & Advanced Courses

Block 1

Block 2

Literary & Cultural Theory I	Literary & Cultural Theory II
Studies in a Major Author	Medieval Philosophy
Ancient Philosophy	Varieties of History II
Varieties of History I	
Revolution in the Atlantic World	

Arts Intermediate & Advanced Courses

Block 1

Block 2

Sculpture I	Moving Image Media II
Documentary History	Writing & Performing the Self
Impact of the Internet on Relational Aesthetics	Painting II & III

DISCLAIMER

Antioch College reserves the right to make changes in policy, regulations, course offerings, calendars, and fees subsequent to publication of the curriculum catalog. Or refer to the College's web page for the most accurate reflection of policies and fees.

GLEN HELEN ECOLOGY INSTITUTE (GHEI) AND OUTDOOR EDUCATION CENTER (OEC)

The Glen Helen Ecology Institute is a special program of Antioch College. Its mission is to provide leadership in preserving Glen Helen and in developing new models for pursuing the interdependent goals of environmental and human well-being. Educational programs for a wide variety of audiences seek to enhance one's knowledge, understanding, and appreciation of the natural environment, allowing each to become better environmental citizens. Located in Glen Helen Nature Preserve, the Glen Helen Ecology Institute includes several components.

- Glen Helen, a 1,000-acre nature preserve given to the college by Hugh Taylor Birch, an 1869 Antioch College alumnus, as a living memorial to his daughter, Helen. Adjacent to the campus of Antioch College and to John Bryan State Park, Glen Helen consists of woods, wetlands, waterways, fields, unique geologic formations, and historic and culturally significant sites. Glen Helen is managed as an educational nature preserve and is open to the public.
- Trailside Museum, a nature education and visitor facility.
- Outdoor Education Center offers environmental education programs to school-age children during the academic year, and a series of summer programs called "Ecocamps;" academic internships in environmental education at both the graduate and undergraduate levels are available.
- Raptor Center, designed to enhance the experience of school groups through raptor education; also, a raptor rehabilitation center for the care of injured raptors.

The Outdoor Education Center

Academic Program

The OEC offers an academic internship in residential, environmental education for graduate and undergraduate credit. Students from all over the world enroll in this unique educational program and avail themselves of the opportunity to live, work, and study for periods of 4 or 5 months. Interns learn to work with elementary-aged children in the Glen, utilizing a variety of hands-on activities and exploration to build a love, awareness, and understanding of the character of nature and our human place within it. Courses Offered (through the academic internship program):

OE 580/380: Outdoor Education Methods (5/5)

This course is intended to provide an introduction to the practices and methods of outdoor and environmental education. Interns learn to design, plan, and lead field trips to the biotic communities of Glen Helen and apply outdoor and environmental education methods and pedagogical techniques to a wide range of ages and backgrounds.

OE 584/384: Natural History (5/7)

This course is designed to complement OE 580/380. Interns learn to understand the ecological relationships, flora, and fauna of the biotic communities of the Eastern deciduous forest that are specific to Glen Helen. A special emphasis is placed upon the integration of this information with basic ecological concepts.

OE 586/386: Outdoor School Administration (5/5)

This course is designed for interns who have completed OE 580/380 and OE 584/384. A student in this course works closely with the directors in learning and operating all aspects of the Outdoor Education Center. Interns learn to train and evaluate staff, coordinate the daily program, and assist with all aspects of the Center's administration.

OE 590/390: Outdoor School Principles and Practices Seminar (5/7)

This course complements OE 586/386. The course is designed through a series of seminars that cover maintenance administration, food service, fiscal planning, program and facility promotion, and staff recruitment and selection. Interns also gain experience in each of these areas through special projects.



ANTIOCH COLLEGE

ACADEMIC REGULATIONS AND INFORMATION

RESIDENCY

All students matriculating as members of the classes of 2015 and 2016 aspiring to become candidates for the Antioch College Bachelor of Arts or Bachelor of Science degree must complete a minimum 14 quarters (five full-time work terms and nine study quarters) in residence at the Antioch College campus and earn 150 credits with a GPA of 2.0. The final study term must be on campus unless this requirement is waived, with the support of their advisors, by petition to the Academic Policy and Review Committee (APRC). Full-time study in-residence means registering for a full-time course of study of at least 12 quarter credits with Antioch College faculty or an associated and approved off campus study program, by petition to the Academic Policy and Review Committee (APRC). Full-time work terms mean registering for a full-time job (30 to 40 hours per week) and 4 quarter credits with Antioch College faculty. Please note that beginning with the start up of Antioch College, no transfer credits will be accepted until a positive determination has been made regarding accreditation.

STUDY AND WORK SEQUENCE

The College reorganized around a plan of alternating work and study in 1920 under noted engineer Arthur E. Morgan, gaining international prominence as the first liberal arts college in America to apply cooperative education across its curriculum. Antioch College is the only liberal arts college in the country to require alternating work and study for cooperative education of all of its students.

The mission's emphasis on enabling "engagement" leads to our unique and extensive program of alternating study and work, so that every student becomes adept at both applying theory to his or her situation and using experience in the community and the workplace to critique, modify and adapt theory as necessary. The goal closely parallels Aristotle's view of practical wisdom as being achieved through continual applications of principles that must be adapted and shaped to a particular context.

Employers are an important part of an Antioch College education and their need for students to fill positions on an ongoing basis must be met. By assuring that Antioch College students “show up for work” the positions and responsibilities assigned to Antioch College students remain central to the mission of the employers. In order to gradually establish reliability for the employers, two sequences of work and study have been created. Sequence A will be the only sequence offered for the first two entering classes. Sequence B will begin with the third entering class alongside another division of students assigned to Sequence A.

Sequence A	Fall	Winter	Spring	Summer
2011-12	Study	Work	Study	Work
2012-13	Study	Work	Study	Work
2013-14	Study	Work	Study	Study
2014-15	Study	Study		

Sequence A	Fall	Winter	Spring	Summer
2012-13	Study	Work	Study	Work
2013-14	Study	Work	Study	Work
2014-15	Study	Work	Study	Study
2015-16	Study	Study		

Sequence B	Fall	Winter	Spring	Summer
2012-13				Study
2013-14	Work	Study	Work	Study
2014-15	Work	Study	Work	Study
2015-16	Work	Study	Study	Study
2016-17	Study			

Sequence A	Fall	Winter	Spring	Summer
2013-14	Study	Work	Study	Work
2014-15	Study	Work	Study	Work
2015-16	Study	Work	Study	Study
2016-17	Study	Study		

ACADEMIC CREDIT, GRADES AND EVALUATION

Grades and Crediting

The Registrar’s Office sends a credit report, grades, and narrative evaluations to the student. The following standards of assessment apply to courses and full-time work terms. Courses and work terms for which the student has registered are reported as:

The traditional letter grades "A" through "F" will be assigned for satisfactory completion of requirements. The numerical equivalents of letter grades for calculation of grade point averages are listed below. All letter grades are used to calculate a grade point average.

A = 4.0

B = 3.0

C = 2.0

D = 1.0

F = 0.0

INC - Incomplete: Requirements have not been completed for good cause or some other circumstance beyond their control that prevented them from completing coursework; however successful completion is expected within the time constraints outlined below. The Incomplete is not automatic or appropriate for students who have not managed to complete coursework in a timely manner. An Incomplete may be given for serious cause only when a substantial amount of work has been completed and when there is an agreement between the instructor/work advisor and the student as to work yet to be done and the date by which it is to be completed. It is the student's responsibility to ensure that an Incomplete is resolved. No faculty member is required to issue an Incomplete. Incompletes may not be given by visiting or adjunct faculty members or by faculty not returning the next academic year. Incomplete course crediting and outstanding work portfolio crediting is to be completed by the end of the fifth week of the student's next study term. The final credit report must be received by the Registrar's Office by Friday at 4:00 p.m. of that week. If no report is received by the Registrar by this deadline, the course Incomplete will automatically revert to an F or NC grade.

The deadline for Incompletes may be extended beyond the deadline noted above only once. For an extension, the faculty member must inform the Registrar in writing prior to the original Incomplete expiration date. Such extensions shall not go beyond the end of the next term except through faculty petition to the Dean of the College. If the new deadline is not met, the Incomplete will revert to an F grade. An Incomplete must in all cases be completed no later than six months after the end of the term of registration.

M - Academic Integrity: The M grade is only assigned to a student whose work is somehow implicated in a breach of academic integrity. For example, if a faculty member grades papers after the end of the term and discovers two identical papers, then the faculty member should assign M grades to those papers. At this point, the Procedures defined in the Academic Dishonesty Policy are activated. Once the truth about their integrity has been established (which might be delayed up to six months), the faculty member will submit a final grade for the work.

NG - No Grade: The No Grade is reserved for those occasions when teachers find they are missing a piece of work from a student, which they believe the student did, in fact, submit. The NG serves as a placeholder on the student's transcript until the teacher has figured out what happened to the work and is prepared to give the student a final grade. The NG is NOT intended for students who

missed the Incomplete deadline or for students who have missed deadlines for submitting work. Faculty members must convert all NGs to final grades by the end of the fifth week of the next study term when the student is on campus. An unconverted NG automatically is recorded as an F or failing grade.

WD - Withdrew: Student withdrew from course(s) or the College after Add/Drop period through end of sixth week.

WNC - Withdrew: Student withdrew from course(s) or the College after sixth week.

Change of INC: Upon completion of requirements for which an incomplete has been given, the instructor must submit an INC Credit Change Form and accompanying grade and narrative evaluation to the Registrar's Office within the deadlines noted under "INC" above. All other credit and grade reports are permanent and changeable only in the case of bona fide error.

Narrative Evaluations

Evaluation is the systematic process by which a faculty member determines student learning based upon a set of standards and learning objectives. It is a continuous process requiring the active participation of both parties. Students take an active role in informing the faculty member about what they are learning through providing evidence of learning to the faculty member. This evidence can take the form of assignments, participation in discussions, examinations, projects and more. The instructor's responsibility is to respond both critically and supportively to the developing student, offering direction and suggestions as appropriate. Evaluation is an integral part of both learning and teaching and an essential ingredient of the Antioch College experience. At the end of a course of study, the instructor indicates the assignment of a grade on a class list submitted to the Registrar's Office.

Then, in a narrative evaluation, the faculty member provides a detailed appraisal of the student's performance in the course. The student is encouraged to write a self-evaluation for inclusion in the narrative evaluation. A narrative evaluation is filed with the Registrar for each student enrolled every course. Faculty members who are team-teaching must co-write narrative evaluations for all enrolled students. Faculty members are asked to hold the narrative evaluations for Incompletes until they have been resolved.

The narrative evaluation includes:

- A. A description of the course objectives (i.e. the basis on which credit is granted or withheld).
- B. An appraisal of how the student achieved or failed to achieve these objectives. (To what extent were the requirements fulfilled?) In the case of no credit, the reasons (failure to attend, poor quality of work, etc.) must be noted.
- C. The instructor's assessment of the quality of the work, and his/her judgment of how well the student has understood the material.

The student's self-evaluation should:

- A. Include an assessment of the student's own accomplishments in the course, both with respect to the stated course objectives and the student's own expectations.
- B. Be submitted via email before the last day of class for timely incorporation with the instructor's narrative evaluation.
- C. Not include an evaluation of the course content or the instructor's performance. (Such evaluations are conducted by the Dean of the College's office at the end of the block or term.)

The narrative evaluations become part of the student's permanent academic record on file in the Registrar's Office. When transcripts are requested, the student may elect to have some or all of these narrative evaluations reproduced to accompany the official transcript. An explanation of Antioch College's system of evaluation is sent with the transcript.

Changes to narrative evaluations: Once a narrative evaluation is signed and turned in by the instructor, all changes must be initialed and dated by the instructor in the Registrar's Office. Narrative evaluations for incompletes must be submitted at the time the course grade is changed.

REGISTRATION

Academic Registration

Detailed instructions regarding registration are provided to students at that time, and specific registration dates are published in the annual and term calendars. Students should allow time prior to registration for conferences with their faculty advisor. Failure to register during the scheduled time at the beginning of the semester may result in a late registration fee.

Students may earn academic credit for several types of courses. All courses are expected to be completed in the manner in which they were designed.

Course Type	Credits per Course	Courses Required	Credits Required
Global Seminars	2	5	10
Foundation Course (Distribution*)	3	12	36
Foundation Course (Elective*)	3	4	12
Language & Culture	2	5	10
Language	1	5	5
Intermediate Colloquy	2	1	2
Advanced Colloquy	2	1	2
Intermediate & Advanced Courses (Major)	3	9	27
Intermediate & Advanced Courses	3	9	27

(Elective*)			
Senior Project	3	1	3
Senior Paper	1	1	1
Work Portfolios	3	5	15
Total Credits			150

Students are required to take 16 Foundation Courses with 3 in each academic division. They may select 4 other Foundation Courses as electives or major related courses. Each major requires 9 major related courses intermediate and advanced courses. Students may select 9 others to build their individualized major.

Online courses are designed for students to complete their Work Portfolios and Language credit while away from campus on work terms. This entails a greater level of independent work in a virtual delivery system that expects collaboration and feedback. Online courses are delivered using software that allows students to engage in, contribute to and earn credit from anywhere in the world.

Credit for Work Terms

Students must register for each full-time work experience, Work Portfolio and Language before the last day of classes and leaving campus to begin the work term. Failure to register or failure to work until the end of the term make students ineligible to earn credits during that work term. A full-time work term must be no less than 11 weeks in duration. Students register for the job for which he or she has with the approval of their work advisor. Work registrations will not be processed until all financial holds, if any, are cleared.

Adding and Dropping Courses

The Add/Drop period of academic registration will end on the last day of the first full week of classes during each quarter. During the Add/Drop period, students are permitted to add and drop courses from their registration; the signatures of the student's academic advisor and of the instructor whose class is being added are required. After the Add/Drop period, requests to add a course are reviewed on a case-by-case basis by the Registrar and require approval of APRC.

Withdrawing From Courses

Students may formally withdraw from a course after the Add/Drop period, if approved by the instructor and the student's academic advisor, through the end of the eighth week. Students withdrawing from a course are cautioned that if their registration falls below 12 credits, their status as a full-time student and their financial aid will be affected.

SATISFACTORY PROGRESS TOWARD DEGREE COMPLETION

The number of credits earned and work experiences successfully completed determines academic progress. The College's program is designed for completion of 14 quarters (9 study terms and 5

work terms) or 3.5 years to complete. In order to meet the graduation requirements of 150 academic credits and five full-time work terms in 3.5 years, students should earn an average of 14 or 15 academic credits per study term (130 total), 4 credits per full-time work term (20 total), and successfully complete all jobs.

Class Standing

Class standing is based on credits earned, not by years in attendance.

Standing	Credits
1st year	0 to 40
2nd year	41 to 80
3rd year	81 to 124
4th year	125 to 150

Minimum Standards of Progress

The Academic Policy and Review Committee (APRC) maintains responsibility for monitoring individual student progress. The College has adopted the following guidelines for measuring minimum progress toward the degree. It is necessary to measure such progress in order to provide students with clear guidelines and expectations against which to gauge performance and progress toward the degree; it also permits the College to provide students with the best possible academic and support services. Antioch College's standards of satisfactory academic progress require that students earn Antioch College credit and complete jobs at the following cumulative, minimal rate for each term. In addition, students must understand that only meeting the minimum standards of progress necessitates additional terms of enrollment.

Terms	Term Number	Ideal Credits per Term	Ideal Credits Cumulative	Minimum Credits Cumulative
study term 1	1	16	16	12
work term 1	2	4	20	16
study term 2	3	16	36	28
work term 2	4	4	40	32
study term 3	5	16	56	44
work term 3	6	4	60	48
study term 4	7	16	76	60
work term 4	8	4	80	64
study term 5	9	16	96	76
work term 5	10	4	104	80
study term 6	11	12	116	92
study term 7	12	12	128	104
study term 8	13	12	140	126
study term 9	14	10	150	138
study term 10	15			150

Academic Standing

Every student's progress is reviewed at the end of each term. Any student achieving minimum standards of progress (12 credits per study term or 4 credits per work term) or better will remain in good academic standing. Any student who fails to achieve these standards at the end of any given term will be subject to the following academic sanctions, as determined by APRC.

Warning: Any student, who completes less than 12 credits per study term or 4 credits per work term, may be placed on academic warning by APRC. Students who have completed one term at Antioch College, and who fall below minimum standards will not be placed on probation if they have current incomplete coursework that may bring them up to the minimum standards of progress. These students will be placed on warning and reviewed again after their next term. Students who do not remedy the deficiencies for which APRC has placed them on warning, in the manner prescribed by APRC, may be placed on probation or possibly withdrawn.

Probation: Students who have completed at least one term at Antioch College and who fall below minimum standards of progress may be placed on probation. Students on probation who do not remedy the deficiencies for which APRC placed them on probation, in the manner prescribed by APRC, may be withdrawn unless significant improvement justifies continuing their status.

Withdrawal: Students who fail to meet the terms of probation may be withdrawn from the College. Such withdrawal from the College should be considered permanent unless exceptional circumstances warranting a return can be demonstrated. Students desiring to return to Antioch College after an academic withdrawal must submit a petition for readmission.

Letters of warning, probation, or withdrawal from APRC will be sent to the student in a timely manner through both email and the postal service, with copies sent to the student's advisors, the Offices of Records and Registration, Admission and Financial Aid, Student Accounts, and Director of Community.

Work Standing

Antioch College students must successfully complete 5 terms of full-time work and a part-time job during each study term.

Consequences of Academic Sanctions

Probationary status can result in ineligibility for financial aid, special programs, and veterans and other benefits during the term(s) of academic sanction, including:

1. **Institutional Aid and Scholarships.** Students will be permitted only one term of scholarships or aid when they are placed on probationary status. Students who fail to meet the terms of probation will receive no additional funding. If students wish to appeal such a decision, they must appeal to Director of Community who will arrange for an appeal hearing with the

Financial Aid officer and Chair of the Faculty. The written appeal must be submitted to the within two weeks of the initial APRC decision.

2. **Campus Governance.** Students who have been placed on probationary status are not eligible to hold any campus governance position, including appointed or elected membership on sanctioned College committees.
3. **Veteran's Benefits.** The College is required to report to the Veteran's Administration on attendance, progress toward graduation requirements, and other matters affecting veteran's benefits. If a student receiving veteran's benefits fails to remain in good standing, this will be reported to the Veteran's Administration as is required by federal law.
4. **Other Certifications.** Students who are not making satisfactory progress toward their degrees cannot be certified as being in "good standing" and cannot receive verification for "good student" discounts.

Appeal

Students who believe that an APRC action is without merit may submit a written appeal to the Dean of the College. APRC will reconsider prior decisions of the committee only in cases where pertinent new information is provided.

TRANSFER CREDIT

Beginning with the 2011-2012 academic year, transfer credits will not be accepted. This decision was deemed necessary because the College will have to open as an unaccredited institution, unable to accept students' transfer credits during their admission. This would put transfer students at the risk of receiving an unaccredited degree.

NON-DEGREE SEEKING STUDENTS

Individuals who wish to take a course for personal interest are welcome to do so at the part-time tuition rate.

INTERNATIONAL STUDENTS

Antioch College looks forward to accepting students from other countries. However, for the time being we will be unable to accept international students.

LEAVES AND WITHDRAWALS

Personal Leave of Absence

Students who wish to pursue primarily non-academic activities away from Antioch College may apply for a Personal Leave of Absence through the Office of the Dean of Community. Completed

applications for leaves beginning the following quarter are due by Friday of the tenth week of the current quarter. Requests for extensions of personal leaves must be received by the same deadlines. Applications received after these deadlines will be given consideration; however there is a late filing fee of \$50.

Medical Leave of Absence

Students who wish to take a leave from Antioch College for physical or psychological reasons may apply for a Medical Leave of Absence through the Office of the Dean of Community. Students applying for a medical leave must provide appropriate supporting documentation from a healthcare professional. Without documentation a student will instead be placed on personal leave. If a student is incapacitated her or his emergency contact of record can facilitate the application and provide the supporting documentation. Students who submit applications by 4:30 p.m. on the Friday before the quarter begins are eligible for a full refund of expenses.

Students may submit an application for medical leave at any time during a quarter. From the first day of classes through the end of the tenth week of classes, the student who is granted a medical leave will be withdrawn from all courses and W's will be recorded on his or her transcript. For information on refund of tuition and fees, please see "Annual Tuition and Fees" in this curriculum catalog. Students who submit applications for medical leaves effective for the current quarter from the first day of the eleventh week to the last day of classes have two options. First, if the student wishes to complete coursework, he or she can apply for Incomplete grades. (Please see "Grading" in this curriculum catalog.) In this case, the student will receive grades for all courses. The medical leave will take effect at the end of the current quarter, and the student will be on leave for the subsequent quarter. Second, if the student elects not to complete coursework, he or she will be withdrawn from all courses and W's will be recorded on his or her transcript. The medical leave will take effect immediately, and the student will be on leave for the subsequent quarter. Records for students taking a medical leave after the tenth week may be reviewed by the appropriate Academic Standing Committee and may be subject to academic standing action. Students who are granted medical leaves after the first day of the tenth week of classes are not eligible for a refund.

An application for a medical leave received on the last day of classes will be processed for the subsequent quarter; the transcript for the current quarter will include the grades assigned by the faculty, and cannot be expunged or altered in any way.

Withdrawal from the College

Students withdrawing permanently from Antioch College must apply through the Office of the Dean of Studies. All students who receive financial aid from Antioch College must consult with the Office of Financial Aid before withdrawing. Students who have withdrawn from Antioch College and seek readmission may not transfer credit for courses taken at other institutions while withdrawn.

Suspension and Dismissal

Students may be asked to leave Antioch College for academic or disciplinary reasons. Suspension is usually for a specified period of time and/or until specified conditions have been met. Dismissal is permanent.

Students who have been suspended and seek reinstatement may not transfer credit for courses taken at other institutions while suspended.

Reinstatement

In order to return to Antioch College, a student who has been withdrawn or suspended must submit a reinstatement form to the Office of the Registrar. Appropriate forms and materials must be received by at least one month prior to the first day of classes of the quarter for which the student seeks reinstatement. No exceptions are made. Relevant offices review the request for reinstatement and the student will be informed about the decision as quickly as possible..

A student in the Arts and Sciences who has been suspended must also complete an appeal process through the Office of the Dean of Community. The deadlines for this process are stated in the student's letter of suspension.

GRADUATION

Senior Review of Status toward Graduation or “Senior Check”

All students are required to complete a “senior check” in the Registrar’s Office during fall of their third year. A “senior check” means meeting with the Registrar, or Registrar’s designee, to examine the student’s academic record, degree plan, and sequences, and ensure that graduation requirements can be met as anticipated by the student. The senior check should not be delayed until the term the student is scheduled to graduate—it may be too late to correct any deficiencies at that late date. Registration for the final study term may be jeopardized if the senior check has not been completed. The student is responsible for initiating the senior check.

Application

Students planning to graduate complete an “application to graduate” form and submit it to the Registrar’s Office by the end of the second week of the term in which the student plans to graduate.

Commencement and Graduation Dates

The commencement ceremony is held on the Saturday following the end of summer term. Students are expected to have completed all degree requirements prior to the commencement ceremony and will graduate on the date of the ceremony. The Academic Policy and Review Committee presents the names of candidates for graduation to the faculty for a vote at the end of each term, and only students approved by the faculty will be permitted to participate in commencement and graduate

during that year. Students who have not cleared outstanding financial obligations to the College may participate in the commencement ceremony but will not receive their diplomas or transcripts until the outstanding financial obligations have been met.

Graduation Rates

Graduation rates will be published annually after the first commencement ceremony.

STUDENT RECORDS POLICY AND DIRECTORY INFORMATION

Student Academic 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. The following will serve as a comprehensive statement of Antioch College policy about student records and Antioch College's implementation procedures.

Academic Records

The Registrar's Office serves as the repository for all official academic records for students at Antioch College. The Registrar's Office is authorized to issue official transcripts on behalf of Antioch College. It maintains the following types of academic records:

1. Degree plans or other documents setting forth comprehensive student learning objectives;
2. Reports - including grades, narrative evaluations and class lists reporting credit - which provide documentary support for the awarding of credits and degrees;
3. Transcripts of learning activities;
4. Correspondence relating to student records;
5. Summary biographical data in compliance with Federal and state reporting requirements;
6. Reports of committee or administrative actions regarding student status.

Other Student Records

The Admission and Financial Aid Office 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 Department of Work maintains records pertinent to students' part-time and full-time work experiences.

Retention of Student Records

Student records will be retained for the following minimum period of time. Any documents not specifically noted below are retained in accordance with AACRAO records retention guidelines:

Admissions documents for applicants who do not enter, whether accepted or rejected	Three years
Admissions documents for applicants who enter (with the exception of letters of recommendation, which are destroyed upon admission)	Five years after date of student's last attendance
Academic transcripts, grades and narratives	Retained permanently.
Enrollment certification and verification	One year after certification or verification date
Financial aid documents	Five years after date of student's last attendance
Work program grades, narratives and evaluations	Retained permanently.

Official Transcripts

The official transcript is a copy of that portion of a student's academic record that is prepared for release to a third party at the request of the student or former student. It contains personal information about the student and reports advanced placement credits awarded, transfer credit accepted, and earned Antioch College credits and degrees. Antioch College courses for which the student registers but does not earn credit do not appear on the transcript. The transcript contains the name and address of Antioch College and the following information about the student:

- Personal information: student's name, date of birth, and student identification number.
- Attendance and credits earned: 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 (semester or quarter credit) and work portfolio credit); credit for remedial courses or other courses not applicable to degree program identified; prior learning, demonstrated competencies, or transfer credit identified.
- Effective withdrawal date, if applicable.
- Graduation date, degree conferred, and program or major, as applicable.
- Official transcripts will not be released if the student has not met financial obligations to the institution.

Access to Student Academic Records

As further described below, student records are accessible to the student and 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 which 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 thirty 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. Copies of any student records may be furnished to the student for a reasonable cost to defray the expense of duplication. Any inspection or review of student records must be made in the presence of Registrar's Office personnel. Students may not 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 his or her Antioch College records, informally or through a hearing, if the student thinks the records are inaccurate, misleading, or otherwise in violation of the right to privacy of the student. The hearing serves as a formal opportunity to seek the correction or deletion of any such inaccurate, misleading, or other inappropriate data contained in the record. The student may also seek inclusion of explanatory information. Formal hearings will be conducted in the following manner:

Any request for a hearing to challenge an Antioch College record must be made in writing to the College President or his or her designee.

The hearing request must:

1. Identify in specific terms the portion(s) of the record to be challenged;
2. State the reason(s) for challenging the record so identified, and state the remedy sought; i.e., the correction or deletion of the information under challenge or the opportunity to submit explanatory information to accompany the challenged student record.

Hearing procedures:

1. The hearing will be conducted by the College President or his/her designate.
2. The hearing will be granted within a reasonable time, but no more than thirty days after the hearing request has been made.
3. Reasonable notice shall be given to the student and other necessary parties of the date, time, and place of the hearing.
4. The hearing shall be limited to a consideration of the specific portion(s) of the student's record being challenged.

5. The Registrar's Office will represent the challenged record at the hearing. Where practicable, the College will attempt to have a representative from the office responsible for the challenged record present at the hearing.
6. The student will have the right to be assisted by an advisor of his or her choice.
7. The burden of sustaining the challenge rests with the student.
8. Reasonable opportunity shall be provided for all parties to present evidence and witnesses directly related to that portion(s) of the record being challenged.
9. The student will be provided written notification of the disposition of the challenge (including the reason for such disposition).
10. The remedies available to the student as a result of a hearing are:
11. The record may stand.
12. The record may be corrected.
13. The record may be deleted.
14. 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 University 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 maintained.

ACADEMIC COMPLAINT POLICY

Definitions

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 involving the assessment and evaluation of student performance in the classroom, work, advising or mentoring.

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.

"Policy Documents and Reports." Statement on Professional Ethics. Tenth ed. Washington: American Association of University Professors, 2006. 171.

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 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, capriciousness or 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. 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 to explore the rationale for the grade. This conversation will provide clarification and better understanding and may result in grade mediation and no need to file a formal complaint.

This 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 SOPP; the Drug and Alcohol Policy; the Affirmative Action Policy; etc. Each of these policies has their own processes for reporting and resolving alleged violations

Procedure

At any step in the complaint procedure the student or the faculty member may invite another community member to accompany him/her 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.

1. 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 the faculty chair first.

2. If a mutually satisfying resolution is not found, the student shall make an appointment to speak to the faculty chair within two weeks. If the faculty chair is a party to the complaint, the next senior member of the department shall be contacted. The student shall present to the chair specific concerns and any supporting documentation. The faculty chair shall make every effort to resolve the complaint. The faculty chair may request the complaint in writing. The faculty chair will:

a) Facilitate a resolution in consultation with the faculty member and the student.

b) If the complaint cannot be resolved at the department level within two weeks, the chair will forward the complaint to the Academic Dean with a written report stating what was done and why the complaint could not be resolved at the faculty level.

3. If a mutually satisfactory resolution is not found at the faculty level, the student must make an appointment within two weeks to speak with the Academic Dean about the nature of the complaint and the efforts taken to resolve the complaint. A formal letter addressed to the Academic Dean with supporting documentation signed by the student shall be submitted prior to this meeting. The Academic Dean will contact the faculty member in writing and will expect a written response. At this step the complaint becomes a formal complaint. The Academic Dean will:

a) Facilitate a resolution in consultation with the faculty member and the student.

b) Request information from parties other than those named in the complaint. Requests for information from parties other than those named in the complaint must be conveyed in writing with copies of the request forwarded to the student and faculty member. Any additional information gathered and used in the complaint process must be submitted in writing, signed by the person releasing it, and made available in complete form to parties involved in the complaint. Either party to the proceedings may respond in writing to this additional information. The Academic Dean will then review the file and communicate the results of the investigation in writing to the student and faculty member within 30-60 days of the receipt of the complaint.

c) Dismiss the complaint if it is found to be illegitimate or unfounded. If the complaint is dismissed, no letter will be placed in the file of the faculty member. Both the student and faculty member will be notified in writing as to the reasons the complaint was dismissed.

d) Make a decision and act administratively to resolve the complaint while respecting the prerogative of the faculty with respect to evaluation and crediting of student work. Any actions taken by the Academic Dean to resolve the complaint will be communicated in writing to both the student and the faculty member. It is the Academic Dean's responsibility to assure that the complaints are followed to resolution.

4. If the complaint involves the Academic Dean in her/his role as a professor, a three member committee of faculty who serve on the Academic Program Committee will be selected by lot to review the complaint and will be empowered to function as the Dean's office would (see 3 a, b



ANTIOCH COLLEGE

THE ANTIOCH COLLEGE COMMUNITY

COLLEGE GOVERNANCE

Antioch College believes in democratic processes and their educational value. Governance is designed so that all voices in the community can be heard and considered. Students participate in a uniquely high level of decision-making concerning the governance and shaping of campus life. Participation in governance by voting, serving on committees and keeping informed is important not only for learning the responsibilities of freedom, but also for keeping college life vital.

Students and faculty have long participated in the College's governance. There have historically been two major councils: one deals with administrative policy, and the other with the quality of campus and community life.

Antioch College will have a democratic community governance model wherein the entire community—faculty, staff, administrators and students-- will be partners in developing the governance structure when the College reopens in 2011. This process may be done formally by way of class projects related to governance, or informally through voluntary committees of people interested in reshaping Antioch's governing bodies.

The governance structure most likely will be based on the long and successful history of Antioch College's past Administrative Council (decisions and policies affecting academics and administration of the College; advisory body to the President of the College) and Community Council (decisions affecting policies that impact community members and deals with the community government budget, which pays for all non-academic activities at the College) and the various committees spun off from those governing bodies.

A task force of 12 people, including former Community Managers, emeritus faculty, members of the Board Pro Tempore and Alumni Board, are busy collecting data from the community of alumni to see what qualities/values alumni cherished most in their Alma mater, what the problems were with governance and community at the College, and what lessons the alumni took away with them about community and community governance. Based on the data collected, the Task Force will offer

suggestions to the new Antioch community on what qualities and processes should remain as part of the College.

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CAMPUS RESOURCES (to be added as services open and appointments are confirmed)

THE FACULTY (to be added as appointments are confirmed)

THE ADMINISTRATION (to be added as appointments are confirmed)

AFFIRMATIVE ACTION STATEMENT

Antioch College is committed to affirmative action and equal opportunity and does not discriminate because of race, color, age, sex, ancestry, religion, national origin, marital status, sexual orientation, gender identity, family status, physical ability, military or veteran status in its admissions, educational programs, financial aid awards, or employment policies.