



ANTIOCH COLLEGE

2024-2025 Curriculum Catalog

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Yellow Springs, OH 45387
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An Introduction to Antioch College

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

An innovator in higher education for over 170 years, Antioch is at the forefront of individualized study and experiential learning. Antioch students pursue their passions through dynamic Self-Designed Majors that draw on multiple academic disciplines. Our renowned Cooperative Education program has placed students in over 1,200 credit-bearing work experiences in the United States and 35 countries around the world. The Antioch experience culminates with a celebration of Senior Capstone Projects – original student works inspired by their Self-Designed Majors.

Social justice, environmental sustainability, and democratic community governance are at the heart of the College. Through the Coretta Scott King Center for Cultural and Intellectual Freedom, students connect with the social movements leading the fight for equality and justice. Antioch boasts a Silver rating in sustainability from the AASHE Stars program and holds a strategic partnership with the Glen Helen Nature Preserve – a living laboratory for environmental studies. Antioch's Community Council brings students, faculty, and staff together to improve life on campus and ensure all voices are heard.

Antioch's general education and academic programs include courses in the arts, humanities, sciences, and social sciences. The curriculum supports pre-professional pathways in the biomedical sciences and psychology. After graduation, Antioch students go on to pursue graduate study or leverage their knowledge and work experiences to launch their careers.

Since its founding in 1850, Antioch College has been guided by the words of its first president, the celebrated educator Horace Mann, who told its first graduating class: "Be ashamed to die until you have won some victory for humanity." Our future may be full of uncertainties. What is certain is that Antioch students will be shaping that future for the betterment of all. Change

Mission

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

Accreditation and Authorization

Antioch College is accredited by the Higher Learning Commission.

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

Antioch College is a member of the Great Lakes Colleges Association (GLCA), a consortium of thirteen private liberal arts colleges located in Indiana, Michigan, Pennsylvania, and Ohio. The GLCA also manages the Global Liberal Arts Alliance (GLAA), which is an organization of 29 liberal arts colleges and universities, located in 17 nations, whose purpose is to strengthen education in the tradition of the liberal arts through the exchange of experience and the development of mutually beneficial programs.

Antioch College is no longer affiliated with Antioch University.

The Antioch College Community

The Antioch College Community is defined as students, staff, and faculty currently enrolled in or employed at the college.

Together we work to fulfill our mission and live our vision every day both inside and outside the classroom.

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

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

A large number of students have done work in sustainability. Their biographies include stints farming in developing countries, working in agriculture and biodiversity, village construction and environmental conservation in Central America and South America, and organic farming in South America. Their academic interests are also wide ranging and interdisciplinary.

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

Like the students at Antioch College, faculty and staff represent diverse backgrounds, interests, and fields of study. Within the faculty there are practicing artists and scholars representing cutting edge work in diverse disciplines. Students and faculty interact both in and out of the classroom; in project based learning, in the dining hall over shared meals, through the advising process, and at our weekly Community Meetings. These opportunities for conversation outside of the formal conventions of the classroom create opportunities for all members of the community to learn from one another.

The staff and faculty at Antioch are composed of nationally searched tenure-track professors and administrators, Yellow Springs community members, and past college employees who bring a rich and nuanced understanding of our enterprise. Legacy and history are important, as we forge a new Antioch College that meets the needs of today's diverse student body.

Honor Code

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

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

Governance

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

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

Independent Groups are created by community members to focus on particular interests and can request funding for their activities through Community Government. Independent Groups have included Queer Center, Prison Justice, and C-Shop among others. The creation of an Independent Group can occur during any term and is done through a proposal process. (For constitution, by-laws and more information on Community Government, see the Antioch College Student Handbook.)

Hallmarks of an Antioch College Education

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

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

The Antioch College curriculum is designed to enable students to own their education: to take charge of their educational journeys, by designing their own majors and capstone projects. Our curriculum is also designed to create students who are capable of navigating across the boundaries of language and culture, who can engage effectively in the world of work, and who commit themselves to a life of inspired curiosity. The expectation is that our students will be effective citizens prepared to act on global concerns as well as engage locally.

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

The Liberal Arts at Antioch College

Antioch College recognizes that the future is intersectional and that many disciplines and skills will need to be blended in creating solutions. In our curriculum, students design their own pathways to the Bachelor of Arts and Bachelor of Science degrees through our five interdisciplinary focus areas.

Our curriculum is built on four academic divisions—the Arts, Humanities, Sciences, and Social Sciences—and is composed of general education coursework, the Cooperative Education Program and related courses, a proficiency-based foreign language requirement, major-related coursework, and additional curricular and co-curricular experiences.

Antioch faculty members offer courses in a range of academic disciplines, including but not limited to:

Anthropology	History	Physics
Arts	Literature	Psychology
Biology	Mathematics	Sciences
Chemistry	Media Arts	Sculpture and Installation
English Composition	Political Economy	Spanish
Environmental Science	Performance	Social Sciences
French	Philosophy	Visual Arts

Experiential Learning

Antioch graduates are prepared with the knowledge and skills to be effective in the world through classroom learning, experiential education, and deep engagement with the community. Our students come to college not to retreat but rather to engage with the world. They do that here in Yellow Springs, in diverse communities across the country, and around the world. Our experiential education program features independent work experience or co-op (some of which is related to a student’s major), embedded education, and cross-cultural and linguistic immersion experiences.

Liberal Arts Learning Outcomes (LALOs)

Knowledge and Inquiry

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

Skill and Innovation

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

Critical Thinking

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

Intercultural Effectiveness

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

Social Engagement

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

Deliberative Action

- Demonstrated capacity to adapt knowledge, skills, and responsibilities to new settings and challenges and to reflect on the personal and social significance of learning as a guide toward a purposeful future.

Written, Oral, and Quantitative Communication

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

Academic Divisions

The Arts

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

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

In addition to studios and classrooms, the Arts Division takes full advantage of the curricular resources available on campus and off, including prestigious arts co-op opportunities at Creative Time, The Kitchen in NYC, Fraenkel Gallery in San Francisco, Ken Burns's documentary studio, Chicago Public Radio, Boston Museum of Fine Arts, Denver Open Media, Children After School Arts Program, and Mujeres des Artes Tomar in Buenos Aires. On the Antioch campus, students are fortunate to have access to Antioch's own WYSO—an NPR affiliate radio station renowned for excellent journalism, original programming and community engagement—giving students myriad opportunities for practical professional experience through the Miller Fellowship program, the Community Voices courses and beyond. Additionally, students interact with regional and national artists within the beautiful Herndon Gallery and the Foundry Theater main stage and experimental theater spaces. Curriculum lives within these spaces where students are encouraged to put their theoretical investigations and personal practice to work.

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

The Humanities

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

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

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

The Sciences

The Science Division at Antioch College offers a curriculum through which students learn foundational concepts of science in a setting that blends experiential learning, intellectual rigor, and transferable technical skills. Our programs feature small classes and newly renovated labs, with lots of faculty interaction and opportunities to investigate new areas of interest. Antioch Science students learn the tools of the trade of Science: how to make systematic observations, develop hypothesis-driven questions, investigate and critique relevant literature, write research project proposals, and complete a wide variety of projects using on- and off-campus resources.

The Science experience at Antioch is strengthened by outstanding co-operative education opportunities that allow students to apply what they've learned in the classroom to the "real world", and to bring those co-op experiences back to campus to inform their academic programs. Simply put, well-chosen science co-op experiences can accelerate student success in transformative ways. Science co-op jobs are diverse and interesting opportunities for student learning and growth, for example: interning at the City of Dayton Water Quality Lab, working as a Marine Educator at the ForFar Field Station in the Bahamas, interning in various doctor's offices and medical colleges, and working as a veterinary assistant rehabilitating injured animals.

Our programs encourage students to connect with their passions through independent work that builds on a strong foundation of courses. One hundred percent of our full-time faculty have terminal degrees in their fields, and many of them work with students to offer Independent Studies (SCI 299) and Independent Research courses (SCI 297/397), so that students can work to pursue topics in greater depth. We have outstanding assets used by faculty in students for teaching and research, such as Glen Helen Nature Preserve, The Antioch Farm, renewable energy systems (1 MW solar array and geothermal field), and well-supplied laboratory, field equipment, and computer labs.

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

The Social Sciences

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

Social Science majors apply what they learn in the classroom through experiential education opportunities ranging from the highly regarded Prison Justice practicum, to day trips exploring urban development in Cincinnati, to designing, implementing and evaluating campaigns to increase sustainable behavior on campus. Social science students actively practice what they learn in the classroom through rewarding co-op experiences domestically and around the world.

Recent co-ops included: The White House, Office of Presidential Correspondence (Washington, D.C.), Casa Juan Diego Immigrant Services (Houston, TX), Paralegal Assistant, Outten and Golden (NYC), Civil Rights paralegal (Chicago), Tea Farm Ethnographer (Wazuka, Japan), Clinical Assistant, Hollywood Detox Center (L.A.), Humanize not Militarize intern, American Friends Service Committee (Chicago), Researcher, GLCA Library of Congress Research Initiative (Washington, D.C.), and Community Development intern, La Isla Foundation (Nicaragua).

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

Interdisciplinary Focuses

Antioch College students design their own academic pathway through one of five interdisciplinary focuses.

Culture, Power, and Change

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

Global Studies and Engagement

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

Interdisciplinary Arts and Creative Practice

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

Social Enterprise and Social Innovation

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

Sustainability and the Environment

Sustainability and the Environment examines environmental change from an interdisciplinary perspective, with an eye towards the development of sustainable socio-ecological systems. Students create and evaluate evidence across a range of scientific fields, analyze debates in environmental ethics and ecological justice movements, study the causes and effects of socio-ecological crises, trace how power functions through food and agricultural systems, and envision how human and nonhuman biological processes would thrive in a better, regenerated, and sustainable world. Students graduating with this

focus will be prepared to begin careers in areas like environmental science, land management, environmental reporting, or environmental nonprofits. This focus also prepares students for graduate programs in fields like ecology, environmental science, political ecology, and more.

Cooperative Education Program

Antioch College promotes meaningful engagement with the world through intentional linkages between campus-centered and field-based experiential learning. For nearly a century, a central component of the College's progressive education model has been its flagship Cooperative Education (Co-op) Program, which enables students to gain experience and construct purposeful pathways into their careers. Antioch students spend up to a third of their undergraduate program—a minimum of three academic terms—engaged full-time with partner organizations generally off campus, where they have the opportunity to distinguish themselves through creativity, commitment, and hard work.

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

Although paid employment has been Co-op's stock-in-trade since the introduction of the cooperative model at Antioch in 1921, the program has responded to students' aspirations for self-directed learning by maintaining a broad conception of the experience since at least the late 1950s. The co-op faculty recognizes that a significant number of students hope to use one or more of their co-op terms to pursue entrepreneurial opportunities with start-up firms, conduct research related to their majors, engage in artistic productions, position themselves for graduate study through special projects, or experiment with their own professional pursuits. It also understands that some students are interested in proposing a co-op job of their own design in order to realize their unique ambitions, take advantage of special opportunities, or simply develop a stronger sense of their own agency.

Co-Op Advising

Each student is assigned a co-op advisor who meets with them one-on-one throughout their time at Antioch. The co-op faculty takes an individualized approach to helping students consider their various options and pursue the opportunities they hope to attain. They also work together as a team to support students, promote strategic skill development, and effectively communicate with partner organizations off-campus. Co-op advisors listen to students' aspirations as they endeavor to gain traction in their careers and help them understand their skills and areas of growth. They also work together as a team to support students, promote strategic skill development, develop partnerships, and effectively communicate with organizations off-campus. Although it is ultimately up to an employer to decide whether or not they can offer a position, students benefit from the support of a professional team of educators who are actively engaged in a variety of fields and are continually seeking opportunities for students.

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

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

Standard Study/Work Sequence

	Fall Term	N-D Block	Winter Term	Spring Term	J-A Block
Year 1	study		study	co-op	
Year 2	study		co-op	study	
Year 3	study*		study*	study*	
Year 4	co-op		study	study	

*Students may choose a co-op term instead of a study term, if it fits within their degree plan and in consultation with their Primary and Co-op Advisors.

For additional information on study/co-op sequences, see the Work Program Handbook.

Cooperative Education Courses

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

Cooperative Education (COOP) Field Experience courses have the following characteristics:

- Co-op Courses are experience-based courses for which the "text" examined generally consists of students' own highly individualized experiences during cooperative work terms as well as their efforts to make meaning out of these experiences. Texts as such can be supported by additional readings, but the major source of content is the student's own experience.
- Co-op courses emphasize reflection in the sense of encouraging self-awareness as well as understanding of how the integration of the theoretical and the active components of field-based learning promote student agency, effectiveness, and ability to reflect on place-based programming.
- Co-op courses are a form of high-impact learning that contribute to the assemblage of a body of work that is generally shared with an audience beyond the course instructor.
- Co-op courses emphasize the development of skills that are grounded in a disciplinary framework and can be mapped generally to communities of practice.

Co-op Requirements: Work Experience, Community Engagement, and Reflection

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

and any prerequisites identified. They thus are expected to earn a minimum of thirty-six Cooperative Education credits required for graduation.

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

- Fulltime Experiential Engagement – Co-op students are required to work or engage in an approved co-op job or other approved experiential learning opportunity for a minimum of 30 hours per week throughout the 11-week academic term. Leaving a position before completing the 11 weeks must be approved by the instructor and a plan for completing the experiential requirement must be formalized.
- Regular communication, documentation, and timely submission of assignments is required to demonstrate attendance and fulfill the expectations of the Co-op Field Experience courses.

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

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

Co-op partners are asked to sign a Memorandum of Understanding (MOU) formalizing the cooperative relationship and allowing the College to advertise available positions. Nothing contained within the MOU prevents an employer from terminating a student's employment if they find cause to do so, as long as they operate in accordance with local, state, and federal laws. Students are informed that Antioch College is not in a position to provide legal counsel to resolve legal disputes between a student and an employer.

Additional Co-Op Option

Students may choose to enroll in an optional co-op term during any quarter of their third year of study. Please note that approval of the optional co-op is not automatic. It requires advanced planning as well as permission of the students' advising team as well as the dean of cooperative, international, and community-based learning. If this optional co-op term is to be an international or cultural/language immersion experience, students must meet additional requirements articulated in the policies of both the Co-op Program and the Language and Culture Program.

Students who replace one of the study terms of their third year with an optional fourth co-op term must realize that they will have one less term in which to complete other course requirements for their degrees. By taking only the typical 15-16 credits per study term on campus, students will be one or two classes short of degree requirements at the end of the fourth year of study. Students must plan ahead to take additional classes during the first two years of study, either through over-crediting and/or taking an additional class over co-op during one of the first two co-op terms.

Cultural / Language Immersion Co-Op

Advanced planning is especially important for students who wish to pursue an international Cultural/Language Immersion co-op. While any student is welcome to propose an international co-op, students are required to demonstrate that their language skills are appropriate for the proposed placement. Students planning to complete their Language Capstone course over co-op should embrace the commitment of language learning at Antioch and speak with their advisors as far in advance as

possible.

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

Academics Requirements and Study Options

Designed by our faculty, the curriculum and calendar allows more innovation in the delivery of disciplinary and interdisciplinary course offerings, and gives students more freedom to explore their academic interests. Students design their degrees around an interdisciplinary focus and choose the specific courses they will take to meet their individual academic interests and needs.

All Antioch students participate in the College’s signature Co-Op Program, which includes periods of full-time work, research, or other off-campus experiential opportunities. Students alternate study terms on campus with co-op terms according to the study-work sequence below. It is assumed that most students will study and work in the given sequence. Three co-ops are required in the new curriculum, but four are possible and encouraged. With prior planning and approval, it is possible for a student to take an additional co-op in their third year during Fall, Winter, or Spring.

Study-Work Sequence Assumed for Most First-Year Students				
	F	W	Sp	Su
Year 1	S	S	W	—
Year 2	S	W	S	—
Year 3	S*	S*	S*	—
Year 4	W	S	S	—

(*See “Flex Term Notification (p.)”)

Beyond co-op, the curriculum enhances experiential education through intentional connection with our campus hubs: the Antioch Farm, the Coretta Scott King Center for Cultural and Intellectual Freedom, the Wellness Center, Foundry Theater, C-Shop & the Olive Kettering Library, and *The Antioch Review*.

During the Design Your Degree course (ANTC 200 (p.)), students will develop a Statement of Inquiry identifying their educational path and the courses they will take, and with the help of several advisors, they will continue to refine that statement as they progress toward their senior Capstone Project.

Requirements for the Bachelor’s Degree

Total credits for your degree are 180 quarter credits and the normal time to graduation is four academic years (12 quarters). The following table describes the General Education requirements for all students pursuing the bachelor's degree.

Part 1: General Education

Group 1: Distribution

	Arts Requirement	4
	Humanities Requirement	4
	Sciences Requirement	4
	Social Sciences Requirement	4
	Quantitative Requirement	4
ENG 101	English Composition Plus	4

	or	
ENG 105	English Composition	4
	and	
ENG 251	Expository Writing: (subtitle)	4
	One Sustainability course (S-F or S-I tag) in any subject	
		Subtotal: 28

Group 2: Antioch-Specific Courses

	Antioch Commons (AC-tagged) course	4
ANTC 102	Dialogue Across Difference	4
ANTC 170	Antioch Seminar: (subtitle)	3
ANTC 200	Design Your Degree	3
	Gender and Sexuality Studies (D-GSS tag)	4
	Critical Race and Ethnicity Studies (D-CRES tag)	4
ANTC 494	Senior Reflection Paper	2
		Subtotal: 26

General Education Credits Required: 54**Arts Requirement: 4 credits**

Will meet requirement:

- Any 4-credit course, or combination of several courses totaling 4 or more credits, with the tag **ART**, which are usually courses with the prefixes ARTS, MEDA, PERF, and VISA

Will not meet requirement:

- Any other course
- Any Independent Study of any credit value

Humanities Requirement: 4 credits

Will meet requirement:

- Any 4-credit course, or combination of several courses totaling 4 or more credits, with the tag **HUM**, which are usually courses with the prefixes HIST, LIT, PHIL

Will not meet requirement:

- Any other course
- Any Independent Study of any credit value

Sciences Requirement: 4 credits

Will meet requirement:

- Any 4-credit course, or combination of several courses totaling 4 or more credits, with the tag **SCI**, which are usually

courses with the prefixes BIO, CHEM, ENVS, PHYS, SCI

Will not meet requirement:

- Any other course
- Any course with prefix MATH
- Any Independent Study of any credit value

Social Sciences Requirement: 4 credits

Will meet requirement:

- Any 4-credit course, or combination of several courses totaling 4 or more credits, with the tag **SOCSI**, which are usually courses with the prefixes ANTH, PECO, PSYC

Will not meet requirement:

- Courses with prefix SSC
- Any Independent Study of any credit value

Quantitative Requirement: 4 credits

All students who graduate from Antioch College are expected to have quantitative literacy at the college level. There are two quantitative requirements: the minimum quantitative requirement (pre-college), and the quantitative (Q) requirement (college). Testing for mathematics course placement takes place immediately before the beginning of the first study term on campus during orientation. When placed into MATH 090, students must successfully complete the course within their first three academic terms, typically in the Fall term of their first year. Students cannot continue to further mathematics courses without completing this course.

Students may complete the Minimum Quantitative Requirement in the following ways:

- Place at any level higher than MATH 090 on the mathematics placement test
- Successfully complete MATH 090 (grade of P)
- Complete coursework at another institution that would meet the Minimum Quantitative Requirement
- While such courses will not transfer to Antioch, completion of an appropriate course elsewhere may meet this requirement, subject to review by appropriate personnel.

Students may complete the College Level Quantitative Requirement in the following ways:

- Successfully complete one of the following courses (any with C or better):
- Quantitative Reasoning: MATH 102, MATH 103
- Statistics: MATH 105, MATH 205
- Analytical: MATH 150, MATH 151, MATH 155, MATH 160
- Logic: PHIL 235
- Submit, upon admission to the College, AP or IB(HL) scores that will transfer as Calculus I, Calculus II, or Introduction to Statistics.
- The Quantitative Requirement cannot be satisfied by ACT or SAT scores
- Complete coursework at another institution that meets the Quantitative Requirement.

Writing Requirement: 8 credits

Will meet requirement:

- ENG 101 or ENG 105 and ENG 251 (Courses with the tag W)

Will not meet requirement:

- Any other course
- Any Independent Study of any credit value

Dialogue Across Difference (ANTC 102): 4 credits

Will meet requirement:

- ANTC 102

Diversity Requirement: Critical Race and Ethnicity Studies: 4 credits

Will meet requirement:

- Any 4-credit course, or combination of several courses totaling 4 or more credits, with the tag **D-CRES**
- Antioch's innovative curriculum results in a fluid list of courses that meet this requirement. Please see your advisor or the Registrar for the latest up-to-date list of these courses.

*A single course (such as ANTH 380 or PECO 330) may count for either the D-CRES or the D-GSS requirement, but not both, for the same student

Diversity Requirement: Gender and Sexuality Studies: 4 credits

Will meet requirement:

- Any 4-credit course, or combination of several courses totaling 4 or more credits, with the tag **D-GSS**
- Antioch's innovative curriculum results in a fluid list of courses that meet this requirement. Please see your advisor or the Registrar for the latest up-to-date list of these courses.

*A single course (such as ANTH 380 or PECO 330) may count for either the CRES or the GSS requirement, but not both, for the same student

Antioch Commons (ANTC 101): 4 credits

Will meet requirement:

- Any 4-credit course, or combination of several courses totaling 4 or more credits, with the tag **AC**
- Antioch's innovative curriculum results in a fluid list of courses that meet this requirement. Please see your advisor or the Registrar for the latest up-to-date list of these courses.

Antioch Seminar (ANTC 170): 3 credits

Will meet requirement:

- ANTC 170 (tagged AS)

Foundations of Community Action: Preparation for Cooperative Education (EXPR 145): 2 credits

Will meet requirement:

- EXPR 145

Will not meet requirement:

- Any other course including those with prefixes EXPR or COOP
- Any Independent Study of any credit value

Senior Reflection Paper (ANTC 494): 2 credits

Will meet requirement:

- ANTC 494 (2 credits)

Design Your Degree (ANTC 200): 3 credits

Will meet requirement:

- ANTC 200

Part 2: Major

The following tables describe the requirements for the major. Each of these requirements is addressed in more detail below.

Major-Related Credits	48
------------------------------	-----------

Bachelor of Arts

100 to 200 level

	Any 100-200 level courses, except for courses with the prefix COOP, or the courses ANTC 101, ANTC 102, ANTC 200, EXPR 145	12
	Subtotal: 12	

300 to 400 level

	300-400 level courses, except for courses with the prefix CAP or COOP, or the course SRP 494	12
	Subtotal: 12	

Capstone and Electives

Must include		
	Methods course (M tag), separate or merged with CAP 394	
CAP 394	Capstone Project Preparation: (subtitle)	4
CAP 495	Capstone Project	4
May include		
CAP 450	Capstone Project Development	1 to 8
	Co-op credits	0 to 12
	Subtotal: 24	

Non-Credit-Based Requirements

- Formal Statement of Inquiry to be included on transcript: Crafted in Year 2 (in ANTC 200); updated in Year 3 and Year

4 in CAP 394 and CAP 495

- Formal Title of Capstone Project to be included on transcript
- Major title: “Self-Designed Major: [Name of Interdisciplinary Focus Pursued]” or faculty-approved self-designed major
- Regular meetings with advisors for the above: two to four advisors, across divisions, Co-op, Language, etc.

Bachelor of Science (in the Sciences)

100 to 200 level

MATH 155	Calculus I	4
	or	
MATH 205	Intermediate Statistics	4
	At least 4 credits in Science (SCI) or Social Sciences (SOCSCI)	4
		Subtotal: 12

300 to 400 level

	300-400 level courses, except for courses with the prefix CAP or COOP, or the course SRP 494	12
	At least 8 credits in Math, Science or Social Sciences	8
		Subtotal: 12

Capstone and Electives

	Must include	
	Methods course (M tag), separate or merged with CAP 394	
CAP 394	CAP 394 in the Sciences	4
CAP 495	CAP 495 in the Sciences	4
CAP 450	CAP 450 in the Sciences	4 to 8
	May include	
	Co-op credits	0 to 12
		Subtotal: 24

Non-Credit-Based Requirements

- Formal Statement of Inquiry to be included on transcript: Crafted in Year 2 (in ANTC 200); updated in Year 3 and Year 4 in CAP 394 and CAP 495
- Formal Title of Capstone Project to be included on transcript
- Major title: “Self-Designed Major: [Name of Interdisciplinary Focus Pursued]” or faculty-approved self-designed major
- Regular meetings with advisors for the above: two to four advisors, across divisions, Co-op, Language, etc.

Bachelor of Science (in the Social Sciences)

100 to 200 level

MATH 205	Intermediate Statistics	4
	At least 4 credits in Science	4

	(SCI) or Social Sciences (SOCSCI)	
	Subtotal: 12	

300 to 400 level

	300-400 level courses, except for courses with the prefix CAP or COOP, or the course SRP 494	12
	At least 8 credits in Math, Science or Social Sciences	8
	Subtotal: 12	

Capstone and Electives

	Must include	
	Methods course (M tag), separate or merged with CAP 394	
CAP 394	CAP 394 in the Social Sciences	4
CAP 495	CAP 495 in the Social Sciences	4
CAP 450	CAP 450 in the Social Sciences	4 to 8
	May include	
	Co-op credits	0 to 12
	Subtotal: 24	

Non-Credit-Based Requirements

- Formal Statement of Inquiry to be included on transcript: Crafted in Year 2 (in ANTC 200); updated in Year 3 and Year 4 in CAP 394 and CAP 495
- Formal Title of Capstone Project to be included on transcript
- Major title: "Self-Designed Major: [Name of Interdisciplinary Focus Pursued]" or faculty-approved self-designed major
- Regular meetings with advisors for the above: two to four advisors, across divisions, Co-op, Language, etc.

Details on Credit-Based Requirements100-200 Level Course Requirement: 12 credits

Will meet requirement:

- Most courses, of any credit value (total 12 or fewer credits), with nearly any prefix, numbered 100-299

Will not meet requirement:

- Courses numbered 099 or below
- Courses numbered 300 or above
- ANTC 101, ANTC 102, ANTC 200
- EXPR 145
- All courses with prefix COOP

300-400 Level Course Requirement: 12 credits

Will meet requirement:

- Most courses, of any credit value (total 12 or fewer credits), with nearly any prefix, numbered 300-499

Will not meet requirement:

- Courses numbered 299 or below
- SRP 494
- All courses with prefixes CAP and COOP

Methods Courses: 0 or 4 credits*

Antioch's innovative curriculum results in a fluid list of courses that meet this requirement. Please see your advisor or the Registrar for the latest up-to-date list of these courses.

*The Methods requirement is a tag (courses tagged M), meaning that it can be satisfied by courses that credit in other areas, if desired (but could indeed credit in major if a student chooses to do so). If the credits associated with a Methods Tagged course are not credited in the major, additional credits in the major must be earned. For example, a student could take MEDA 350, and a) assign its 4 credits in the major and satisfy the Methods requirement; or b) assign its 4 credits in General Education and satisfy the Methods requirement and need to earn 4 more credits in the major.

Capstone Project Preparation (CAP 394): 4 credits

Will meet requirement:

- CAP 394 (tagged C-PREP)

Will not meet requirement:

- Any other course

Capstone Project Development (CAP 450): 0-8 credits*

Will meet requirement:

- CAP 450 (tagged C-DEV)

Will not meet requirement:

- Any other course

*BS degrees require a minimum of 4 credits of CAP 450; BA degrees require none. In both cases, not more than 8 credits of CAP 450 may be applied to the major (additional credits apply to Electives)

Capstone Project (CAP 495): 4 credits

Will meet requirement:

- CAP 495 (tagged C-PROJ)

Will not meet requirement:

- Any other course

Capstone Courses: Options and Obligations

There are many possible pathways through the Capstone requirements. Make sure to consult your advisors about what routes are possible for you, and which ones best match your interests.

At a minimum, all students must take:

- A Methods course (prefixes and numbers vary)
- A 4-credit course that prepares you for research, practice, and/or exploration in the field(s) encountered in the course
- Can be a course that includes teaching you methods, or a course that is specifically focused on teaching you methods
- You may want to take more than one depending upon your field(s) of interest
- Consult your advisor regarding which one(s) are best for your path
- CAP 394, Capstone Project Preparation
- A 4-credit capstone project preparation course
- Different sections are available for different modes of inquiry
- Typically taken near/at the end of the third year
- CAP 495, Capstone Project
- The 4-credit Capstone Project course
- Register for this course when you intend to finish and submit your Capstone Project
- Typically taken at the end of the fourth year

You may also register for additional credits of capstone development:

- CAP 450, Capstone Project Development
- A variable credit course providing additional time for further development of your Capstone Project
- You must complete CAP 394 first
- You may take the course
- Before or with CAP 495
- For 1-8 credits each time
- Multiple times
- A maximum of 8 credits may be applied to your major (credits beyond this credit in electives)
- BS students must take a minimum of 4 credits of CAP 450
- CAP 450 is not required for BA students, but is allowed

Part 3: Language and Culture

The Language requirement is proficiency-based; students take as many or as few credits as needed to obtain the requisite oral proficiency. On average, a student with no background in a foreign language can expect to need 12 credits of instruction.

Students must achieve an appropriate proficiency level (or higher) on the Oral Proficiency Interview (OPI) administered by the American Council on the Teaching of Foreign Languages (ACTFL). All students are encouraged to continue their language study and to achieve a higher proficiency rating.

The Language Requirement: Appropriate Proficiency Level

Appropriate proficiency level (or higher), ACTFL OPI:

- French: Novice-High
- Spanish: Novice-High
- Students wishing to take their OPI in a language on the Foreign Service Institute's list of Group IV languages (which are the most difficult for native speakers of English), including Japanese, must earn a Novice-Mid Rating or higher, and all other students must earn a rating of Novice-High or higher.

While the Language Requirement is based on achieving an appropriate level on the OPI, and not coursework, students will most likely need to complete some language classes to prepare for the OPI. Incoming students are put through a placement protocol that determines the appropriate starting course, and students who are placed into the introductory courses typically

require 12 credit hours (3 courses, ideally within their first 4 terms) to achieve Novice-High proficiency. Antioch will accept ACTFL OPI certificates dated less than two years from the time of matriculation at Antioch College in lieu of the placement protocols.

Language Courses Needed by Students With Little to No Prior Language Study

Language Requirement

LANG 101, 102, 201 (12 credits)

“LANG” = Prefixes FRAN or SPAN

French and Spanish: LANG 101, 102, 201, 202, any two non-capstone 300-level courses, and LANG 340

Typical Course Sequence for Minimum Requirement

	Fall Term	ND Block	Winter Term	Spring Term	JA Block
1st Year	Lang 101 (4 Credits)		Lang 102 (4 Credits)	First Co-op	
2nd Year	Lang 201 (4 Credits) OPI				

Fallback / Exemption Options

In rare occasions, students with certain learning disabilities documented by the Student Success Coordinator may be exempted from the language requirement. Also, if a student is unable to obtain the minimum proficiency level in a second OPI, a passing grade LANG 201 will satisfy the language requirement.

Language Learning Off Campus

Students with significant skills in a language Antioch College does not offer may qualify to take courses through SOCHE (see “Cross Registration” in this catalog) and/or GLCA affiliation programs. Students seeking to study languages other than French or Spanish must work closely with their language advisor to arrange for this pathway.

Language Credit by Examination (Back Crediting)

A student who places into a language course above the 101-level may be eligible to receive “credit by examination” for up to 16 credits of language courses below the level into which they placed. After successful completion of the course into which they placed with a grade of B or higher, the student may submit a Language Credit Request to the Registrar. Credits for these courses will be indicated with a Y indicator (credit by examination) on the student’s transcript. Antioch can only award credits for languages we teach here at Antioch, and credits earned in this fashion factor into the transfer credit limit.

Back Crediting Options

Place Into and earn a B in	Earn # of “Credits by Examination”	Course(s) Back-Credited
Lang 102	4 Credits	LANG 101
Lang 201	8 Credits	LANG 101, 102
Lang 202	12 Credits	LANG 101, 102, 201
Lang 300+	16 Credits	LANG 101, 102, 201, 202

Part 4: All Other Requirements

Cooperative Education Requirement: 36 credits

All students must complete three 12-credit cooperative education experiences

Will meet requirement:

- Any Cooperative Education Experience (courses with prefix COOP) (tagged COOP)

Will not meet requirement:

- Any courses with the prefix EXPR

Electives: 30 Credits, With Adjustments

Will meet requirement

- Any course*

Will not meet requirement

- None (all courses count towards electives)

*While any course can indeed count towards electives, it is often more practical to fit specific courses into specific degree requirement areas. For example, while CAP 450 can count towards electives, up to 8 credits can count towards the major, and should be put there; credits beyond 8 would fit in electives.

The standard number of elective credits needed for a Bachelor's degree is 30 quarter credits. However, some students will need more or fewer elective credits, based upon their academic experiences. For example, a student may need to earn fewer language credits to reach the required proficiency level; the unused credits are added to the elective credit pool. Similarly, a student may need more credits in language; the additional credits are removed from the elective credit pool. Several other scenarios also lead to adjustments in the number of elective credits that must be earned.

Sustainability Requirement: One Course of 3 or More Credits

Will meet requirement

Any course tagged S-F or S-C

Antioch's innovative curriculum results in a fluid list of courses that meet this requirement. Please see your advisor or the Registrar for the latest up-to-date list of these courses.

Basic Skills Courses

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

Placement testing for writing, quantitative skills, and language proficiency occurs during new student orientation, which takes place immediately before the beginning of students' first study term on campus. *In the event students' placement tests indicate they do not meet the minimum college-level requirements, students must enroll in the appropriate basic math or basic writing course in the following time frame: ENG 101 must be taken in the first term of enrollment, and MATH 090 must be taken within the first three terms of enrollment.* If either or both courses are not successfully completed, they must immediately be repeated the following quarter. Upon successful completion of these courses, a student would then proceed to take courses that satisfy the writing and quantitative requirements.

Basic Skills Courses

ENG 101 English Composition Plus

MATH 090 College Math Skills

ENG 101 is a college-level course that generates college credit, and its minimum passing grade is a C. While MATH 090 is below college level, and thus cannot generate college credit and is graded P/NP, based on the placement exams students take during MATH 090, students may be able to earn college credit by placement in mathematics (see Mathematics Credit by Examination, page 136)

Academic Policies and Regulations

Requirements for Admission

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

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

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

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

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

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

International Students

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

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

International Credential Evaluation: Education acquired outside of any state of the U.S., the District of Columbia, the Commonwealth of Puerto Rico, a Trust Territory of the Pacific Islands, or any territory or possession of the U.S. must be evaluated by a credential evaluation service recognized by the U.S. Department of Education. Students are responsible for the cost of evaluating and translating international transcripts. Fees are paid directly to the credential evaluation service.

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

Financial Ability to Pay: Prospective F-1 students must have the financial resources to live and study in the United States. This includes being able to cover the cost of tuition, books, living expenses and travel. Antioch College is required to collect evidence of the student's financial ability before issuing a Form I-20, Certificate of Eligibility for Nonimmigrant Student

Status. Evidence of financial ability includes but is not limited to:

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

Fall Entry Application Deadlines

Visit antiochcollege.edu/apply for application instructions.

Early Decision (First Year Students)

Candidates who feel strongly that Antioch is their first choice commit to attend the College if offered admission. They also guarantee that they have filed no other Early Decision applications and that they will withdraw any regular applications if admitted to Antioch College. Early Decision candidates are judged by the same standards as all other applicants. Applicants are reminded to complete the FAFSA immediately upon submission of the application for admission.

Early Decision I

Application Deadline:	November 15
Financial Aid Deadline:	November 15
Notification:	December 15
Reply/Deposit:	January 15

Early Decision II

Application Deadline:	January 2
Financial Aid Deadline:	January 2
Notification:	February 1
Reply/Deposit:	March 1

Regular Decision (First Year and Transfer Students)

Applicants are reminded to complete the FAFSA immediately upon submission of the application for admission.

Application Deadline:	Rolling with February 1 Priority
Financial Aid Deadline:	Rolling with February 1 Priority
Notification:	Rolling
Reply/Deposit:	a) May 1 when notified by March 30 b) One month after decision when notified March 30 or later

Mid-Year (Winter) Entry Application Deadlines

First Year and Transfer Students

Application Deadline:	October 15
Financial Aid Deadline:	October 15
Notification:	November 15
Reply/Deposit:	December 15

Academic Standing

Antioch College's Academic Policy and Review Committee (APRC) measures the Academic Standing of each student on a

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

Good Academic Standing

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

Academic Alert

Students are given Academic Alerts when their term GPA falls below 2.0, but their cumulative GPA remains at 2.0 or above. Academic Alerts are not sanctions (students remain in Good Academic Standing), but activate Student Success Services to provide support to improve academic performance. Students receive Academic Alerts until they achieve a term GPA over 2.0.

Academic Probation

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

Low Academic Standing

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

- Full participation in the Student Success Plan
- Take and earn 12 credits in the term
- Pass all courses in the term (earning a grade of C or above)
- Earn a term GPA of at least 2.0

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

Academic Suspension or Dismissal

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

Academic Standing Flowchart

Students and advisors can use the Academic Standing Flowchart to visualize their status in the Academic Standing process.

Notification of Academic Standing

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

Academic Standing and Satisfactory Academic Progress

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

Satisfactory Academic Progress

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

Satisfactory Academic Progress Standards

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

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

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

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

Academic Policy and Review Committee: SAP Warnings

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

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

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

Financial Aid Appeal, Probation, and Reinstatement

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

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

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

Other Requirements

Incomplete Courses

Courses for which a student receives an incomplete grade (IN) have no grade points and will have no effect on SAP grade point average evaluations. However, incomplete courses will count as credit attempted for the purpose of SAP evaluations for completion rate. All missing coursework must be submitted to the instructor no later than four weeks after the end of the term, or incomplete grades will be converted to an F and will be counted in the GPA at the next SAP evaluation.

Withdrawals

Courses from which a student withdraws and receives a withdrawal indicator (W) have no grade points and will have no effect on SAP grade point average evaluations. However, withdrawn courses will count as credit attempted for the purpose of SAP evaluations for completion rate. Students that withdraw from courses due to a medical or family emergency and do not make SAP have grounds to file an appeal.

Course Repetitions

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

Course Repetitions and Federal Financial Aid

Federal regulations allow students to receive Title IV aid to repeatedly take courses for which they earned no higher than 'F' until a passing grade is earned, but students are eligible for Title IV aid to repeat courses for which they earned higher than 'F' only once. Even though all grades below 'C' are considered non-passing courses at Antioch College, courses for which a student has earned C-, D+, D, or D- can only be repeated once with financial aid eligibility, even if the student fails the course the second time it is taken.

Transfer credit

Credit hours accepted as transfer credit from another institution indicated by a transfer indicator (T) have no grade points and will have no effect on SAP grade point average evaluations. However, transferred courses will count as credit attempted and

credit earned for the purpose of SAP evaluations for completion rate.

Pursuit of Second Degree

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

Courses for which Students are not Eligible for Federal Financial Aid

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

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

Enrollment Deposit

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

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

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

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

Transfer Credit Policy

Acceptance of Credit to Antioch College

Acceptance of credit from colleges and universities is at the sole discretion of the College. The evaluation of coursework completed at another accredited college or university is considered on a case-by-case basis and determined upon review and evaluation of official transcripts, course descriptions, and course syllabi after acceptance to Antioch College. The Registrar's Office will facilitate the approval process between the student and division or program.

1. Antioch College allows each student up to two full years of academic credit and one co-op experience from all transfer sources, including:
 - a. Advanced Placement exams
 - b. International Baccalaureate exams
 - c. Coursework from other colleges or universities
 - d. Workplace experience
 - e. Military coursework
2. Courses with grades lower than a C are not transferable.
3. Course(s) considered for transfer credit must be appropriate for degree requirements at Antioch College.
4. Grades earned at other colleges and universities are not transferable or included in the calculation of grade point

averages at Antioch College.

5. Remedial courses are not acceptable for transfer credits.
6. Competency or proficiency credit earned from an exam at another college or university is not acceptable transfer credit.
7. Antioch does not accept credit for correspondence courses.
8. Antioch College's language requirement is proficiency based. While credit for language courses may be accepted, new and transfer students must take a language proficiency assessment prior to initial enrollment for course-level placement in languages offered at Antioch College.
9. Antioch College accepts credit for online or distance learning courses.
10. Antioch College students who are considering taking coursework at another college or university, whether currently attending or on leave or suspension, with the intent of transferring those credits to Antioch College must obtain prior approval from the registrar. Coursework submitted for transfer that has not been pre-approved will not be considered.
11. Credits earned by matriculated students through consortial arrangements (including, but not limited to GLCA, SOCHE, study abroad programs, etc.) do not count against the credit transfer limit. However, not more than 20/45 quarter credits (or 13/30 semester credits) of consortial credits may apply to the credit earned in the fourth year.
12. Credits for courses graded by Pass/Fail, Pass/No Pass, or related formats will only be accepted if the minimum passing grade for the course is the equivalent of C or higher, as established in course syllabi, transcript guides, etc.

Credit for AP and IB Examinations

Credits are awarded for appropriate scores earned on selected Advanced Placement (AP) and International Baccalaureate (IB) examinations. Incoming first-year and transfer students with sufficiently high scores on appropriate AP and IB exams of the appropriate level may receive academic credit for their scores. Credits associated with acceptance of AP and IB scores will be evaluated on a case-by-case basis. Students are encouraged to inquire at the Registrar's Office for more information. Note that credits awarded for exam scores count against a student's total allowable transfer credits, and are subject to all of the policies regarding transfer of credit. Official score results must be submitted to the Registrar's Office. An AP/IB transfer chart is posted on the college website, which identifies approved course considerations and additional specifications in relation to credit for AP and IB examinations.

Transfer Placement for Relevant Work Experience

Students who transfer to Antioch College with at least second-year status may be eligible for placement into the Co-Op Field Experience for Transfer Students (COOP 125T) course during their first term of enrollment and may have their prior work experience counted as one of the cooperative educational experiences required for a Bachelor's Degree. Co-Op Field Experience for Transfer Students is a 0-credit course that entails reading and reflective writing assignments about learning from work. This course must be taken concurrently with EXPR 145 Foundations of Community Action: Preparation for Cooperative Education. Upon successful completion of COOP 125T, students will be awarded a 12-credit Cooperative Education Experience. In order to qualify for placement into COOP 125T, the following criteria must be met:

1. Students must have worked in a paid position within one calendar year of matriculation at Antioch College.
2. Students must have worked a minimum of 300 clock hours (work hours themselves are not applicable to receiving transfer credit).
3. An Employment Verification Form must be submitted prior to matriculation to the Office of Admissions for applicant file completion and co-op/registrar referral purposes.

Courses and Examinations Not Accepted for Transfer of Credit

Antioch College reserves the right to deny credit for courses that are not compatible with those offered in its undergraduate degree programs. Some general categories of courses and examinations never receive transfer credit. Examples of courses and examinations that are not accepted for transfer of credit include:

- Remedial courses considered below college level (usually numbered below 100)
- Courses offered for non-credit continuing education units
- Courses providing instruction in English as a Second Language (including 100-level or above)
- Examinations offered by the College-Level Examination Program (CLEP)
- Competency or proficiency credit earned from an exam at another college or university
- Correspondence Courses

Indicators on Transcript

Grades earned at other colleges and universities are not transferable and are not included in the calculation of grade point averages at Antioch College. Transfer credit for courses must be completed with a minimum grade of C. Grades and grade points for courses transferred will not be reflected on the transcript. Transfer credits are recorded with a grade indicator of a T and the hours are included in the student's earned hours.

Transfer credit for courses for which a student earned a grade of P (pass) will only be considered if the transcript clearly states that a grade of P is equivalent to a grade of C. Courses with No Pass (NP), Credit (CR) or No Credit (NC) or other similar indicators on a transcript under transfer review are not considered transferable.

Military Credit

Credits awarded for Armed Forces Training Schools (AFTS) coursework may be considered for transfer credit. Official military transcripts must be submitted to the Registrar's Office for evaluation prior to matriculation. No credit is awarded for Military Occupational Specialty (MOS) programs unless the specific programs align with Antioch's curricular offerings.

Overlapping Content

If a division or program considers two of its courses to have overlapping content, credit will be awarded for only one. For example, if a transfer course in Chemistry has overlapping content in General Chemistry I (CHEM 105) and General Chemistry II (CHEM 160), credit is granted for either CHEM 105 or CHEM 160, or the course will be transferred in as a different type of single course. Divisions, programs or courses in which such overlapping occurs, may include, but are not limited to: Anthropology, Biology, Chemistry, Environmental Sciences, Political Economy, Foreign Languages, History, Literature, Mathematics, Media Arts, Performance, Philosophy, Physics, Psychology and Visual Arts.

Restricted Transfer Credit

Transfer credit will not generally be awarded for vocational or technical courses unless the specific courses align with Antioch's curricular offerings.

Transfer Credit Evaluation Process

The process for the internal evaluation of transfer credit is:

- The Office of Admission must receive official transcripts from credit-granting institution.
- In some instances, the College may request course descriptions and/or course syllabi to complete a transfer credit evaluation.
- The Office of Admission conducts a preliminary evaluation of transfer credit if unofficial transcripts are received with the Application for Admission.
- The Office of Admission forwards official documents to the Registrar's Office for formal determination of transfer credit.
- The Registrar's Office inspects the student's documents and determines which courses would be appropriate for transfer consideration.
- To transfer as specific course(s) in the catalog, the course(s) must be appropriately matched (i.e. does "General

- Psychology” at another institution match our “General Psychology” closely enough to be considered equivalent).
- Courses that do not match closely will be transferred as transfer container courses, and will most likely be electives.
- The Registrar will consult individual faculty members in appropriate areas if there are questions regarding the equivalency of specific courses.
- The Registrar’s office sends a copy of the Transfer Credit Evaluation to the student and the student’s academic advisor. A copy of the evaluation is placed in the student’s academic file.
- The Registrar’s Office forwards to the Cooperative Education Department any documents supporting transfer credit for previous work experience. If transfer credit for the previous work experience is deemed appropriate, the Registrar will contact the student with instructions about how to earn that credit (see Transfer Placement for Relevant Work Experience (p.) above).

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

- A student who enters with an interest in a psychology degree may instead major in literature, at which time the initial evaluation may need to be modified to reflect this change. The student must request a transfer credit re-evaluation, which can be done through the Registrar’s Office. Once re-evaluation is completed, the student’s transfer credit will be updated in the academic information system.
- A student may provide additional or updated transcripts if additional credit was earned from another institution of higher education prior to the student’s initial term of enrollment, or if a newer transcript shows courses completed as opposed to in progress.

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

Student Accounts and Billing

Students are financially responsible for their student account. Students are responsible for providing a current billing mailing address. All balances must be paid prior to the first day of class each term or payment arrangements must be set-up and approved by the Finance department. Payments can be made by cash, check, money order, or credit card. Deferred payment plans must be paid in three equal installments by the beginning of the following months indicative of each term. Because block terms are optional and run on a shortened timeframe, payment plans are not available for those terms.

Fall Term: August, September, and October

Winter Term: January, February, & March

Spring Term: April, May, & June

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

Students electing the deferred payment plan will be assessed a \$25.00 processing fee per quarter. All accounts must be paid in full at the end of each term.

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

Credit Balance Policy

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

accordance with Federal regulations.

Policy Statement

Refunds are issued for excess funds from:

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

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

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

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

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

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

Notification and Refund

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

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

All credit balance refunds will be issued as a paper check and can be picked up at the Finance office with proof of identification or students can elect to have the refund mailed to the home address on record.

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

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

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

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

Tuition and Fees

Fall 2024, Winter 2025, & Spring 2025

Tuition (full-time rate)	\$11,983 flat term rate
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Housing	\$2,311 flat term rate
Meal Plan	\$1,509 flat term rate
Community Governance Fee*	\$73
Student Service Fee*	\$275

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

Fall 2024, Winter 2025, & Spring 2025

Tuition (full-time rate)	\$11,523 flat term rate
Housing	\$2,311 flat term rate
Board (Meal Plan)	\$1,509 flat term rate
Community Governance Fee*	\$70
Student Service Fee*	\$264

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

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

ND & JA Block Terms:

Tuition	\$150 per credit hour \$200 per course flat fee for community auditors
Housing	\$125 weekly rate
Meal Plan	\$75 weekly rate

Other Direct Fees (costs per term):

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

***Actual premium will be determined by the end of September. This fee is required for students without adequate medical insurance. A waiver (opt-out) that students have other coverage, along with proof, must be on file to avoid this charge.

Course and Program Fees

Course and program fees are two types of academic fees that are incorporated into the learning goals and outcomes associated with courses that require an additional cost assessment to students.

Course Fees

Fee type	Fee assessment
Lab Fee	Varies
Studio Fee	Varies

Special Activity Fee	Varies
Music Instruction Fee	\$100.00
Special Materials Fee	Varies

Program Fees

Oral Proficiency Interview (OPI) Registration Fee

The fee to take the OPI is based upon the language and assessment delivery type (i.e. telephone, computer). This fee is not added to the bill for tuition paid to Antioch College. Instead, it is paid directly to the American Council for the Teaching of Foreign Languages (ACTFL) at the time the student schedules the OPI.

Note: Students who take the OPI for a language not offered at Antioch can contact the chair of the Language and Culture Department to identify the OPI fee relative to the language and assessment delivery type.

OPI Reschedule Fee

Due to the nature of the interview and scheduling, there is a rescheduling fee for the OPI due to a no show appointment without prior notice or arriving late to the assessment session.

Additional Course Fees Policy

Additional academic fees are charged to students to recover the cost of materials and supplies not normally covered by the instructional budget and fundamental to the special instructional activities associated with a special course or program fee. These fees are listed with the course offerings each term and are assessed to all students enrolled in the course. Billing and collection of such fees is handled through the Finance Department and should not be collected by a department or faculty member. Additional academic fees are non-refundable and must be used solely for support of the course for which the student is enrolled. In the event that a scheduled special activity is cancelled during the term, students will receive a credit to their student account. Additional academic fees will not exceed \$100.00, except under extraordinary circumstances.

Additional academic fees can be charged for the following items:

1. Manuals and materials that are retained by the student and used in lieu of a textbook.
2. Materials and supplies used by the student, including, but not limited to chemicals, solutions, gloves, filters, biological specimens, artists' media, glassware, photographic materials, course specific software license fee, software retained by the student and other one-time use items beyond what is normally provided by the course.
3. Breakage of lab or studio equipment, glassware, in a current or prior term.
4. Special course activities (transportation, admission costs, meals, private music lessons).
5. Instructional equipment (maintenance).

Items that should not be included in additional academic fees:

1. Salaries, wages and related benefits
2. Honoraria for guest speakers
3. Computers
4. Software and software licenses (ongoing licenses)
5. Faculty travel
6. Capital and infrastructure related expenditures

Student Penalties and Fines

The purpose of this policy is to identify key principles related to the imposition of student penalties and fines in relation to the assessment of additional academic fees of any kind in any given term. This policy applies to all students and to all administrative units providing services or loans (i.e. library resources, academic support adaptive equipment, lab/ classroom

equipment, or materials) to students, which carry a financial or other obligation on the part of the student.

Principles

1. Penalties and fines are established to encourage students to meet their obligations to return loaned items owned by the College and to pay monies owed to the College.
2. The College will ensure all penalties and fines are administered impartially and fairly.
3. Penalties and fines will be established for non-payment of established academic fees or failure to return loaned items. The chief penalty will be the suspension of student access to services until the college-owed obligation has been met.
4. All penalties and fines will be posted to student accounts.
5. Students who have incurred a penalty and/or fine must consult to the issuing department to make payment or resolve the penalty.
6. As appropriate, the College will make use of collection agencies to collect monies owed to the College.

Payment of Fines and Removal of Penalties

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

Policy on Veterans Benefits and Transition Act

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

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

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

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

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

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

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

Holds on Student Accounts

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

These are the most common holds:

- **Billing/Fee** – A hold associated with a fee, payment or past due balance. *To remedy, see Student Accounts (p.).*
- **College Nurse** – A hold for missing immunization record or other required documentation. *To remedy, see the College Nurse.*
- **Financial Aid** – A hold for Incomplete FAFSA, unsigned required documents, or incomplete verification. *To remedy, see the Director of Financial Aid.*
- **Library** -- A hold associated with Library fees or unreturned materials. *To remedy, contact the Olive Kettering Library.*
- **Registrar** – A hold for missing or incomplete Declaration of Major or Degree Plan. *To remedy, see the Office of the Registrar and/or your faculty advisor.*
- **Student Life** – A hold placed by the Office of Student Affairs. *To remedy, see the Vice President of Student Affairs.*

Holds are posted on the student information system portal, ACCESS. You can send an inquiry to Donna Evans in the Registrar's Office or contact any of the following campus offices:

Appealing a Billing Hold

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

Students who do not meet the terms of their payment plan will have a billing hold placed on their ACCESS accounts that will prevent registration for the subsequent term. These holds are put in place by the Student Billing Office. Registration holds for unpaid billing balances may be appealed to the Student Billing Office in accordance with the procedure below.

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

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

Appeals for unpaid balances on student billing accounts may be directed to billing@antiochcollege.edu. For questions, please call Student Billing at 937-319-0072.

Warning: If you have been approved for a payment plan in the past but then failed to keep up with your payments, your appeal for an additional payment plan is not likely to be approved.

Refunds and Financial Aid Returns

Tuition and Fees Refunds

When students withdraw from classes, their charges will be reduced and their accounts will be credited according to the following refund policy. For the purpose of this policy, the period of enrollment is a term. The beginning of the term is the first

day of classes and the end of the term is the last day of classes. The beginning and end dates of each term are listed in the curriculum catalog. The unofficial withdrawal date is the last day of attendance.

If the withdrawal date falls after the drop/add period all fees are non-refundable and only tuition will be refunded per the following policy.

Tuition Refund Policy:	
Withdraw Date	Refund
Drop/Add date or prior % based on days of occupancy (85% to 98%)	Variable
Two weeks or less	80%
Between two & three weeks	60%
Between three & four weeks	40%
Between four & five weeks	20%
More than five weeks	0%

Room and Board Refunds

When students withdraw from classes they will be given a required move out date from Residence Life. Once the finance department receives official notification that the student has moved out and any additional charges that need to be added to the student's final term bill, refunds will be calculated based on the following refund policy.

Refund Policy:	
Withdraw Date	Refund
Two weeks or less	80%
Between two & three weeks	60%
Between three & four weeks	40%
Between four & five weeks	20%
More than five weeks	0%

Institutional Financial Aid Reversals

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

Return of Federal Student Aid

The College determines the following each time a student withdraws:

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

There are two withdrawal classifications:

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

withdrawal deadline, the student will be withdrawn by the Registrar's Office at the end of the term. The date of withdrawal will be the last day of the term.

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

Title IV funds will be prorated based on the number of calendar days in the term and the number of calendar days attended. All returns will be completed within 45 days of the date of determination, and Federal Student Aid will be returned in the following order:

- Ford Federal Direct Unsubsidized Loan
- Ford Federal Direct Subsidized Loan
- Ford Federal Direct PLUS Loan for Parents
- Federal Pell Grant
- National Science & Mathematics Access to Retain Talent (SMART) Grant
- Federal Supplemental Educational Opportunity Grant (FSEOG) including FSEOG Match
- Other federal loan or grant assistance

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

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

Percent of Term Completed = $(\text{LDA} / \text{Days in the Term}) * 100\%$

Return = $100\% - \text{Percent of Term Completed}$

School Portion of the Return

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

Student Portion of the Return

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

Post-Withdrawal Disbursement

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

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

1. Antioch College may credit the student's account up to the amount of outstanding charges with all or a portion of any grant funds that make up the post-withdrawal disbursement. If the student agrees, Antioch will credit the student's account with these funds within forty-five (45) days of the date of withdrawal. The amount of grant funds not credited to the student's account (because it is more than the remaining balance) will be disbursed directly to the

student, also within 45 days of the date of withdrawal.

2. Antioch College may credit the student's account up to the amount of outstanding charges with all or a portion of any loan funds that make up the post-withdrawal disbursement only after obtaining confirmation from the student, or parent in the case of a parent PLUS loan, that they still wish to have the loan funds disbursed. The amount of loan funds that the student (or parent) can receive as a direct disbursement will only be disbursed if the student (or parent) agrees to accept these funds. If the student, or parent in the case of a parent PLUS loan, submits a timely response that confirms that they wish to receive all or a portion of a direct disbursement of the post-withdrawal disbursement of loan funds, or confirms that a post-withdrawal disbursement of loan funds may be credited to the student's account, the school must disburse the funds in the manner specified by the student (or parent) as soon as possible, but no later than 180 days after the date of the school's determination that the student withdrew.

Placement Testing

All new students to Antioch College, including those who transfer, are required to take placement assessments in Writing, Mathematics, and Foreign Languages during new student orientation, unless granted an exemption from one or more of these assessments. Placement assessment results are used to determine course placement upon enrolling in classes at Antioch College and to determine if students have any special needs for supplemental instruction and support (through tutoring and/or additional courses). Students who may be exempt from taking the placement tests will be informed of their status during orientation.

Exemption from placement testing in Foreign Languages is only granted for students who intend to enroll in the lowest-level language course available (Language 101), or for students with documented learning challenges related to foreign languages. Any student who wishes to begin in a higher language course must take the language placement exam. All students are encouraged to take the language placement exam.

Students without transfer credit or sufficiently high scores in AP or IB(HL) exams will be required to take a math placement assessment when they arrive on campus. Students with transfer credit may still need to take the math placement assessment if they intend to take a quantitative course that is at a higher level than the one for which they receive credit. Based on the math placement assessment, the student will be recommended for placement into MATH 090 or a college-level math course. Placement testing does not exempt students from any part of the quantitative requirement, but determines the appropriate place to start. Students who demonstrate the need for more preparation before enrolling in a target math course will be placed into MATH 090, a course in which students improve their math skills with the goal of a higher placement. If a student is placed into MATH 090, they must complete it in the Fall or Winter term of their first year. Completion of MATH 090 with a grade P (passing) allows the student to enroll in a college-level math course at a level supported by the placement assessment taken in MATH 090. However, MATH 090 does not satisfy the Quantitative Requirement of general education.

Students without transfer credit or minimum scores on the ACT, SAT, or AP exams will be required to take a writing assessment when they arrive on campus. Students will write a short essay that will be evaluated by faculty for clarity, organization, grammar and mechanics, logic, and strength of claims. The essay is scored using the Liberal Arts Learning Outcomes rubric for Written Communication. Based on the score, the student will be recommended for placement into ENG 101 or ENG 105. Placement testing does not exempt students from any part of the writing requirement, but determines the appropriate place to start. Students who demonstrate the need for more intensive writing instruction will be placed into ENG 101, a course that requires participation in a writing lab. If a student is placed into ENG 101, they must complete it fall term of their first year. Completion of ENG 101 with a grade C or higher satisfies the first component of the writing requirement. Students may also be placed into ENG 105, which is a standard English composition course (no extra tutoring). Successful completion of ENG 105 requires a grade of C or higher and meets the first part of the writing requirement.

Official transcripts and exam scores must be received and accepted by Antioch College prior to the first day of new student orientation for exemption consideration. Students who submit transcripts during or after new student orientation will be required to take the placement assessment in Writing, Mathematics, and Foreign Languages. The score received on the assessment will be the only consideration of course placement at Antioch, even if transcripts and/ or standardized exam scores are presented to the College any time during or after new student orientation. This includes any time after matriculation has been established at Antioch College.

Mathematics Credit by Examination

Students may qualify for placement into some mathematics courses on the basis of math placement assessments administered by Antioch College. Antioch College does not accept credit by examination in math, or placement test results, from other institutions. Credit for a lower-level course may only be awarded when the student completes an appropriate higher-level course with a passing grade. These credits count towards the maximum number of credits a student may transfer to Antioch College (for current limits on credit please see the “Transfer of Credit” policy in the current catalog). Students may request credit by examination for math courses only once during their time at Antioch College. Students who wish to use this opportunity to earn credits should speak to their academic advisors or the math faculty during orientation. In order to take advantage of this policy, students should obtain a copy of the Mathematics Credit by Examination Form from the Office of the Registrar. The form must be completed and returned to the Office of the Registrar by the third week of the study term following successful completion of the appropriate level course. This form will require the signature of one of the mathematics faculty and the appropriate academic advisor. For example, a student who places in MATH 151 (Precalculus) and passes the course would receive credit for the course immediately below it: MATH 150 (College Algebra).

Math course into which student places and passes	Math course for which student can receive credit by examination	Credits awarded
MATH 090	None	0
MATH 102	None	0
MATH 103	None	0
PHIL 235	None	0
MATH 105	MATH 103	4
MATH 151	MATH 150	4
MATH 155	MATH 151	4

Campus Email

General Policy

Antioch College provides its computer systems and email access for academic and administrative purposes. Access to these systems is a privilege, and every user is expected to abide by the College Honor Code and use good judgment when using the email system.

The Antioch College email system is considered an official means of communication, and all members of the campus community are expected to check their email on a regular basis. As such, the email system is the primary mode of communication for disciplinary actions, academic communications, holds, appeals, and other official college related communications. Email accounts will be created and deleted according to the Email Account Management Policy.

The email messages express the views of the individual author and may not reflect the views or opinions of the college as a whole.

The College’s email system should not be used to send messages containing material that is fraudulent, harassing, sexually explicit, profane (including slang or abbreviated profanity), obscene, intimidating, defaming, or otherwise unlawful or inappropriate. Violations of this nature are considered very severe. Any offense detected will be handled swiftly and to the fullest extent allowed under college policy, including, where appropriate, academic dismissal, termination of employment, and civil or criminal action. Any violation of policy will be handled in the following manner:

- Students will be referred to the Dean of Student Life for disciplinary action/sanction;
- Faculty will be referred to the Vice President for Academic Affairs;

- Staff will be referred to their immediate supervisor;
- Human Resources will take appropriate action as outlined in the policy manuals for Faculty and Staff.

Evaluation of Academic Performance: Grades

The Registrar's Office provides students with a credit report or transcript, by request. This report includes letter grades and narrative evaluations from faculty. The letter grade represents a numeric rating of student performance. In addition, letter grades determine student status: good standing, academic probation, suspension, and dismissal. Antioch College uses the standard 4.0, plus/ minus grading system. Each letter grade is associated with a grade point, which is established to determine a student's grade point average. The grade point average is calculated at the end of each quarter.

Grade	Quality Points	Meets Degree Requirement	Earns Credit
A	4.0	yes	yes
A-	3.7	yes	yes
B+	3.4	yes	yes
B	3.0	yes	yes
B-	2.7	yes	yes
C+	2.3	yes	yes
C	2.0	yes	yes
C-	1.7	no	yes
D+	1.3	no	yes
D	1.0	no	yes
D-	0.7	no	yes
F	0.0	no	no

*The table above does not apply to basic skills courses. These courses do not generate any academic credit or contribute to the GPA calculation.

Other Grade Indicators in Use

The following are not used to compute the grade point average:

AU—Indicates the attendance of students who wish to audit a class for personal interest with no intent to seek academic credit or a degree. An Audit Request Form is available in the registrar's office. College employees may obtain an Audit Request Form from Human Resources. Deadline: The request form must be submitted by the last date to register for the intended term of enrollment.

P/NP— For a course designated by the College as "Pass/No Pass," the grades of "P" or "NP" must be assigned. Based upon designated courses and based upon certain language proficiency expectations and assessments, all passing work (A to C) is given the uniform grade of P and will receive attempted and earned credit. Work below C- is considered not passing, and is given a grade of NP and does not receive attempted or earned credit. The grades of P and NP are not calculated in the GPA.

M—Temporary indicator assigned to a student whose work is somehow implicated in a breach of academic integrity. Deadline: Based on the issue of integrity, once the academic honesty policy has been fully implemented, the faculty member can submit the final grade through a Grade Change Form submission to the registrar. If a final grade is not submitted by the deadline of final grade submissions at the end of the next study term, the M indicator will automatically convert to an F grade.

NG—The "no grade" indicator is a temporary indicator reserved for those occasions when teachers find they are missing an assignment from a student, which they believe the student completed and submitted on time and before the end of the term. The NG indicator serves as a placeholder on the student's transcript until the teacher is prepared to submit the final grade. This indicator is also used when faculty fail to submit a grade that the student earned in the course. It is the responsibility of the student to contact the instructor so that a Grade Change Form can be submitted to the registrar's office. Deadline: A final grade must be submitted by the end of the fifth full week of the next study term. The indicator will automatically convert to an

F grade in the event a Grade Change Form is not submitted to the registrar by the deadline.

IN—Students are expected to complete all required coursework before the end of the term, and are not permitted to submit coursework after the last day of the term. An “incomplete grade” is a temporary indicator (IN) assigned when a written request has been submitted by the student and approved by the faculty member. Incomplete grades are granted at the sole discretion of the faculty member, who are not required to issue an incomplete grade. An incomplete grade is not appropriate for students who have not managed to complete coursework in a timely manner under normal circumstances. But occasionally, circumstances beyond the student’s control may necessitate the need for a student to be granted an incomplete grade for the term. In order to qualify for an incomplete grade, the student must have submitted the majority of the work of the course at passing quality at the time of the initial request or precipitating event.

A Request for Incomplete Grade form, available in the Registrar’s Office and online, must be initiated by the student, approved by the faculty member, and submitted to the Registrar’s Office before grades are due (typically the first Wednesday following the last day of the term) for each course the student is requesting an incomplete grade. The student and the instructor will agree upon a date by which the missing coursework must be submitted to the instructor, but cannot exceed beyond four weeks after the end of the term. In exceptional and unusual circumstances, the student may petition APRC for additional time with documentation of those extenuating circumstances. Faculty may change incompletes by submitting a Grade Change Form. If no Grade Change Form is submitted by the incomplete deadline, the incomplete grade will automatically convert to an F. Visiting professors, adjunct faculty, and resident faculty scheduled for a leave during the next academic term may not award incompletes, without the written consent of the Division Chair or Program Director who will be responsible for the process.

Before requesting an incomplete grade, the student should evaluate their capacity to complete the missing work by the deadline and consider the impact of an incomplete during SAP reviews. Satisfactory Academic Progress (SAP) reviews occur at the end of each term. Incomplete grades count as attempted credits but not earned credits in the calculation of completion rates and grade point averages and could place some students in jeopardy of probation, suspension, or dismissal until resolved.

R—This indicator is applicable to students who repeat a course. The first grade will be excluded and marked as repeated (R) and the second grade will be included in calculating the grade point average.

T—A “transfer credit” indicator identifies credit that was approved and transferred to Antioch College. Only credit for non-remedial courses passed with a C grade or higher is transferable to Antioch College. Grades and grade points will not be reflected on the transcript or used for calculation of the Antioch College GPA.

Calculating Your Term and Cumulative Grade Point Average

UR (unreported grade) – Any individual student grades (as opposed to the grades of an entire class) not received by the grade submission deadline will be marked “UR” by the Registrar’s Office. A notice that this indicator has been entered will be sent by the Registrar’s Office to the instructor and the student when the indicator is entered.

The UR may change in one of three ways:

A Request for an Incomplete Grade form (with all required signatures) submitted to the Registrar’s Office by the end of the registration period (currently, end of day three of the term).

A change of grade form submitted to the Registrar’s Office by the end of the registration period (currently, end of day three of the term).

UR will be changed to “F” by the Registrar’s Office at the end of the registration period (currently, end of day three of the term) if neither a Request for an Incomplete Grade form nor a Change of Grade form has been submitted.

W—A withdrawal indicator is used when the student withdraws from one or more classes in a quarter. Deadline: This code reflects a withdrawal after the add/ drop deadline and by the end of the seventh full week of the quarter. A student is unable to withdraw from a class after the seventh full week of a quarter. Work completed through this point in the term is sufficient

to warrant an actual letter grade. A withdrawal indicator is also used when a student has submitted a request for leave or withdrawal from the College. A student who is granted leave will be withdrawn from all courses and Ws will be recorded on his or her official transcript. This indicator may also be used for an audited course that was not completed successfully.

WD—An official withdrawal initiated by the Registrar's Office. A WD is designated for a student who is removed from a class for administrative reasons prior to the withdrawal deadline. Examples include: a student who has pre-registered for classes for the next term but does not return to campus (an enrollment status of No Show will be indicated for the quarter); a student who has attended class, but then stops attending class before the withdrawal deadline without withdrawing; a student who is removed from a class for disciplinary reasons; a student who, due to personal circumstances, is not able to withdraw themselves.

Y—The Y indicator identifies credits earned from credit by examination. Current policies allow students to take credits in this fashion for mathematics and foreign languages. (See "Language Credit by Examination" and "Mathematics Credit by Examination (p.)" in the curriculum catalog.)

Calculating your Grade Point Average

A term grade point average (GPA) is calculated by multiplying the number of credits attempted in a specific term by the assigned grade points to identify total grade points. The sum of the grade points is divided by the total credit hours attempted. Your grade point average may range from 0.0 to 4.0. A cumulative GPA is calculated by dividing the total grade points from each term by the total credit hours attempted from each term.

Report of Grades

Final quarterly grade reports are not mailed through U.S. postal service or sent through e-mail addresses. Students may view final grades through the comprehensive academic management system or submit a Request for Grade Report at the registrar's office. Students should allow up to one week for processing. Students will be contacted via email when the grade summary report is ready for access. Students must present an official campus ID, or state-issued ID (such as a driver's license), or federal ID (such as a passport) in order to receive a copy of the completed grade summary report. The grade summary report request will include the option for grades, narrative evaluations or both. Students may also request a transcript.

Midterm Grades

Midterm grades and attendance notifications are submitted to the registrar at the end of the fifth full week of each term. The purpose of midterm grades is to provide the student, faculty advisor, and academic support services with a timely alert that the student's academic performance by the midpoint of the term is deficient. Students who receive deficient midterm grades are strongly encouraged to discuss their academic performance with the course instructor, faculty advisor and/or staff in the Office of the Registrar and Academic Services.

Final Examinations

Courses may have "final exams", which are any final evaluations of student performance that require the student to demonstrate their understanding, skill, ability, etc. during a set time frame. Finals may include such activities as timed paper examinations, colloquia, exhibitions, performances, presentations, practicals, readings, and so forth. All imaginable demonstrations of competency, proficiency, skill, understanding, etc. are included in the catchall phrase "final exam".

The Final Examination Period is Wednesday through Friday inclusive of the last week of the term. See the Academic Calendar (p.), Final Exam Schedule, and/or Course Syllabi for exact dates, times, and locations. Instructors and students alike should plan to be available through the Friday of the last day of the term; plan appropriately. Instructors are not obligated to accommodate students who schedule travel during the final exam period.

Change of Grade

A change of grade is authorized only:

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

A change of grade requires a faculty signature on a grade change form. Upon receipt of the grade change, the original grade, incomplete (IN), academic integrity (M) or no grade (NG) indicator will be replaced by the final grade and calculated in the student’s term and cumulative grade point average. Petitions for exceptions to this policy must be made in writing to the registrar. Supporting documentation must be included.

Dean’s List

Each study term, the Dean’s List recognizes students with a term grade point average of at least 3.5 and who have no grades of C-, D+, D, D-, or F. This recognition appears on students’ official academic transcripts. Students with unresolved INs, Ms, NGs, Ws, or WDs will be excluded from placement on the Dean’s List.

Narrative Evaluations

Faculty members evaluate student learning based on a set of standards and learning objectives. Assessment is a continuous process requiring the active participation of the student and the instructor. Evaluation is an integral part of both learning and teaching and an essential ingredient of the Antioch College experience. In addition to submitting grades, faculty members generally provide narrative evaluations detailing appraisals of each student’s performance in a course; consult your faculty advisor or instructor for exceptions. Faculty members are asked to hold the narrative evaluations for incompletes until they have been resolved.

The narrative evaluation typically includes:

- A description of the course objectives and related learning outcomes (i.e. the basis on which credit is granted or withheld); and
- An appraisal of how the student achieved or failed these objectives; the extent to which the requirements were fulfilled; and
- The instructor’s assessment of the quality of the work, and his or her judgment of how well the student has understood the material.

Narrative evaluations are a part of the student’s permanent academic record on file in the registrar’s office. When transcripts are requested, the student may elect to have some or all of these narrative evaluations available to accompany the official transcript.

Narrative evaluations are not required in the following instances:

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

In order to make changes to an already submitted narrative evaluation, the instructor is required to submit the new version of the narrative evaluation to the Registrar’s Office. Narrative evaluations for incompletes must be submitted at the time the

course grade is changed.

Grade Mediation: Appealing a Grade or Narrative Evaluation

Students may appeal grades and narrative evaluations on procedural grounds. That is, they may question whether the grade was awarded fairly, or the narrative written properly, according to clear standards, and in a manner consistent with stated policies of Antioch College. An appeal begins with a conversation between the student and instructor. If this discussion does not lead to a conclusion, the student, after consultation with their faculty advisor, may contact the Vice President for Academic Affairs (VPAA). The VPAA's primary role in the process is as a mediator. The VPAA may advise the student on the merits of the case and shall, at the request of the student, mediate between student and instructor. This mediation must occur within one academic term after completion of the course. A meeting of all parties or separate meetings of the VPAA with each party may be arranged. Sometimes the VPAA may recuse her/himself and refer the case to a designee. Under no circumstances is the VPAA or their designee, or any academic administrator allowed to change the grade or narrative evaluation assigned by the Instructor of Record. If at any point in the process the Instructor of Record discovers that the grade/narrative in question was due to an error (miscalculation, incorrect transcription, typographical error, etc.), then the Instructor of Record is free to change the grade/narrative according to the Change of Grade Policy found in this Catalog.

If this mediation does not lead to a result agreeable to the parties, either or both may request a mediation hearing before the Academic Policy and Review Committee (APRC). The VPAA (or their designee) shall request a special session of APRC. The hearings shall be recorded during the presentation and discussion of evidence with all parties present. APRC shall meet in executive session for deliberation, which will include a comprehensive review of the documents of the case. After deliberation, a recommendation is presented, which will reflect an equitable review in the interest of both parties as it seeks to determine if grading procedures/evaluation processes were somehow faulty and if a remedy is feasible. The recommendation of APRC will be deemed final and shall be recorded in the student's record in the Registrar's Office. APRC may not change the grade assigned by the Instructor of Record except in clear cases of professional misconduct. If APRC believes misconduct has taken place, the committee shall formally notify the VPAA or their designee for possible further action. While APRC may not change a narrative evaluation, it may have the Registrar remove the narrative evaluation in question from the student's official record.

Academic Complaint Policy

For the purposes of this policy, a complaint is an allegation or accusation brought against a faculty member by a student who seeks redress for an alleged wrong or injustice in a teaching and learning environment that does not involve a dispute with an assigned course grade or narrative evaluation. (For appeals regarding course grades or narrative evaluations, see the "Grade Mediation: Appealing a Grade or Narrative Evaluation (p.)" section in the Curriculum Catalog.)

Antioch College requires faculty and students to uphold the highest principles of academic integrity and to act in a manner that preserves freedom of inquiry and intellectual exploration. The Antioch College faculty is composed of individuals whose professional and pedagogical skills enhance the learning process and who, by their commitment to advancing knowledge, are expected to apply common principles of good teaching, strong mentoring, and fair evaluation of student performance in a course of study or work experience. The College identifies with the following AAUP Statement on Professional Ethics:

As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards in their discipline. Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Professors make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student's true merit. They respect the confidential nature of the relationship between the professor and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom. — "Statement on Professional Ethics," in Policy Documents and Reports, 10th ed., American Association of University Professors: Washington, 2006, p. 171.

The assessment and evaluation of student performance is the responsibility of the faculty. The faculty member is the sole judge of student performance and only the faculty renders an evaluation of student work and progress in a course or work

experience. Students who have reason to believe that a violation of professional ethics has occurred or that the assessment of their work was the result of error or capriciousness or was evaluated by criteria other than those stated in the course syllabus or appropriate for the course or work experience have the right to file an academic complaint, or to appeal a course grade or narrative evaluation.

Simple disagreement with the professor's professional judgment about the quality of the work does not constitute legitimate grounds for filing a complaint. Before filing an official complaint, students should speak with the faculty member regarding their concerns. This conversation will provide clarification and better understanding and may result in grade mediation and no need to file a formal complaint.

This Academic Complaint Policy does not replace or require changes to any of the other policies governing faculty behavior as specified in the Faculty Personnel Policy, such as the Sexual Harassment Policy; the Sexual Offense Prevention Policy; the Drug and Alcohol Policy; the Affirmative Action Policy; and so on. Each of these policies has their own processes for reporting and resolving alleged violations. This Academic Complaint Policy does not cover appeals for the change of assigned course grades or narrative evaluations; these situations are discussed in the "Grade Mediation: Appealing a Grade or Narrative Evaluation" section in the Curriculum Catalog.

Procedure

1. At any step in the complaint procedure the student or the faculty member may invite another community member to accompany them to any of the meetings to help resolve the complaint. The time periods given in each step below must be somewhat flexible in order to accommodate the academic calendar.
2. It is strongly recommended that the student speak first to the work or classroom faculty member to find a resolution. The student shall approach the faculty member no later than the fifth week of their next study term on campus. In the case of adjunct faculty, visiting faculty, or faculty no longer employed at the College, the student shall approach another member of the division in which the course exists.
3. If a mutually satisfying resolution is not found, the student shall make an appointment to speak to their academic advisor by the end of the seventh week of the quarter. If the academic advisor is a party to the complaint, the Vice President for Academic Affairs (VPAA) or their designee shall be contacted. The student shall present to their academic advisor (or VPAA or their designee) specific concerns and any supporting documentation. The academic advisor shall make every effort to resolve the complaint. The advisor may request the complaint in writing. The academic advisor will:
 - a. Mediate a resolution in consultation with the faculty member and the student.
 - b. If the complaint cannot be resolved at the divisional level within two weeks, the advisor will forward the complaint to the VPAA or their designee with a written report stating what was done and why the complaint could not be resolved at the faculty level. A copy of the report will be emailed to the student, as well.
4. If a mutually satisfactory resolution is not found at the divisional level, the student must write a formal letter to the VPAA or their designee with supporting documentation within two weeks of the date the report is sent about the nature of the complaint and the efforts taken to resolve the complaint. The VPAA or their designee will contact the faculty member in writing and will expect a written response. At this step, the complaint becomes a formal complaint.
 - a. The VPAA or their designee will:
 - i. Mediate a resolution in consultation with the faculty member and the student.
 - ii. Request information from parties other than those named in the complaint. Requests for information from parties other than those named in the complaint must be conveyed in writing with copies of the request forwarded to the student and faculty member. Any additional information gathered and used in the complaint process must be submitted in writing, signed by the person releasing it, and made available in complete form to all parties involved in the complaint. Either party to the proceedings may respond in writing to this additional information. The VPAA will then review the file and communicate the results of the investigation in writing to the student and faculty member within 30 - 60 days of the receipt of the complaint.
 - b. The VPAA or their designee may:
 - i. Dismiss the complaint if it is found to be illegitimate or unfounded. If the complaint is dismissed, no letter will be placed in the file of the faculty member. Both the student and faculty member will be notified

in writing as to the reasons the complaint was dismissed.

- ii. Make a final decision and act administratively to resolve the complaint while respecting the prerogative of the faculty member with respect to evaluation and crediting of student work. (As stated in the Grade Mediation Policy, the VPAA or their designee does not have the authority to change a course grade or narrative evaluation; however, the VPAA or their designee may act in other appropriate fashions.) Any actions taken by the VPAA or their designee to resolve the complaint will be communicated in writing to both the student and the faculty member. It is the VPAA's or their designee's responsibility to assure that the complaint is followed to resolution.
5. If the complaint involves the VPAA in their role as a professor, the Academic Policy and Review Committee will review the complaint and will be empowered to function as the VPAA would.

Notification of Student Rights under FERPA

Student Rights

The College subscribes fully to the guidelines set forth in the Family Educational Rights and Privacy Act (FERPA) of 1974, Section 438 of the General Education Provision Act. It provides students access to education records directly related to them and protects the private information contained within those files from unauthorized persons.

The Family Educational Rights and Privacy Act (FERPA) is a federal law that applies to educational agencies and institutions that receive funding under a program administered by the U.S. Department of Education. It affords students certain rights with respect to access to, amendment, and disclosure of their education records. Specifically, these rights include:

The right to inspect and review the student's education records within 45 days of the day the College receives a request for access.

A student should submit to the Registrar a written request that identifies the record(s) the student wishes to inspect. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the Registrar, the Registrar shall advise the student of the correct official to whom the request should be addressed.

The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

A student who wishes to ask the College to amend a record should write to the College official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed. If the College decides not to amend the record as requested, the College will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

The right to provide written consent before the College discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

The College discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted as its agent to provide a service instead of using College employees or officials (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the College.

Upon request, the College may also disclose education records without consent to officials of another school in which a student seeks or intends to enroll. In such cases, the College will make reasonable efforts to notify students of this action.

Exceptions to FERPA

Exceptions to the rights outlined above relate, primarily, to student and/or campus safety issues. The limited occasions when a student's consent is not required to disclose personally identifiable information include:

- To protect the health or safety of students or other individuals. Such a release of information could include medical or law enforcement personnel, public health officials, and parents. This information may include medical or health treatment records;
- To provide timely warning and information of crimes that represent a threat to the safety of students or employees;
- To provide information from campus law enforcement units to others;
- To provide information to another institution at which the student seeks or intends to enroll;
- To provide information to parents if a student is a dependent for income tax purposes, if a health or safety emergency involves their child, or if a student under the age of 21 has violated any law or policy concerning the use or possession of alcohol or other controlled substance. Please note that disclosure of information to parents in these circumstances is permitted, not required. The policy of Antioch College is to notify parents only in the case of a health or safety emergency or other set of extraordinary circumstances that affect a student's status at the college.
- To provide information to authorized government entities in compliance with the Solomon Amendment.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA.

The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 202-5901

Directory Information

Antioch College shall give public notice of the categories of information that it has designated as directory information by identifying them in the curriculum catalog as well as on the College's website, in *One Morgan Place*, and in other publications directed to students. The College shall give students a reasonable period of time to inform the institution that any or all of the information designated should not be released without their prior consent. The Registrar will post such notification annually at the beginning of Fall Quarter in *One Morgan Place* and other appropriate venues to offer students the opportunity to opt out of releasing any or all of the information designated as directory information. The Cooperative Education Program will offer opt-out opportunities at the beginning of the cooperative work term before job lists are circulated. Academic Affairs will offer training for all new matriculating students regarding their FERPA rights within their first term on campus.

The US Federal Government's definition of the term "directory information" relating to a student includes the following: the student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended by the student.

Antioch College considers cooperative education job placement as one of the officially recognized activities that is central to its mission. For this reason, students' names will periodically be listed in association with their co-op employer, the position that they have attained, as well as the city, state, and country where they are working. Students will be given the opportunity to opt out of these listings prior to publication.

Self-designed majors are also considered integral to programming at Antioch College. For this reason, the titles and descriptions of these will be published regularly.

With these unique features in mind, Antioch College's definition of the term "directory information" relating to a student includes the following: the student's name; city, state/ province and country of origin; major field of study, including self-designed majors and descriptions thereof; participation in officially recognized activities including cooperative education, research experiences, and study abroad; dates of attendance; degrees and awards received including publications, conference presentations, academic achievements, and other honors; and recent previous educational agency or institution attended by the student.

FERPA Forms

Student Request to Prevent Disclosure of Directory Information

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

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

Antioch College's definition of directory information relating to a student includes the following:

- Student's name
- City, state/province, and country of origin
- Major field of study, including self-designed majors and descriptions thereof
- Participation in officially recognized activities including cooperative education, research experiences, and study abroad
- Dates of attendance
- Degrees and awards received including publications, conference presentations, academic achievements, and other honors
- Recent previous educational agency or institution attended by the student.

Student One-Time Information Release Authorization

You may, at your discretion, grant the college permission to release information about your student records to a third party by submitting a completed Student Information Release Authorization. You must complete a separate form for each third party to whom you grant access to information on your student records each time you would like access to be granted.

Student Standing Information Release Authorization

The access authorized by this form will be in effect until you revoke it in writing (by submitting *the Student Revocation of Information Release Authorization*)

Student Revocation of Information Release Authorization

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

Parent One-Time Information Release Request

Under FERPA, Antioch College may release any and all information to parents, without the consent of the eligible student, if

the student is a dependent for tax purposes under the IRS rules or if the student voluntarily provides the College with authorization providing parents access to educational records. Access is granted to both the parent who claims the student as well as the parent who is not claiming the student. In these instances, the parent must complete this Parent One-Time Information Release Request. The parent must provide verification of the student's dependent status on their most recent Federal income tax return. If the parent has already provided a copy of the tax return to Antioch College for financial aid purposes, an additional copy is not required.

Student Records Policy

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

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

Other Student Records

The Office of Admission and Financial Aid maintains data to ensure that admissions standards have been met and that students have been properly admitted. The office also maintains student and parental information relating to the application for and receipt of financial awards. The dean of cooperative, experiential and international education maintains records pertinent to students' part-time and full-time work experiences. The Office of Community Life maintains records pertinent to disciplinary reports and community living in campus housing.

Retention of Student Records

Student records will be retained for the following minimum periods of time. Any documents not specifically noted below are retained in accordance with the American Association of Collegiate Registrars and Admissions Officers (AACRAO) records retention guidelines. Paper documents will be disposed of by shredding; electronic documents will be deleted.

Document	Retention
Acceptance letter	5 years after graduation or date of last attendance
Advanced placement record	5 years after graduation or date of last attendance
Application for admission or readmission	5 years after graduation or date of last attendance
Correspondence, relevant date	5 years after graduation or date of last attendance
Disability Records	5 years after graduation or date of last attendance
Entrance exam reports/ test scores	5 years after graduation or date of last attendance

Letters of recommendation	Until admitted
Medical records	5 years after graduation or date of last attendance
Military documents	5 years after graduation or date of last attendance
Placement test records/ scores	5 years after graduation or date of last attendance
Recruitment materials	May dispose of materials after enrollment
Residency classification forms	5 years after graduation or date of last attendance
Student waivers for rights of access to letters of recommendation	Until terminated
Other test scores	5 years after graduation or date of last attendance
Transcripts from other colleges	5 years after graduation or date of last attendance
Transcripts from high school	5 years after graduation or date of last attendance
Admissions documents for applicants who do not enter, whether accepted or rejected	3 years
Admissions documents for applicants who enter (with the exception of letters of recommendation, which are destroyed upon admission)	5 years after last date of attendance
Enrollment certification or verification	1 year after certification or verification date
Financial Aid documents	5 years after last date of attendance
Academic transcripts, grades, and narrative evaluations	Retained permanently

International Student Documents

There is no upper limit on the retention of documents for international students on student visas. For exchange visitor visas, documents are retained for 3 years after the graduation or date of last attendance. The following documents are maintained:

- Copy of Employment Authorization (work permit), if granted
- Copy of Alien Registration Receipt Card (evidence of admissibility as a permanent resident)
- I-20 (certification of eligibility for F-1 visa status)
- Copy of I-94 Card (document issued to non-immigrants; also known as Arrival-Departure Record)
- IAP 66 (certificate of eligibility for J-1 visa status)
- Passport number
- Statement of Educational Costs (shows estimate of total school year costs)
- Statement of Financial Responsibility (shows evidence of adequate financial resources)

Access to Student Academic Records

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

All current and former students have the right to inspect and review official academic records maintained by the College that directly relate to them. Requests to inspect or review student records should be made directly to the Registrar's Office. This request should specifically identify the records sought for review. An attempt to provide access to these records will be made as soon as practicable, but not later than thirty (30) 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 Vice President for Academic Affairs or the Dean of Academic Affairs.

The hearing request must:

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

Hearing Procedures

1. The hearing will be conducted by the Vice President for Academic Affairs or the Dean of Academic Affairs.
2. The hearing will be granted within a reasonable time, but no more than thirty (30) days after the hearing request has been made.
3. Reasonable notice shall be given to the student and other necessary parties of the date, time, and place of the hearing.
4. The hearing shall be limited to a consideration of the specific portion(s) of the student's record being challenged.
5. The Registrar's Office will represent the challenged record at the hearing. Where practicable, the College will attempt to have a representative from the office responsible for the challenged record present at the hearing.
6. The student will have the right to be assisted by an advisor of his or her choice. The burden of sustaining the challenge rests with the student.
7. Reasonable opportunity shall be provided for all parties to present evidence and witnesses directly related to that portion(s) of the record being challenged.
8. The student will be provided written notification of the disposition of the challenge (including the reason for such disposition).
9. The remedies available to the student as a result of a hearing are:
 - a. The record may stand; or
 - b. The record may be corrected; or
 - c. The record may be deleted.
 - d. Explanatory information, of a reasonable length, may be inserted in the student's record file.

Release of Student Records

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

- Appropriate personnel and agents of Antioch College who have legitimate educational interest in seeing student records.
- Appropriate state and federal agencies that, under law, are entitled to have access to College records.
- In connection with an application for, or receipt of, financial aid.
- Accrediting associations in the performance of their accrediting functions.
- In compliance with a judicial order or subpoena.

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

Change of Student Data

Students who need to change specific data elements to reflect current information on their student record must submit a Change of Student Data Form. By using this form, the following data elements can be identified and changed:

- Correct Mailing Address (any type, i.e. home, local, billing, co- op, etc.)
- Correct Birthdate
- Correct Social Security Number
- Any other aspect of data not identified in this or other sections of the curriculum catalog.

Academic Residency and Student Status

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

Class Standing

The total number of credits earned, including any approved transfer credits accepted by the College, determines class standing at Antioch College. Class standing may be used to determine eligibility for registration in some classes, financial aid awards, etc. The registrar determines class standing as follows:

Class Standing	Credits
First Year	0 – 43 credits
Second Year	44 – 87 credits
Third Year	88 – 131 credits
Fourth Year	132 – 180 credits
Fifth Year	181 or more credits

Full-Time Students

Students maintain full-time status by registering for at least 12 quarter credits at Antioch College or at an associated and approved off-campus study program by petition to the APRC. Students may petition for less than full-time status on a quarterly basis.

Less than Full-Time Students

A less than full -time student is one who is approved by APRC to enroll for less than 12 credit hours on a quarterly basis. A student must petition for less than full -time status by the 7th week of the quarter prior to the term during which they intend to enroll less than full-time. Petitions for Less than Full-Time Status forms are available in the Registrar’s Office.

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

Full-Time Status and Block Terms

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

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

For example, a student who attempts 3 quarter credits in the JA block and 9 quarter credits in the Fall quarter would be considered to be pursuing 12 quarter credits, and thus be considered a full-time student.

Note that credits attempted in a block term do not count towards determining situations of over-crediting in a regular quarter. For example, a student who takes 4 quarter credits in the ND block and 16 quarter credits in the Winter quarter is not considered to be over-crediting.

Degree-Seeking Students

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

Non-Degree-Seeking Students

A non-degree-student is one who is not officially accepted into a degree program during term(s) of enrollment at Antioch College. This student does not have an intention to earn a degree but wishes to take or audit a course for personal interest. This type of student is able to take or audit a course with the instructor's permission and only if seats are available. In cases when class-size limits have been met, priority goes to degree-seeking students. Registrations for course audits will not be processed until the last day of registration in the term the student is seeking enrollment. A request to audit a class must be completed and submitted to the registrar prior to the start of the term of intended enrollment.

Other Types of Status

At Antioch College, other types of status are determined by the numerical representation of a student's quality of performance in each enrolled course. The letter grade determines the status of a student in good or unsatisfactory standing. The status of good or satisfactory academic standing means a student has achieved a minimum 2.0 cumulative grade point average (GPA) and a minimum 67% cumulative completion rate. Unsatisfactory academic standing, or a GPA below 2.0, may result in academic probation, suspension, or dismissal (see Satisfactory Academic Progress Policy for details).

Consequences of Unapproved Part-Time Status

Several college opportunities, including college scholarships, awards, positions, etc. require full-time status. With prior approval of a formal petition, students who are less than full-time may still be eligible for those opportunities that require full-time status. Any student who is registered for 1-11 credits (less than full-time status), and who does not have an APRC-approved Petition for Less than Full-Time Status, will be considered ineligible for any college scholarships, awards, positions, etc. that require full-time status. Consequently, students may be required to pay additional tuition (due to loss of scholarship), may lose a college-sponsored job, etc.

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

Registration

Academic Registration

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

Specific registration dates and directions on how to register will be provided by the **Registrar's Office and published on the college website. Students should allow ample time** for pre-registration advising appointments with their faculty advisors. Failure to register during the scheduled registration time frame will result in a late registration fee assessment.

Class Enrollment Policy

Registration will guarantee the student a place in class only when the student registers and then attends classes during the schedule adjustment period or if the instructor approves the registration by instructor signature on the Schedule Adjustment Form. Any student appearing at a later time may or may not be admitted at the discretion of the instructor. This policy is designed to remove from the class students who have no serious intent to take a course and to make space available to admit other students who would like to enroll. Even pre-registered students may be removed from a class which they do not attend during the schedule adjustment period of any term or when notification of intent to take the course is not given to the instructor by the end of the schedule adjustment period.

Over-Crediting

Full-time students may choose to take 12-18 credits per term. With some conditions and restrictions, full-time students may take more than 18 credits. This situation is referred to as "over-crediting", and is an option available to students, although it is typically not recommended in most academic situations. Students should be aware that they enroll for more than 18 credits, they will be charged \$100 for each additional credit. These conditions apply only to credits attempted during the same academic term; credits from different academic terms are not added for the purposes of determining over-crediting.

To take more than 18 credits, an Over-Crediting Petition must be submitted to the registrar before the end of the ninth week (Friday, 5:00 pm) of the regular term—Fall, Winter, or Spring—before the term of the intended over-crediting. Students should note that there must be a compelling and coherent academic rationale as to why the over credit request should be granted. In the event of denial of over-crediting, the Registrar will notify the student, and students may appeal to the Academic Policy and Review Committee (APRC), whose decision is final.

The following conditions and restrictions upon over-crediting exist:

1. Students must have the permission of their academic advisers.
2. Students may not take more than 22 credits, under any circumstances.
3. Students within their first term at Antioch College may not over-credit, regardless of past history, transfer status, etc.
4. Students must be in good academic standing; the sole exception is if a student must over-credit as part of the terms of academic probation.
5. Students must be in good financial standing.
6. Students must not have any outstanding incomplete grades or unresolved academic integrity or no grade indicators.
7. Students must have earned all attempted credits in the last term (work or study).
8. Students must have a minimum GPA of 2.5.
9. Students may not over credit in any term during which they are also enrolled in either ENG 101 English Composition Plus or MATH 090 College Math Skills.
10. Students may petition the Academic Policy and Review Committee (APRC) for an exception to restrictions 1-9. Students should note that the academic rationale for such a request is paramount, and that the decision of APRC is final.

11. Credits for audited classes count towards determining over-crediting.
12. Over credit petitions from students with third- or fourth-year standing will not be approved unless the student has an up-to-date, approved degree plan on file in the Registrar's Office.
13. Students may not take more than a total of 18 over-credits during their Antioch career.

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

Over-Crediting Petitions are available in the Registrar's Office.

Independent Course Registration

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

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

The Independent Course Proposal form is available in the Registrar's Office. It is the student's responsibility to find an instructor willing to teach the course. The proposal must provide a rationale for why the student cannot meet this requirement with a regularly scheduled course. The completed form, with all required signatures, must be submitted to the Registrar's Office along with a syllabus for the course and a completed registration or schedule adjustment form.

Adding and Dropping Courses

The Pre-Registration Period concludes at 8:00 am on the first day of classes. At this point, the Schedule Adjustment Period begins. Students may make adjustments to their schedule by adding and dropping classes until 5:00 p.m. on Friday of the first week of the term for regular terms (Fall, Winter, and Spring terms). During block terms, students may add any course to their schedule or drop any course from their schedule only through the end of the day (5:00 pm) on the first day for which that class is scheduled to meet. The adding and dropping of courses is accomplished by filling out a Schedule Adjustment Form, available in the Registrar's Office. Courses may not be added or dropped after the end of the Schedule Adjustment Period.

Class Over Co-Op Policy

Antioch College values and respects the learning that takes place during Co-op terms, and actively discourages activities that distract from this endeavor. As such, the number of classes students are allowed to take during Co-op terms is restricted. As per the degree requirements, all students must register for and successfully complete three Cooperative Education Experiences. All class activities (including auditing courses) over Co-op terms are restricted, as discussed below.

To be eligible to file a petition to request the privilege of registering for an additional class over co-op, a student:

1. Must have successfully completed one Cooperative Education experience while enrolled at Antioch College, other than COOP 125T.
2. Must be in good academic standing.
3. Must have a cumulative GPA of 2.5 or higher.
4. Must have no unresolved billing/financial issues with the Bursar's Office.
5. Must meet all requirements for registration for a class at the institution through which the course is to be taken (includes registration at Antioch College, cross-registration, or registration at a non-affiliated institution).
 - a. This includes being able to be physically present for any additional course that requires in-person instruction, whole or in part
 - b. This includes access to the appropriate technology for any additional course that requires on-line

instruction, whole or in part

6. May not register for more than 18 quarter credits during a Co-op term, which includes the 12-credit COOP prefix course.
7. May not register for a class which conflicts with the expected work hours of the co-op job.

In order for a request for an additional class to be considered, a student must:

1. Obtain a copy of the “Petition to Register for an Additional Class Over Co-op” form from the Registrar’s office, and complete it. In addition to standard office information, this form requires
 - a. Signatures of the primary academic and co-op advisors
 - b. A clear rationale as to why the requested class must be taken over the indicated co-op term, and not at some other point
2. Return this petition to the Registrar’s Office no later than the end of the seventh week of the academic term prior to when the additional class over co-op is desired to be taken.

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

1. Complete the “Petition to Register for an Additional Class Over Co-op”, as above
2. Write a separate, formal letter of petition to APRC describing the exceptional circumstances, and why the student should be allowed exceptions to the criteria above
3. Return the regular petition and the formal letter to the Registrar’s Office no later than the end of the seventh week of the academic term prior to when the exceptional circumstance over co-op will occur

These special petitions are considered on a case-by-case basis.

The decision of APRC is final.

Self-Designed Co-op Policy

The Cooperative Education (Co-op) Program is committed to broadening its conception of the co-op experience in response to changes in the world of work. It is understood that a significant number of students hope to use their cooperative work term to explore entrepreneurial opportunities with start-up firms, conduct research related to their majors, become involved in artistic ventures, or experiment with their own ideas. It is also clear that numerous students are interested in proposing a co-op job of their own design.

If a student desires to propose a Self-Designed Co-op Experience, they are required to work with their co-op advisors to develop their plan and to write a formal proposal. Draft proposals must be submitted during the regular term preceding the co-op term in question. Final proposals with a signed employer/mentor verification form are due before registration can be completed.

The proposal must be in narrative form addressing all of the following points: How the opportunity relates to the student’s immediate academic interests, long-term educational goals, career objectives, previous work experiences, ambitions for skill development, and/or personal needs. Proposals should be approved by the co-op advisor before being submitted to the Dean of Cooperative, Experiential, and International Education.

If the student proposes to be self-employed, involved in research, or engaged in some form of artistic work of their own design, they must identify someone with legitimacy in the proposed field of interest who has agreed to serve as a mentor and provide guidance in planning their co-op. They are required to provide the name, contact information, and signature of the individual in order to verify the mentorship relationship.

Proposals will be judged on the following criteria:

- **A safe, ethical, legal, and supportive working/learning environment** – Is the workplace or study site safe? Will the

student be able to adhere to safe, ethical, and legal operating procedures? In this regard, students are informed that employers in the United States are bound by workplace fairness standards as codified in federal and state law and are required to maintain an environment that is free from harassment and other forms of discrimination as stipulated by the U.S. Equal Employment Opportunity Commission (EEOC).

- **Reciprocity** – Will the student commit to work in situations where other people would have legitimate expectations of them, and thus, those individuals would be reasonably expected to offer compensation, training, or other forms of support for the student?
- **Appropriate preparation and clear definition of activities** – Will the student receive appropriate training so that they understand clearly the activities to be performed? Is approval from the Institutional Review Board (IRB) or Institutional Animal Care and Use Committee (IACUC) required for this experience?
- **Adequate supervision** – What kind of oversight will be afforded to ensure that the experience will be rigorous beyond the Work Portfolio course? Will the student be able to communicate sufficiently with colleagues so that they will be successful in their efforts?
- **Thematic Consistency** - If the student will work in different locations with different sets of people, their work should be within a particular field or focused on a consistent purpose throughout the co-op in order to afford them a coherent learning experience.
- **Sustained Engagement** - Will the student be occupied full-time throughout the cooperative work term? Please keep in mind that although most co-op jobs are scheduled for 11 to 12 weeks to meet employer obligations, a minimum of 10 weeks of full-time work (at least 30 hours per week) is required. Students may have more than one employer but must provide verification from all.
- **Performance evaluation** – How will the success of the experience be judged? Are expected levels of performance adequately communicated?

Adding Courses

The student's advisor must sign the Schedule Adjustment Form when a student wishes to add courses to their schedule. Additionally, the student must have the instructor of the desired course sign the form. The form is then brought to the Registrar's Office for processing. Schedule Adjustment forms are available in the Registrar's Office.

Dropping Course

The student's academic advisor must sign the Schedule Adjustment Form when a student wishes to drop a course from their schedule. While the signature of the instructor of the course being dropped is not required, it is courteous to inform the instructor of the course of your intention to drop. The student then brings the form to the Registrar's Office for processing. When a class is dropped during the Schedule Adjustment Period there is no history of the course on the student's academic record.

Withdrawing from a Course

From the end of the Schedule Adjustment Period through the end of the seventh week of the term (Friday at 5:00 pm) during regular terms (Fall, Winter, and Spring terms), students may withdraw from a course. During block terms, students may withdraw from a course through the end of the day on Wednesday (5:00 pm) during the third week of the block term. A course withdrawal is accomplished by submitting a Course Withdrawal Form to the Registrar's Office. The student must obtain their advisor's signature on the form. While the signature of the instructor of the course from which you are withdrawing is not required, it is courteous to inform the instructor of the course of your intention to withdraw. A W grade indicator will be included on the student's transcript. Schedule Adjustment forms are available in the Registrar's Office.

Specific Courses that Cannot Be Dropped

Placement testing for writing, quantitative skills, and language proficiency occurs during new student orientation, which takes place immediately before the beginning of the students' first study term on campus. In the event the student's placement test results indicate they do not meet the minimum college-level requirements, students must enroll in the appropriate basic math

skills (MAT 090) or English composition (ENG 101) course. Students are not allowed to drop a basic math or English composition course unless the student is permanently withdrawing or taking a leave of absence from the college. Official documentation for withdrawal or leave of absence must be submitted to the Registrar's Office before the withdrawal is placed on the student record.

Upon successful completion of the basic math and English composition courses, a student would proceed to take courses that satisfy the quantitative requirement and the remainder of the writing requirement. If a student should not successfully complete MAT 090 or ENG 101, the course(s) must be retaken during the next term of offering. A student who obtains permission to enroll in MATH 090 or ENG 101, who is not automatically placed in the course(s) due to placement test results, will have the option to drop the course(s) during the schedule adjustment period.

Retaking a Course

All grades submitted by faculty are recorded on students' official transcripts. However, any course for which a student did not earn a passing grade may be retaken. This includes any course for which a C – or less was earned.

Both grades earned for the course will be recorded on the transcript. There will be an indication of **R** (repeat) to the right of both grades. The first grade will not be figured into the student's grade point average. The grade earned for the repeat of the course will be figured into the student's grade point average. Both attempts at the course will be counted toward the total of cumulative attempted hours. Only the second attempt will count as earned credits.

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

Some courses for which the title and number remain the same but the content changes are not considered repeated when taken more than once. Examples of this include individual music instruction courses or a yoga course. Other times, a repeatable course will have the same title and number but include a different subtitle. In these cases, the title will be followed by a colon, and the course content for that particular term will appear as a subtitle after the colon (e.g. HIST 330 The History of a City: *Paris*). Be aware that not all course names with colons and subtitles are repeatable. To be sure, consult the course description.

Attendance Policy

Class attendance is critical to student success. It is the expectation for all students to attend all classes regularly to ensure that they may benefit from continuous instruction. Instructors are required to track attendance regularly in all classes—for all students, in every class, every term.

A student may be removed from all classes if they do not attend any classes during the schedule adjustment period of any term when notification of intent to take their courses is not given to the instructors by the end of the schedule adjustment period. (This will not apply to students who have been approved for a leave of absence.) The student may be considered a “no show” and may be administratively withdrawn from school.

A student will be removed from all classes and withdrawn from school if they do not attend any classes for two consecutive weeks (a week is defined as above), unless on an approved leave of absence. The student's last date of academic attendance will be presumed to be the class day immediately prior to the reported absences. If the student does not attend any classes during the first two weeks of the term the student will be considered a “no show” and will be administratively withdrawn from school.

Students who have been administratively withdrawn for non-attendance will have to apply for reinstatement (see Reinstatement Policy (p.)).

Instructors will receive official notification from the Registrar's Office of all students who are approved for withdrawals and

medical, personal, and academic leaves of absence. If a student informs a faculty member that they will be absent for any of these reasons, but there has been no official notification from the Registrar's Office, the faculty member should report the student's announcement to the Registrar's Office so the registrar can ensure that the appropriate paperwork is completed.

Accommodations for Religious Holidays and Federal Observances

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

It is the responsibility of the student to seek accommodations for religious and federal observances during each term. Students must inform their instructors in writing within the first two weeks of each quarter of their intent to observe the holiday, even when the exact date of the holiday will not be known until later. When alternative arrangements for missed work are possible, they should be made at the earliest opportunity prior to the observance of the holiday with the instructor of record of each enrolled course affected by the student absence.

The College acknowledges the following federal holidays, though College operations may or may not occur on these days:

New Year's Day	Memorial Day	Martin Luther King, Jr. Day
Independence Day	Labor Day	Veterans Day
Thanksgiving Day	Christmas Day	President's Day
Juneteenth		

Constitution Day

The United States Government has designated September 17 as Constitution Day and Citizenship Day (also referred to as Constitution Day). To commemorate the September 17, 1787 signing of the U.S. Constitution, most years Constitution Day will be celebrated on September 17. If September 17 falls on a Saturday, Sunday or holiday, the College may celebrate Constitution Day during the preceding or following week.

To help students, faculty and staff become well-informed citizens through an awareness of and familiarity with the U.S. Constitution, colleges across Ohio and in the U.S. may celebrate Constitution Day in their own unique ways.

Auditing a Class

A non-degree-seeking student who wishes to audit one or more courses may register for them without credit and without a grade. Audit Request Forms are available in the Registrar's Office. Refer to the college website for additional fees in relation to auditing a course.

Any degree-seeking student may audit a course with permission of the instructor provided there is an open seat on the first day of classes. When determining an overload (more than 18 credit hours per term), the Registrar's Office includes the audit credits as part of the overall credit load. If an overload should result, a petition to overload must be submitted with the student's registration form in order for the course to be included in the overall enrollment for the term. Students are subject to over-credit fees for any credits over 18 (see Over-Crediting on p. 160)

No student may change a credit registration to audit or change an audit to credit registration once the term of intended enrollment has started.

Because courses that students audit earn no credits, audited courses do not count toward full-time enrollment status. For example, a student who is registered for 4 audit credits and 8 regular (non-audit) credits is considered a part-time student, in spite of being registered for 12 credits total. Additionally, audited courses are not eligible to receive Federal Title IV Student Financial Aid.

Fees Associated with Auditing Classes

- **Audit Fee (non-degree)** – This fee is assessed to non-degree-seeking students only. The fee is not assessed for Student Life courses (CLXX courses and some designated PERF courses require a fee for participation – Contact the registrar for specific courses that generate the fee for each term). The fee is non-refundable.
- **Participation Fee** – A fee associated with community members who wish to take credit and non-credit bearing co-curricular/ Student Life courses. The fee is non-refundable*.
- **Special Course Activity Fee** – Fees associated with courses that have events or activities incorporated into the learning goals/ outcomes that require students to attend. This activity can be on or off campus. The fee will be placed on the students' account upon registering for the course. Fees must be paid by the Friday of week 2 of the term. The fee is only refundable if the course is dropped during the schedule adjustment period each term. Anytime after this period, the fee is non-refundable*.

**If a course is canceled due to minimum enrollment not having been met, the fee will be credited to student accounts or, in the case of community members, refunded.*

Final Examinations

Courses may have “final exams”, which are any final evaluations of student performance that require the student to demonstrate their understanding, skill, ability, etc. during a set time frame. Finals may include such activities as timed paper examinations, colloquia, exhibitions, performances, presentations, practicals, readings, and so forth. All imaginable demonstrations of competency, proficiency, skill, understanding, etc. are included in the catchall phrase “final exam.”

The Final Examination Period is Wednesday through Friday inclusively of the last week of the term. See the Academic Calendar (p.), Final Exam Schedule, and/or Course Syllabi for exact dates, times, and locations. *Instructors and students alike should plan to be available through the Friday of the last day of the term; plan appropriately.* Instructors are not obligated to accommodate students who schedule travel during the final exam period.

Great Lakes Colleges Association Crossroads Shared Languages Program

An inter-institutional collaboration to expand language offerings across GLCA campuses

Visit <https://glca-slp.org/>

What are Shared Languages Program Courses?

Shared Language Courses are designed to expand the language course offering for students from participating colleges. These courses increase course choices both vertically, i.e. courses beyond the elementary language level, and horizontally adding breadth and variety to students' choices of language and content courses on the intermediate and advanced level. Students from guest colleges will join host college courses via video-conferencing synchronously and will meet asynchronously with students enrolled in the course in small group and partner work settings.

Who can take SLP courses?

Enrolled students from any of the 13 GLCA institutions are eligible to take these courses for credit. Prerequisites apply according to how the course is listed.

Where will I find SLP courses?

Course instructors will list their courses both in their home and guest institutions' schedule of classes under the respective language offerings. The guest student's language professor collaborating with the host school's professor will announce these course offerings to his or her students before and during the course registration period of the guest students' institution.

How do I register?

Students will register for these courses at their home institution during the regular registration period as they do for their

other courses. SLP are identified as such and come with a course number assigned by the home institution to match their degree course requirements. Students need the approval from their home Registrar to complete the Shared Language Registration/Drop Form. The host campus registrar will create a guest student record for each enrolled student with a minimum information aggregate about the student (name, home campus, SSN, email address, home address). The guest student form will be made available by the home campus' mentor.

How do I drop a Shared Language Course?

Each student will have to follow the add/drop policies of the host institution. Students need the approval from their home Registrar to complete the Shared Language Registration/Drop Form.

Where can I find the host institution's registration and add/drop dates?

These will be listed on the host instructors' course syllabi and on the Shared Language Courses website.

How many credit hours do I receive?

The number of credits the host college will assign for any given course is the amount of credits that will show up on a student's transcript. For example, if a Denison student enrolled in a 3-credit course at Hope, they would earn 3 credits upon successful completion, not 4. The course credits gained at the host institution count toward students' semester full-time enrollment credits at their home institution.

What is the cost of the SLP courses?

There is no additional cost. The course offerings are based on a reciprocal system. The student will pay their fees on the home campus as if it were a class offered there. This way, a student's financial aid will not be impacted. The rules of the home campus regarding limit of credit hours per semester apply.

How do I participate in the host course?

Guest students from their respective home campuses join the host course electronically via videoconferencing by invitation from the host instructor. Currently, we are using Zoom (zoom.us) for synchronous (in-class) and asynchronous (outside of class time student teams) class meetings and projects. Students may connect from any place that is quiet, well lit, and has a reliable network connection. If connecting from a public lab, the student should wear a headset with a microphone. Guest students will meet with their course instructor via Zoom before the class to discuss technological details after students setting up an appointment via email.

What course rules apply?

The student will follow the syllabus and course requirements (expectations, grading policies, number of credits, attendance) set forth by the instructor on the host campus. The meeting days and times of the host course apply to all students. It is each guest student's responsibility to come to class according to the host institution's semester schedule. A semester may begin a little earlier or a little later than at the guest student's home institution. This is also true for institutional policies – all enrolled students are bound by the policies set forth by the institution in which they enroll. Examples for such policies are academic integrity, absence rules, disability, reporting on sexual assaults, etc.

How do I get a grade assigned?

The host instructor is responsible for assigning a grade just like for any other student in the course. The host instructor's grading policies apply to all students. The instructor will submit all grades to the local registrar, who will then submit the grade to the student's home institution.

Whom will I be able to contact about the course on my own campus?

Each student will have a mentor on their home campus (in most cases their language faculty) who will communicate regularly with the host professor and check in with the student about their progress in the course.

What kind of access to resources will I have?

A course webpage will be created for each offered course by the host instructor containing logistical course details, syllabus, expectations, rubrics, reading materials, links to resources, etc. Hosted students – just like on campus students – may choose to communicate with instructors and classmates via email, Zoom, texting, Facebook, etc. Each student will be able to record, review, submit video material either from individual exercises or group projects. Google schools will make use of their Google drives, others may use alternative programs such as Dropbox. Required textbooks will be listed on the respective course syllabus. Guest students need to contact the instructor to get early access to that information.

Cross Registration

The Cross Registration Program allows degree-seeking students access to academic opportunities not available at Antioch College. Students may register for courses that are available at other SOCHE institutions and Greater Cincinnati Collegiate Connection (GC3) institutions.

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

SOCHE Institutions:

Air Force Institute of Technology	Miami University
Antioch College	Ohio University
Antioch University Midwest	Sinclair Community College
Cedarville University	Southern State Community College
Central State University	Union Institute and University
Cincinnati State Technical and Community College	University of Cincinnati
Clark State Community College	University of Dayton
Edison State Community College	Wilberforce University
Franklin University	Wilmington College
Kettering College	Wittenberg University
Kettering Foundation	Wright State University

Greater Cincinnati Collegiate Connection Institutions

Art Academy of Cincinnati	Hebrew Union College
Athenaeum of Ohio	Miami University (all campuses)
Chatfield College	Mount St. Joseph University
Cincinnati Christian University	Northern Kentucky University
Cincinnati State Technical and CC	Thomas More College
Christ College of Nursing and Health Sciences	Union Institute & University
Gateway Community and Technical College	University of Cincinnati
Good Samaritan College of Nursing and Health Science	Wilmington College
God's Bible School and College	Xavier University

Contact the Cross Registration coordinator in the Registrar's Office at Antioch College and the host institutions for more information and to learn about their specific registration guidelines. A directory of Cross Registration coordinators is available

at <https://www.soche.org/cross-registration/>.

Student Enrollment

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

Number of Credits/Courses

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

Registration Procedures

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

At Antioch College

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

1. Must be in good academic standing with a 2.5 cumulative GPA or higher; and
2. Must be a degree-seeking student at Antioch College; and
3. Must have second-year standing at Antioch (at least 44 credits earned). Students approved to take a language offered at a SOCHE member college or university due to proficiency level and placement, are exempt from this requirement during their first year of enrollment at Antioch College; and
4. Must meet all eligibility requirements of the host institution; and
5. Must have no unresolved disciplinary issues in the Office of Student Life; and
6. Must be an enrolled student prior to and during the term of registration; and
7. The course creating cross-registration must not be in the form of an Independent Study.

If the requirements for cross-registration are met, it is the student's responsibility to complete the following:

1. Obtain the SOCHE Cross-Registration form at the Registrar's Office; and
2. Meet with a faculty advisor and identify course offerings at consortium member institutions. The course must be identified on the Cross-Registration Application and approved by the advisor; and
3. After submission of the Cross-Registration Application, schedule a meeting with the registrar to discuss scheduling,

registration and cost aspects of cross-registration with member institutions; and

4. Students registered for more than 18 credits (between Antioch College and the host institution), will be responsible for fees incurred due to over-crediting. If you are over-crediting, you must file an over-credit petition with the Registrar's Office.
5. Students requiring accommodations from accessibility services must coordinate with Antioch College's Student Success Coordinator to verify services can be provided. The services are the responsibility of Antioch College.
6. The selected course(s) must be approved and signed by an academic advisor and the Cross Registration coordinator in the Registrar's Office.

At the Host Institution

1. Students should contact the host institution to determine if space is available in the course(s).
2. After approval has been granted at Antioch College, the student takes the approved Cross Registration Form to the host institution and completes course registration according to the host institution's policies and deadlines.
3. The Cross Registration Form must be submitted and approved by the host institution by the last day to add or drop-date stated by the host institution, otherwise the student will be responsible for all charges.

Add/Drop Procedures

1. Any class adds must be completed for both Antioch College and the host institution, following their respective procedures.
2. Any class drops must be completed within the host institution's deadlines and procedures.

Grades/Transcripts

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

Tuition and Fees

1. Regular tuition and fees are payable to Antioch College.
2. Students are responsible to the host institution for any special or extra fees (lab fees, parking, etc.).
3. GC3 institutions reserve the right to charge an administrative fee, which is paid directly to the host institution.

Cross Registration Program Exclusions

Institutional articulation agreements and study abroad programs are excluded.

Changing the Study/Work Sequence

Under exceptional circumstances, and after careful consideration and consultation with their advisors, a student may wish to alter their study/work sequence. They may wish to take advantage of a cooperative education opportunity that is available to them during a term when they are sequenced for a study term on campus. Or they may wish to take particular classes that are being offered during a term when they are sequenced for a co-op term. Before requesting a change of sequence, students and advisors should consider the following:

- Classes are scheduled for student cohorts with consideration for when each cohort is going to be on campus for study term or off campus on co-op.
- Courses that are prerequisites for required upper-level courses may only be scheduled during specific terms.

Language classes are only offered during specific terms. Missing one class could mean having to wait a year for a student to get back on track.

If the student and the advisor agree that a change of sequence is in the student's best interest, there are two procedures for requesting the change through the Academic Policy and Review Committee (APRC).

This is the standard study/work sequence:

	Fall Term	N-D Block	Winter Term	Spring Term	J-A Block
Year 1	study		study	work	
Year 2	study		work	study	
Year 3	study*		study*	study*	
Year 4	work*		study	study	

Petition for a Change of Sequence – This form is used to submit a request to APRC for the sequence change. After consulting their advisors, the student must complete the petition and submit it to the Registrar. The Registrar will forward the petition to APRC for consideration. The student will receive a letter from the Registrar informing them of APRC's decision. APRC's decision is final, and cannot be appealed.

Flex Term Notification – Fall, Winter, and Spring terms of the third year, and Fall term of the fourth year are considered "flex terms." Students may choose a work term instead of a study term, or a study term instead of a work term by submitting a "Sequence Flex Term Notification" form to the Registrar. APRC approval is not necessary. Students who wish to change their sequence during non-flex terms must submit a Petition for a Change of Sequence. Only one flex term notification is permitted per student. Any future alterations to the study/work sequence would require the submission of a Petition for a Change of Sequence.

Students who wish to be scheduled for a co-op in addition to the three required co-ops may not use this form; additional co-ops require a Petition for a Change of Sequence.

Course Substitution Policy

A student is expected to complete all College degree requirements that were in effect at the time of matriculation. The coursework for each program has been chosen to provide the student with a carefully considered set of skills and the appropriate knowledge for their self-designed major and intended professional pathways.

Occasionally, a student may have already acquired the knowledge and skills required for a particular course and would not benefit from repeating its content. In such cases, it may be deemed appropriate for the student to be waived from having to take the course, making room for a relevant course substitution.

Students wishing to petition for a course substitution must first declare a major and submit an updated degree plan and statement of inquiry. Students should then discuss the subject with their academic advisor. The student should be prepared with sufficient documentation and/or justification to warrant a course substitution.

- A required course is no longer offered due to a change of curriculum
- A course taken at another school is not an exact match for a requirement but is deemed by the student's advisor to be acceptable. (An official transcript and course syllabus are required.)
- A required course is not offered when the student could reasonably schedule it, provided the student has not forgone the opportunity to take the course at an earlier time

If the advisor agrees that it is reasonable to consider a course substitution, the student should complete in conjunction with their advisor a *Petition for a Course Substitution*, have the advisor sign the petition, and then submit the form to the Registrar's Office for processing.

- Failure to enroll in a required course is not sufficient reason to request a course substitution.
- Course substitutions will only be considered for students who have declared a major and have an approved degree plan and statement of inquiry in place.
- In order to use a transfer course as a substitution, the course must meet the established guidelines for transfer credit

- and must match the content and outcomes of the required course.
- Substitution of a course for a previously failed course is not permitted.

The Registrar's Office will not make a determination as to the petition. The student's advisor in consultation with the division in which the course is offered will make the determination. However, to ensure the accuracy of your degree audit, your degree plan, and your statement of inquiry, you must submit the petition to the Registrar's Office. Since your degree audit and your degree plan are used to track your program requirements, it's very important that they accurately reflect any changes made in requirements. Completed petitions, with the advisor's signature, will be forwarded by the Registrar's Office to the appropriate division for consideration. Once the division has made a decision, the Registrar's Office will notify the student of the decision.

Declaration of Major Policy

All degree-seeking students must declare a major, which includes an approved degree plan and statement of inquiry, by the end of the Spring term in their second year, typically as part of ANTC 200 Design Your Degree. In instances of exemption from ANTC 200, students are still required to submit a degree plan and statement of inquiry by the end of the Spring term. Any student who does not have their degree plan and statement of inquiry reviewed, approved, and on file will have a registration hold applied to their account. The student will not have this hold released and will not be able to register for the subsequent academic term until the process is completed.

There are four steps involved in declaring a major:

1. The student must work with their advisor(s) and instructor(s) of ANTC 200 to develop a degree plan and a statement of inquiry. Students exempt from ANTC work directly with their advisor(s). All students will need to update their degree plans and statements of inquiry several times during their education.
2. The degree plan and statement of inquiry must be submitted to the student's advisor(s) for review, who will check the plan/statement for accuracy. If there are still issues to be resolved, the advisor(s) will return the plan to the student with instructions. The student will then make any necessary adjustments and resubmit the plan to their advisor(s).
3. The student will submit the approved degree plan and statement of inquiry to the Registrar with a completed declaration of major form.
4. The Registrar will assign the student a degree audit in the student information system.

Change of Self-Designed Major

Changing the self-designed major requires a student to seek advising support from the faculty advisor before a change of major can take place. Forms for declaring and changing a major are available in the Registrar's Office. Students may not change their major within two academic terms of their anticipated graduation.

Updating the Degree Plan

The degree plan and the Statement of Inquiry (SOI) are considered "living documents"—ones that may change based on the availability of specific courses offered term by term, evolution of student interests and goals, etc. Therefore, the plan and SOI must be updated periodically to maintain its accuracy. All fourth-year students must have an updated degree plan and SOI approved by the end of the eighth week of the Fall term of their fourth year, or they will not be allowed to register for the subsequent academic term. The updated degree plan must be reviewed by the Registrar and then approved by the student's academic advisor. When the approved degree plan is returned to the Registrar's Office, the student will be cleared for registration for the subsequent term.

Credits Earned in the Final Two Years Policy

Antioch College recognizes that the learning that takes place in the final two years during a student's course of study is the most intense, and the College especially values the deep and transdisciplinary study that takes place during the Capstone

Project. It is for this reason that the following policy is in place:

1. 45 of the last 90 quarter credits earned towards a bachelor's degree must be earned through Antioch College. These credits are generally assumed to be earned in Year 3 and Year 4 of a student's education, for those on a path to a standard 4-year graduation.
2. Students are required to take all credits in the final two study terms of the fourth year through Antioch College, based on an average load of 16 credits per study term.
3. The Capstone Project and the Senior Reflection Paper, which represent capstone educational experiences, must be taken at Antioch College, and not through any consortial arrangement.
4. Consortial arrangements, such as cross-registration through SOCHE or GLCA/GLAA, may be used to meet these 45 credits, with the exceptions of the Capstone courses noted above.

Graduation

Review of Status toward Graduation

As students progress through Antioch College, they work closely with their advisors to review and revise their degree plan. This document helps to ensure that students are achieving progress towards earning a Bachelor of Arts or Bachelor of Science degree. Students are required to update their degree plans with the Registrar's Office at the beginning of the fourth year. This will enable the students' advisors and the registrar to examine the student's academic record, degree plan, and sequences and ensure that graduation requirements can be met as anticipated by the student. Students are strongly encouraged to update their degree plans at the end of each quarter until graduation.

Application for Graduation

Students planning to graduate must complete an *Application to Graduate* and submit it to the Registrar's Office by the end of the term before the term in which the student plans to graduate. A graduation fee must be paid by the time of submission of the Application to Graduate. The graduation application fee will be published with the deadline for the submission of the application. Student Accounts will add the fee to students' bills.

Commencement and Graduation Dates

The commencement ceremony is held on the Saturday following the end of Spring term. Generally, students are expected to have completed all degree requirements prior to the commencement ceremony.

The Academic Policy and Review Committee presents the names of candidates for graduation to the faculty for a vote once a year during the last week of Spring term, and only students approved by the faculty will be permitted to participate in commencement and graduate during that year. Regardless of approval by the faculty to be included in the ceremony, only students who complete all their degree requirements by the end of Spring term will be considered graduates at the end of that term. The official graduation date will be the thirtieth day of June.

Students who have not met all of their financial obligations to the college may be permitted to participate in the commencement ceremony.

Graduation with Honors

Antioch College awards degrees with honors designations based on the cumulative grade point average of all credits earned toward the degree in attendance at Antioch College. Honors designations are as follows:

- Summa Cum Laude = 3.9 Cumulative GPA or higher*
- Magna Cum Laude = 3.7 – 3.89 Cumulative GPA*
- Cum Laude = 3.5 – 3.69 Cumulative GPA*

*Any student who is considered for graduation with honor distinctions must have no unresolved incomplete (IN), academic integrity (M) or no grade (NG) indicators on their permanent record. Any unresolved indicators or actions would eliminate a

student for consideration for graduation honor with distinctions.

Official Transcripts

The official transcript is a copy of that portion of a student's academic record that is prepared for release to a third party at the request of the student or former student. The transcript contains the following information about the student:

- Personal information: student's name, date of birth, and student identification number
- Attendance and credits earned and attempted: dates of attendance (date of entry and each term of registration); course identification (course number and title); amount of credit earned; identification of credit system (quarter credit); credit for remedial courses or other courses not applicable to degree program; or transfer credit
- Effective withdrawal date, if applicable
- Academic standing
- Graduation date, degree conferred, Dean's List or graduation honors, and program or major, as applicable.

Official transcript request forms are available in the Office of the Registrar.

**Allow 5-15 business days for processing the request for official transcripts.*

Name Change Policy

Introduction

In an effort to expand Antioch policies against sex discrimination and gender-based misconduct, this document recommends procedures for student name changes on campus. The purpose of this policy is to ensure the privacy, safety, and dignity of all students at Antioch, regardless of gender or transition status. Antioch College recognizes that many of its members use names other than their legal names to identify themselves. As long as the use of this different name is not for the purposes of misrepresentation, the college acknowledges that a chosen name can be used wherever possible in the course of college business and education. Antioch students have the right to change their names and pronouns at any point during their time at the college. If they are no longer students, they may request a change to narrative evaluations and/ or remaining communications.

Policy Statement

1. It is the policy of Antioch College that any student may choose to be identified within the college's information systems (i.e. Learning Management System, Student Information System, Google Suite, etc.) by their chosen name. It is further understood that the person's chosen name shall be used in all college communications and reporting except where the use of the legal name is necessary. Examples of where your legal name is necessary include, but are not limited to:
 - a. Financial aid documents
 - b. Billing statements
 - c. Payroll
 - d. Official transcripts
 - e. Enrollment certifications (ex: college enrollment, scholarships)
 - f. Federal immigration documents.
 - g. Engagement with outside vendors and other third parties, such as OPI testing.
2. In some cases if you indicate a chosen name, it may be necessary to clarify that your chosen name is different from your legal name. Examples of this include, but are not limited to: official interactions with police, security, and/or law enforcement, and verification of medical records.
3. Consistent with the Family Educational Rights and Privacy Act (FERPA (p.)), Antioch College allows for the release of directory information, which includes a student's chosen name when one is designated. If a student does not want disclosure of the chosen name to external organizations or persons, the student can set a FERPA restriction on the student record by completing a FERPA Information Release Declaration form which is available in the Registrar's Office. Choosing a FERPA restriction means the College cannot confirm student status to anyone inquiring about the

student record. For more information about FERPA and setting FERPA restrictions, contact the Registrar's Office.

4. Using a chosen name is not the same as a legal name change through the courts system. A student may be challenged if relying on documents with a chosen name when asked to provide proof of legal name and/or identity for employment or government purposes, such as obtaining a passport.
5. Other considerations include the use of both the legal name and a chosen name on various documents used for external purposes. For example, a transcript and verification from the College with the official university name and a letter of reference from a faculty member who knows the student primarily by the student's chosen name may require some clarification when applying for internships, jobs, and/or graduate school.

Name Change Procedure

A completed Request for Name Update form must be submitted to the Registrar's Office. The individual is free to determine the chosen name the student wants to be known by in the college's information systems. However, misuse of the Name Change policy, such as a request for an egregiously offensive name, may be cause for denying the request. A Request for Name Update form is available from the Registrar's Office.

Additional Name Change Information

Student names on all official college records must reflect the student's legal name. Students who have earned degrees at Antioch College may only change their name designation by presenting to the Registrar's Office a court order approving the new name. There will be a \$50.00 fee for the printing and mailing of a new diploma.

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

Divorce

A student who wishes to change their name because of divorce, must present to the Registrar's Office a court order granting the divorce decree. Maiden names may only be used when authorized by the court.

All Others

You may change your name without court order by presenting to the Registrar's Office verification of the new name. The following may be used to verify the new name: driver's license, DMV/BMV identification card, passport, legal court document, birth certificate, or alien registration card. Documentation must be provided for all changes including the following: I, II, III, IV, Jr., Sr. or other suffix to the name; middle name or initial; or an addition or subtraction of a hyphen.

Gender Change Policy

Students identify their gender designation at the time they apply for admission to the college. Students who wish to change the gender designation for their official records must provide the Registrar's Office with a certified copy of a court order showing change of gender or other legal identification, such as a revised driver's license or state issued I. D. card. All official records in the Registrar's Office will identify only the new gender. Note: Antioch College transcripts and diplomas do not specifically reference gender.

Academic Honesty Policy

Antioch Honor Code

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

Community members should understand that academic dishonesty is harmful to the Antioch College community and its reputation. The College expects high standards of behavior and that all community members act responsibly and honestly.

Academic Dishonesty Defined

Antioch College values academic honesty by all members of the community. At Antioch College, all forms of cheating, plagiarism, and fabrication are considered academic fraud. Cheating occurs when students do not do their own work in an academic exercise or assignment. Plagiarism occurs when students appropriate the work or ideas of another without acknowledgement, or fail to correctly identify the source, whether it is done consciously or inadvertently. Examples include, but are not limited to, the following actions:

- Presenting and paraphrasing information and ideas from sources without credit to the source;
- Use of direct quotations without quotation marks and without credit to the source.
- Failure to provide adequate citations for material obtained through electronic research;
- Downloading and submitting work from electronic databases or websites as your own work or without citing sources;
- Participation in a group project that presents plagiarized materials;
- Submitting material created/written by someone else as your own, including purchased term/research papers, art, music, performance, etc;
- Copying from another student's examination;
- Allowing a student to copy from another student's examination;
- Using outside materials on an examination, assignment, etc. that are not authorized for use during the examination, assignment, etc;
- Collaborating on a project that was intended to be completed individually;
- Preparing or obtaining notes to take into a closed-book examination, for example, writing on the hand or desk, preparing a crib sheet, or storing information in any other format for use and retrieval during the examination;
- Using written notes or information, or electronic devices, such as a laptop computer, phone, or calculator in an unauthorized manner to store, share, and/or retrieve information during an examination;
- Falsifying citations, for example by citing information from a nonexistent reference;
- Listing sources in the bibliography that were not used in the academic exercise;
- Engaging another individual (whether a part of the College community or from outside of the College community) to complete the student's examination, to complete the student's academic exercise, or to write the student's paper;
- Self-Plagiarism, or "recycling" work, in which previously written or published work is presented as newly written;
- Duplicate submissions (submitting one assignment to two different courses without specific permission of both instructors), at any point during your academic career, regardless of when the work was created.

Defining "Common Knowledge"

Information that is found consistently in multiple sources (such as reference books or textbooks), is easily accessible, and is known to be true by a wide audience is generally assumed to be common knowledge and would not need to be documented. Information from sources not readily available to most people, which concentrates on a specific field or subject area, and contains jargon not commonly used and specific to a discipline or field of study, should be documented.

Students who are unsure whether or not specific information is considered to be common knowledge should consult their course instructor to avoid plagiarism.

In general, students' work must be their own. Violations of academic honesty are taken very seriously. Penalties for violations range from failing assignments or tests to dismissal from the College. These acts violate the Antioch College Honor Code and damage trust in one another. Community members, who witness or suspect violations of academic integrity, should report the suspected offender to the instructor.

Levels of Violation

There are two levels of violation: major and minor infractions.

- Minor Infraction – A violation that occurs either without clear evidence of the intention to deceive or with evidence that is insufficient to constitute proof. While a minor infraction is not a major infraction, a second minor infraction of the same nature will be treated as major infraction.
- Major Infraction – A violation with evidence that supports the student’s intention to deceive and/ or a continued pattern of disregard for the conventions of academic integrity.

Conflict of interest in academic honesty cases

For cases of academic dishonesty, “conflict of interest” is defined in part on a person’s role in the process, and in part on a person’s relationships to the student(s) and instructor(s) directly involved in the alleged breach of academic integrity. No person who has brought an academic integrity case against the specific student, or who has a close personal relationship with the accused student, may serve in a decision-making role on the committee; however, said individuals may remain in non-decision making roles, such as advisor or support person.

The committee for hearing academic honesty cases

While all cases of breaches of academic integrity are heard by APRC, additional persons will join APRC for academic honesty hearings, as follows:

1. Student members: 2 (from a pool of up to 20)
 - a. At the beginning of each academic year, Community Council (ComCil) shall create a pool of up to twenty students, who have been at Antioch College for at least one full academic year
 - i. To maintain continuity, no more than ten members may be different than the previous academic year’s pool
 - ii. All members of the pool must be trained appropriately, including in the procedures for hearing academic honesty cases, on how to maintain strict integrity and confidentiality, etc. The Office of Academic Affairs (OAA) and ComCil will jointly decide how the training is to be conducted.
 - iii. No student who has been found guilty of an infraction of academic honesty may be a member of the pool.
 - b. When an academic honesty case is to be heard, the Registrar will select two trained students from the pool, who have no conflict of interest with the case at hand
2. Faculty members: As needed (to maintain integrity)
 - a. OAA shall maintain a pool of faculty members, who have been at Antioch College for at least one full academic year, and who are not currently away from the college for extended periods (research term, leave of absence, etc.)
 - i. All members of the pool must be trained appropriately, including in the procedures for hearing academic honesty cases, on how to maintain strict integrity and confidentiality, etc. The Office of Academic Affairs (OAA) will decide how the training is to be conducted.
 - b. When an academic honesty case is to be heard, the Registrar will replace any faculty member of APRC who has a conflict of interest with the case at hand, with a faculty member from the pool.
 - i. If a faculty member who normally serves on APRC has an advisee come before the committee, the faculty member shall recuse themselves of their role as an APRC member (with replacement as above), but may remain as the student’s advisor.
 - ii. If a faculty member who normally serves on APRC has brought the case of academic dishonesty against the accused student, the faculty member shall recuse themselves of their role as an APRC member (with replacement as above), but may remain as the complainant.
 - iii. No person who has brought an academic integrity case against the specific student may serve in a decision-making role on the committee.
3. Replacement of committee members in the case of conflict of interest
 - a. Any member of an academic honesty hearing case, who has a *decision-making role* on the committee, and who has a conflict of interest, must be replaced with another member of similar status, consistent with the composition of the committee.
 - i. While support persons for the student or faculty, and the student’s advisor, may not have

decision-making roles on the committee, they may still be present, as they have an accepted vested interest.

- b. Students and faculty will be replaced, as noted above.
- c. Administrators from OAA with a conflict of interest will be replaced with another administrator of a similar type.
 - i. Instances of administrators with teaching and/or advising duties shall be handled similarly to the faculty cases above, except that another OAA administrator will fill their normal role on the committee

Support persons for students and faculty

At any step in the procedure, the student or the faculty member may invite another Antioch community member to accompany them to any of the meetings to assist with resolution, within certain limitations. It is of the utmost importance that any and all support persons maintain strict confidentiality and uphold the integrity of the process. The role of support persons is, as requested, to provide support, advice, or assistance to the student or faculty requesting their presence, and to advise the student or faculty in preparing for the hearing. Support persons may not have decision-making roles on the committee, given the inherent conflict of interest.

By default, the support persons for a student are their academic advisor, who will attend the hearing on behalf of the student, and possibly one additional community member, as described below. In the instance that the academic advisor is the person bringing the claim of academic dishonesty against the student, the advisor may not be a support person, and will instead attend the meeting as the person bringing the claim (the complainant); no additional support person will replace the advisor in this instance.

- 1. A student may select another student only from the approved pool of trained students created by ComCil. A student may only select a staff or faculty member who has worked at Antioch College for at least one full calendar year.
- 2. A faculty member may only select a staff or faculty member who has worked at Antioch College for at least one full calendar year.

Procedure

Faculty members are allowed to have their own additional course-specific policies for how academic dishonesty is handled, but are limited in the sanctions that may be imposed without a formal hearing. Instructors may choose to handle cases within their own course, and/or to proceed with formal action.

Individual faculty members are responsible for determining if the alleged violation should be:

- 1. Handled by the instructor internally (within their course). Although the instructor may issue a failing grade for the assignment, project, exam, etc., the instructor may not issue a failing grade for the course. However, failure of the course may result due to the weight of the assignment, project, exam, etc.; or
- 2. Referred to APRC with the recommendation that the violation be treated as a minor infraction; or
- 3. Referred to APRC with the recommendation that the violation be treated as a major infraction.

The faculty member(s) should meet with the student to discuss the alleged act of academic dishonesty. During this meeting, the faculty member may request sources from the student or ask questions to determine the student's familiarity with the material in question. When possible, the instructor should arrange to meet with the student within one calendar week of becoming aware of the alleged violation.

The faculty member(s) should gather the evidence that confirms academic dishonesty (e.g., make copies of the assignment; get citations for, or copies of, the sources that were plagiarized).

If a faculty member chooses to proceed with formal action, the student attends a meeting called by the Academic Policy and Review Committee (APRC) with the faculty member(s) and advisors to discuss the incident. In this meeting, the following should be addressed:

1. Describe the evidence that confirms that academic dishonesty occurred.
2. Listen to the student's response.
3. Review what academic dishonesty is, how it violates the Honor Code, how it is unacceptable in a scholarly community and how to cite sources properly.
4. Review the College's Academic Honesty Policy and procedures with the student.
5. Inform student of what the consequences may be (see Resolutions of Academic Dishonesty Cases below).

After this meeting, the faculty member(s), the student's advisors (if in attendance), and APRC will determine the consequences.

Before the consequences are determined, APRC will request that the registrar review the student's record to confirm if this is a first or second incident, etc., and then APRC completes the Academic Dishonesty Report form. If records indicate that this is not the student's first offense, the policy for the second (etc.) offense (see consequences of academic dishonesty below) will be put into effect. Knowledge of a student's prior record should be used in determining penalties, but must not enter into the decision about the presence or nature of academic dishonesty. All parties will retain copies of the report and its accompanying documentation after the hearing and a copy will be forwarded to the registrar to become a part of the student's academic record.

Resolutions of Academic Dishonesty Cases

Resolution of all formal cases of academic dishonesty minimally requires remediation. However, APRC may, at its discretion, include additional outcomes that are restorative, punitive, and/or educative in nature.

Any offense: The student may be required to write a formal letter of apology to the course instructor(s). The student may be required to (re)take training regarding academic dishonesty. APRC may require additional measures. In all cases of violations except the third, APRC in consultation with the instructor in question will determine the appropriate level of sanction for each violation. Lesser violations should receive lesser penalties, whereas more serious violations should receive more serious consequences. In all instances, instructors and APRC are encouraged to enact restorative and educative justice practices in all appropriate cases.

Minor violation: Sanctions can include failure of the assignment (which may result in failure of the course due to the weight of the assignment), or failure of the course regardless of the weight of the assignment.

First major violation: Sanctions can include failure of the assignment (which may result in failure of the course due to the weight of the assignment), or failure of the course regardless of the weight of the assignment, or academic suspension.

Second major violation: Academic suspension or dismissal

Third major violation: Academic dismissal

The student is notified of the outcome of the Academic Honesty hearing in writing by the Chair of the Academic Policy Review Committee (APRC) via email to their Antioch College email address and hardcopy letter in their Antioch College mailbox.

Appeal

The decision and sanctions resulting from an Academic Honesty hearing by APRC may be appealed by the accused student in writing to the Vice President of Academic Affairs (VPAA) or their designee at oa@antiochcollege.edu.

To receive consideration, an appeal must be full and complete upon submission, including in it the basis for appeal, the rationale for any claims or arguments to consider an appeal, and must be submitted by within three (3) business days of the date of the email and letter notification from APRC.

- A business day is defined as any day the College is open, whether or not classes are held, but does not include weekend days and holidays observed by the College.
- A student's submission of an appeal suspends the imposition of sanctions until the appeal is decided.

- Until both the APRC hearing and appeal are concluded, a student receives an “M” grade indicator (Academic Integrity Indicator) on their transcript for the course in question. While this indicator does not affect GPA, it also does not indicate successful completion of the course, and thus the course in question cannot be used to satisfy degree requirements or to meet prerequisites, until the appeal is resolved. (See the “Evaluation of Academic Performance: Grades (p.)” section in the Catalog, subsection “Other Grade Indicators in Use (p.)”)

Basis for consideration of appeal may only be one of the following:

- **The Process was conducted unfairly.** The student argues that the procedural protections were not provided appropriately, the original hearing was not conducted fairly in light of the charges and information presented, or that there were violations of the procedures as laid out in the policy.
- **New information.** The student argues that the Provost and VPAA or their designee should consider new information sufficient to alter a decision or other relevant facts not available during the original hearing.
- **Inappropriate sanctions only in cases of suspension or dismissal.** The student argues that the sanction imposed was not fair and reasonable relative to the violation for which the student was found responsible.

The Provost and VPAA or their designee will notify the student within three (3) business days whether or not there is a basis for appeal, and, if so the form of the appeal.

At the discretion of the Provost and VPAA or their designee appeals may take the form of Administrative Appeals considered by the Provost and VPAA or their designee or referred back to APRC for consideration based on the information provided in the appeal letter.

If an Administrative Appeal is granted the Provost and VPAA or their designee shall investigate the grounds for appeal, request information from all relevant parties, and request additional evidence or information in the decisions of the appeal. The Provost and VPAA or their designee further has the authority to uphold or modify the sanctions of APRC, which can include increasing or decreasing the original sanction(s). The recommendation of any designee will then be returned to the VPAA or their designee for consideration and acceptance.

The Provost and VPAA or their designee may also refer the matter back to APRC for reconsideration in light of the new information presented in the appeal and/or to reconsider the sanction(s). The recommendation of APRC will then be returned to the VPAA or their designee for consideration and acceptance.

The decision of the VPAA or their designee is final and will be communicated to both the student and the faculty member, and to the Registrar as the Chair of APRC.

A student dismissed for academic dishonesty may petition the college for reinstatement after one calendar year (see Reinstatement Policy (p.)).

Leave and Withdrawal Policy

If a student leaves the school for any reason before the end of a term, by default, the student will receive the grades they would have earned but missing all the remaining work in their courses, which in most circumstances would result in Fs. In certain circumstances, based upon the timing of the departure and in accordance with established policies, a student may request an institutional leave or a withdrawal and may be eligible for Ws or INs (see Other Indicators in Use in the Passing Grade Policy).

If a student has been granted a Leave of Absence after the end of a quarter in which they have received in incomplete, the incomplete deadline will be extended for one quarter. There are no exceptions to this extension unless the student petitions and receives approval from APRC.

All leaves from the college have a potential impact on Title IV recipients. Regardless of the reasons, absences accumulated during an instructional leave will affect a student’s financial aid eligibility if the period of leave is two weeks or more. (See *Attendance Policy* (p.))

Categories of Institutional Leaves

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

Medical Leave – A leave due to health-related issues, including physical or psychological reasons, major surgery, pregnancy or some other form of health-related problem or concern. Students applying for a medical leave must provide appropriate supporting documentation from a health care professional. Medical documentation must cover the entire requested leave time including any recuperation period after medical treatment. Without documentation a student will instead be withdrawn. If a student is unable to make the request, the student's emergency contact of record can facilitate the application and provide the supporting documentation.

Academic Leave – A leave indicative of an academic opportunity not sponsored by Antioch College such as studying abroad, employment related to educational goals and academic major, or participation in outside research. Students applying for an academic leave must provide appropriate supporting documentation. Please note that students with documented disabilities may be eligible for a Horace Mann Fellowship extension (see Center for Academic Support Services).

Military Leave/Call to Active Duty – A leave due to a military assignment that must be completed away from Antioch College or by being called to active duty. Students applying for a military leave must provide appropriate supporting documentation from a reporting office of any branch of the United States military.

Requests for Leave forms are available in the Registrar's Office or in the Office of Student Life. Submission of completed requests must include any additional documentation that supports the student's request for leave. An official notification of the request approval will be sent to the student by the registrar. *All students who receive financial aid from Antioch College must consult with the Office of Financial Aid before withdrawing.*

De-enrollment – Withdrawing from the College

A student may officially withdraw from all courses and disenroll from the college at any time during the quarter. If the withdrawal form is submitted before the end of the seventh week of the quarter, Ws will be recorded for all registered courses. The student may also be eligible for a partial refund (see Refund Policy). Ws cannot be recorded after the seventh full week of a quarter; work completed through this point in the term is sufficient to warrant an actual letter grade, which in most circumstances would result in Fs. A request for a withdrawal submitted after the seventh week of the quarter will be processed at the end of that quarter.

Re-Enrollment Following Approved Request for Leave

A student who has received an approved request for leave or who withdrew from all courses during a term may be eligible to return to Antioch College. A notification of Application for Re-Enrollment must be submitted to the Registrar's Office no later than the end of the seventh week of the term prior to the anticipated term of return. No exceptions will be made. Relevant offices review the request for reinstatement and the student will be informed about the decision upon completion of the internal process (see Reinstatement Policy (p.)).

Short-Term Leaves of Absence

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

Leave of Absence for International Students

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

Procedures for Leaves and Withdrawals

These procedures for approvals of leaves of absence and withdrawals have been developed to ensure accurate and timely communication of official student enrollment statuses.

Upon notification of approved leaves and withdrawals, the Registrar's Office will process the request and immediately notify Academic Affairs (VPAA), the student's advisor, and each of the student's instructors. An email notification from the Registrar's Office will be used to communicate the information. Additionally, the Registrar's Office will maintain a comprehensive spreadsheet of all students whose status is affected by leaves and withdrawals as the term progresses. This spreadsheet will be sent to:

- Academic Affairs
- Faculty
- Library
- Student Life
- Housing
- Financial Aid
- Student Accounts
- Cooperative Education
- IT

Anytime a student is added to the spreadsheet or the status of a student already on the spreadsheet changes, an updated copy will be sent to all parties.

Academic Leaves

- Submitted to the Registrar's Office on a form available in the Registrar's Office or from the Dean of Students (*Leave of Absence Request Form*)
- Reviewed by APRC at its next scheduled meeting
- Chair of APRC will send official letter of decision to the student. A copy of the letter will be sent to the Registrar's Office for inclusion in the student's file.
- The Registrar's Office will send an email notification to all departments:
- Academic Affairs
- Faculty
- Library
- Student Life
- Housing
- Financial Aid
- Student Accounts
- Cooperative Education
- IT

Deadline for submission of the form: Friday of the seventh week of the quarter for a leave that will take place during that quarter; or prior to completion of the current quarter for a leave that will take place during the next quarter.

Medical Leaves

- Submitted to the Registrar's Office on a form available in the Registrar's Office or from the Dean of Students (*Leave of Absence Request Form*)
- Reviewed by Dean of Students and the VPAA
- Dean of Students will send official letter of decision to the student. The application and a copy of the letter will be sent to the Registrar's Office for inclusion in the student's file.
- The Registrar's Office will send an email notification to all departments:
- Academic Affairs
- Faculty

- Library
- Housing
- Financial Aid
- Student Accounts
- Cooperative Education
- IT

Although there is no deadline for the submission of requests for leave, advanced notice is required. The request is due within one week of the desired start date of the leave or the end of the quarter, whichever is sooner. Note that in some circumstances where students are unable to submit the request themselves, the Registrar's Office can initiate an official withdrawal. (see Other Grade Indicators in Use in the Passing Grade Policy).

Requesting a Medical Leave of Absence after the Withdrawal Deadline

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

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

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

Military Leaves

- Submitted to the Registrar's Office on a form available in the Registrar's Office or the Dean of Students (Leave of Absence Request Form)
- Reviewed by Dean of Students and VPAA
- The Dean of Students will send an official letter of decision to the student. The application and a copy of the letter will be sent to the Registrar's Office for inclusion in the student's file.
- The Registrar's Office will send an email notification to all departments:
- Academic Affairs
- Faculty
- Library
- Housing
- Financial Aid
- Student Accounts
- Cooperative Education
- IT
- Although there is no deadline for the submission of requests for leave, advanced notice is required. The request is due within one week of the desired start date of the leave or the end of the quarter, whichever is sooner. Note that in some circumstances where students are unable to submit the request themselves, the Registrar's Office can initiate an official withdrawal. (see Other Grade Indicators in Use in the Passing Grade Policy).
- Medical leaves cannot be processed without proper medical documentation. In an emergency situation when a student is unable to make the request and the emergency contact of record cannot immediately supply medical documentation, a Temporary Absence Notification can be sent to the Registrar's Office until such time that the medical documentation can be provided. Temporary Absence Notifications may come from the Office of Community Life, Counseling Services, Health Services, or Academic Affairs. A Temporary Absence Notification is not a substitute for official leave paperwork. Medical documentation must be provided within seven days of the student's return to Antioch College or the leave will be processed as withdrawal.

Emergency Leaves

- Submitted to the Registrar's Office on a form available in the Registrar's Office or from the Dean of Students (Leave of Absence Request Form)
- Reviewed by Dean of Students and the VPAA
- The Dean of Students will send an official letter of decision to the student. The application and a copy of the letter will be sent to the Registrar's Office for inclusion in the student's file.
- The Registrar's Office will send an email notification to all departments:
- Academic Affairs
- Faculty
- Library
- Housing
- Financial Aid
- Student Accounts
- Cooperative Education
- IT
- Although there is no deadline for the submission of requests for an emergency leave, advanced notice is required whenever possible. The very nature of an emergency leave can sometimes negate advanced notice. Note that in some circumstances where students are unable to submit the request themselves, the Registrar's Office can initiate an official withdrawal. (see Other Grade Indicators in Use in the Passing Grade Policy).

Withdrawals

- Official notification of intent to withdraw must be submitted to the Dean of Students on a form available from the Dean of Students (Official Withdrawal Form). The withdrawal date will be the date the student submits the form.
- The Dean of Students will review the completed form with the Vice President for Academic Affairs (VPAA) and then forward the completed form to the Registrar's Office for processing.
- The Registrar's Office will send an email notification to all departments:
- Academic Affairs
- Faculty
- Library
- Housing
- Financial Aid
- Student Accounts
- Cooperative Education
- IT

New Students Arriving Late to Campus

All new students to Antioch College are required to attend a new student orientation during the week before the quarter begins. At times, unavoidable circumstances may prevent a student from arriving to campus until after the start of the quarter. A request for a late arrival to campus can be made through the Dean of Students. The Dean of Students will notify the Registrar's Office of approved late arrivals, and the Registrar's Office will notify all departments. Academic Affairs will ensure that arrangements are made to facilitate aspects of new student orientation (i.e. placement testing, general education requirements overview, registrar and academic services overview, academic advising, and registration) upon the student's arrival to campus.

Reinstatement Policy

The purpose of this policy is to document the procedures for a student returning to a course of study at Antioch College after a leave of absence, withdrawal, suspension, or dismissal. These procedures are intended to outline the general process by which a student applies for reinstatement, but may not cover all possible circumstances. This policy makes no assumptions about nor

offers any insights into the possibility of the success of a student's reinstatement. However, it should be noted that the final authority for reinstatement lies with the appropriate decision making bodies as enumerated below. Simply following any of these procedures does not guarantee reinstatement.

Reinstatement, if successful, does not guarantee access to particular courses, co-ops, or financial aid. Registering for courses, arranging for a co-op, and assessing financial aid eligibility are processes that are unique from reinstatement. It is the responsibility of the student to contact the appropriate offices to make arrangements for these services. Registering for courses, arranging for co-ops, and determining financial aid eligibility takes time. It is in the student's best interest to submit their application well before the deadline.

In all cases of reinstatement in which the student was out of school for a full calendar year or more, the registrar in consultation with the student's advisor and/or APRC will determine whether the student will continue with the degree requirements in effect when they first enrolled, or with the requirements in effect at the time of reinstatement.

Because of the periodic way in which study terms and co-op terms alternate and the economical way in which courses are scheduled at a small institution like Antioch College, a leave of absence can have a profound effect on a student's progress toward graduation. In order to help ensure that the student is prepared to recover from this interruption in their education, when the student plans a leave of absence the student is required to work with their advisor to update their degree plan. A copy of the updated plan must be submitted to the Registrar's Office along with the request for the leave. Students who wish to plan a leave but have not yet declared a major are encouraged to declare their major before taking the leave. Students who are not prepared to declare a major at the time a leave is being planned may submit a copy of their degree audit prepared by the registrar.

A student who withdraws from Antioch College for personal reasons rather than face disciplinary charges that are pending against that student will not be eligible for reinstatement, re-enrollment, or an Antioch College degree, and a notation to this effect will be entered on the transcript.

Returning to School after a Leave

Leaves of absence are, generally, approved to last for one term or only a part of a term. The student must return to school immediately after the approved end of the leave for a leave that involves only a part of a term. In the case of a leave approved for an entire term, the student must return to school at the start of the next term. Students who fail to return on time will be withdrawn from Antioch College and will have to apply for reinstatement by submitting an Application for Re-Enrollment to the Registrar's Office (see Reinstatement after an Undocumented Withdrawal). Applications for Application for Re-Enrollment are available from the Registrar's Office.

Students who fail to return to school within one year of the approved end date of the leave submit an Application for Readmission through the Office of Admission. This does not apply to military leaves (see Reinstatement Following a Military Leave).

Reinstatement after an Academic Leave

Students who take an academic leave from the College must submit an Application for Re-enrollment form to the Registrar's Office no later than five weeks before the start of the term for which the student wishes to return. No exceptions will be made. Forms received after this deadline will not be considered for the next term. Instead, they will be considered for the following term.

Reinstatement Following a Medical Leave

Students who take a leave of absence for medical reasons must submit an Application for Re-enrollment form to the Registrar's Office no later than five weeks before the start of the term for which the student wishes to return. No exceptions will be made. Forms received after this deadline will not be considered for the next term. Instead, they will be considered for the following term.

Reinstatement Following a Military Leave

Students who take a leave of absence for military service must submit an Application for Re-enrollment form to the Registrar's Office no later than five weeks before the start of the term for which the student wishes to return. No exceptions will be made. Forms received after this deadline will not be considered for the next term. Instead, they will be considered for the following term.

The student must also submit a copy of their military release certificate or a resident certificate with the Application for Re-enrollment. Either of these documents will include the duration of service and the date of discharge. The end date of the leave is not necessarily the date confirmed by the leave of absence form, but the end of the term in which the date of discharge occurs. (Typically, the end date of the leave will not be known to the student at the time the leave is requested.)

Students who fail to return to school within three years of the approved end date of the leave must submit an Application for Readmission through the Office of Admissions. Students who are recovering from injuries incurred during active duty will have an additional two years (a total of five years) to return to Antioch College.

Reinstatement after Voluntary Withdrawal

Students who voluntarily withdraw from the College and wish to return before one calendar year has passed since the date of their withdrawal must submit an Application for Re-enrollment form to the Registrar's Office no later than five weeks before the start of the term for which the student wishes to return. No exceptions will be made. Forms received after this deadline will not be considered for the next term. Instead, they will be considered for the following term.

Students who voluntarily withdraw from the College and wish to return after one calendar year has passed since the date of their withdrawal must submit an Application for Readmission through the Office of Admissions.

Reinstatement after an Undocumented Withdrawal (failure to attend)

Students who have been administratively withdrawn from the College for non-attendance and wish to return before one calendar year has passed since the date of their withdrawal must submit an Application for Re-enrollment to the Registrar's Office no later than five weeks before the start of the term for which the student wishes to return. No exceptions will be made. Applications received after this deadline will not be considered for the next term. Instead, they will be considered for the following term.

The Deans Council will review Application for Re-enrollment and any supporting documentation provided by the student. The Deans Council may consult with the student's academic, co-op, or language advisors, previous instructors of courses, or any other persons the Deans Council believes may be able to provide relevant information that will assist in making its decision. After its review, the Deans Council will determine whether or not the student may be reinstated and the conditions under which the student may be reinstated. The Deans Council will notify the student of its decision via the Registrar's Office. A copy of the letter will be included in the student's academic file.

An appeal of Deans Council's decision may be made by written petition to the Provost no later than three business days from the date of notification of Deans Council's decision. The basis for consideration of appeal may only be one of the following:

- **The Process was conducted unfairly.** The student argues that the decision was not made fairly in light of the information presented, or that there were violations of the procedures as laid out in the policy.
- **New information.** The student argues that the Provost should consider new information sufficient to alter a decision or other relevant facts not available during the original hearing.

Students who have been administratively withdrawn from the College for non-attendance who wish to return after one calendar year has passed since the date of their withdrawal must submit an Application for Readmission through the Office of Admissions.

Reinstatement after Academic Suspension

Students placed on academic suspension must submit an Application for Re-enrollment form to the Registrar's Office no later than five weeks before the start of the term for which the student wishes to return. No exceptions will be made. Applications received after this deadline will not be considered for the next term. Instead, they will be considered for the following term.

The Deans Council will review Application for Re-enrollment and any supporting documentation provided by the student. The Deans Council may consult with the student's academic, co-op, or language advisors, previous instructors of courses, or any other persons the Deans Council believes may be able to provide relevant information that will assist in making its decision. After its review, the Deans Council will determine whether or not the student may be reinstated and the conditions under which the student may be reinstated. The Deans Council will notify the student of its decision via the Registrar's Office. A copy of the letter will be included in the student's academic file.

An appeal of Deans Council's decision may be made by written petition to the Provost no later than three business days from the date of notification of Deans Council's decision. The basis for consideration of appeal may only be one of the following:

- **The Process was conducted unfairly.** The student argues that the decision was not made fairly in light of the information presented, or that there were violations of the procedures as laid out in the policy.
- **New information.** The student argues that the Provost should consider new information sufficient to alter a decision or other relevant facts not available during the original hearing.

Students may apply for reinstatement after only one academic suspension. A second academic suspension will result in automatic dismissal from the College.

Reinstatement after Academic Dismissal

A student dismissed for academic reasons may petition the college for reinstatement after one calendar year. The student should provide evidence that they have taken steps to correct the problems that contributed to their academic deficiencies. Such evidence may include successful full-time coursework at another institution of higher learning*, productive work experiences, or other significant achievement. The student should also submit at least two letters of recommendation and the appropriate degree-planning sheet for the student's major.

* Antioch College students who complete coursework at another college or university with the intent of transferring credit to Antioch College must obtain prior approval from the registrar. Coursework submitted for transfer that has not been pre-approved will not be considered.

A student who has been dismissed for academic reasons may apply for reinstatement by submitting an Application for Re-enrollment to the Registrar's Office no later than five weeks before the start of the term for which the student wishes to return. No exceptions will be made. Applications received after this deadline will not be considered for the next term. Instead, they will be considered for the following term.

The Deans Council will review Application for Re-enrollment and any supporting documentation provided by the student. The Deans Council may consult with the student's academic, co-op, or language advisors, previous instructors of courses, or any other persons the Deans Council believes may be able to provide relevant information that will assist in making its decision. After its review, the Deans Council will determine whether or not the student may be reinstated and the conditions under which the student may be reinstated. The Deans Council will notify the student of its decision via the Registrar's Office. A copy of the letter will be included in the student's academic file.

An appeal of Deans Council's decision may be made by written petition to the Provost no later than three business days from the date of notification of Deans Council's decision. The basis for consideration of appeal may only be one of the following:

- **The Process was conducted unfairly.** The student argues that the decision was not made fairly in light of the information presented, or that there were violations of the procedures as laid out in the policy.
- **New information.** The student argues that the Provost should consider new information sufficient to alter a decision or other relevant facts not available during the original hearing.

Reinstatement after Community Life Issued Suspension

Students placed on a Community Life issued suspension, either through the Dean of Students' office or by the Community Standards Board, must submit an Application for Re-enrollment to the Registrar's Office no later than five weeks before the start of the term for which the student wishes to return. No exceptions will be made. Applications received after this deadline will not be considered for the next term. Instead, they will be considered for the following term. The Dean of Students, who will issue a decision, will review the form. The Dean of Students will notify the student of its decision by letter. A copy of the letter will be included in the student's academic file.

Appeals of Dean of Students' Decisions

If a student wishes to appeal a decision made by the Dean of Students, the process is as follows:

- These appeals may address the content and consequences of a decision made by the Dean of Students.
- Appeals should be directed to the chair of the Community Standards Board (CSB), who will convene a CSB hearing board comprised of different members of CSB than the initial hearing board. This board will be convened within a week, provided the term does not end before this is possible.
- The party making the appeal shall appear before the hearing board and explain the reasons for the appeal. The hearing board should also seek information from the dean of community life and others with information pertinent to the decision.
- The hearing board will decide in closed session whether or not to hear the appeal. Should the hearing board decide that no appeal is warranted, they shall so state in writing. The reason(s) for not hearing the appeal must be entered in the official record.
- If the appeal is heard, the hearing board may uphold the decision made by the dean of community life or facilitate, according to CSB procedure, the rendering of a new decision.
- CSB decisions regarding the appeal of a Dean of Students decision are final unless other College policies permit further action.

Learning Hubs

Antioch Farm

The Antioch Farm is a working farm and learning laboratory located on Antioch College's south campus. Started in 2011, the Farm includes a two-acre annual growing area with a 600-square foot hoop house, more than five acres of pasture for animal grazing, two acres of food forest, and a composting site. And it's staffed mostly by Antioch students.

The Antioch College Farm utilizes ecological agriculture to provide an integrated context for liberal arts learning. The Farm allows students to experience, explore, and develop methods of sustainability through its interwoven functions as an outdoor laboratory for curricular study and a living forum where student labor connects to campus dining and recycling.

The average meal in the United States travels 1,500 miles to reach our tables. At Antioch College, food from the Antioch Farm travels about 1,500 feet to our Kitchens!

Antioch Review

The Antioch Review, a small independent literary magazine founded in 1941 in a small town in the cornfields of Ohio, is one of the oldest, continuously publishing literary magazines in America. Publishing essays, fiction, and poetry from promising and prominent authors, the Antioch Review has an international readership and reputation of publishing the "best words in the best order" for over 75 years.

Throughout our 75+ year history, the Antioch Review has published novelists, short story writers, and independent thinkers regardless of their formal reputation. The Review has played an important role in this literary history: Writers from Ralph Ellison to Silvia Plath to Leon E. Panetta have penned pages for the Review and critics like Gerald Early and P.F. Kluge have focused on important cultural questions.

Coretta Scott King Center

Coretta Scott King, an Antioch College alumna class of 1951, granted the College the use of her name for a center that provides education, awareness and advocacy around issues of social justice and diversity. The Coretta Scott King Center for Cultural and Intellectual Freedom facilitates learning, dialogue, and action to advance social justice.

Foundry Theater

The Foundry Theater at Antioch College is a multi-use performing arts center with a long and rich history in the village of Yellow Springs. Our vision moving forward is that it will serve as a cultural hub for Antioch College and the regional community through original programming, artists in residence, and partnerships with other mission-aligned organizations and events.

Antioch College values the history of its celebrated theater past and honors all of the work that has transpired in its performance spaces over the years. The vision for the current wave of programming at the Foundry is an expansive mix of performances across various disciplines that work to engage the broader community through a ticketed series. Providing local audiences with culturally relevant programming, The Foundry Performing Arts Series is a curated and mission-aligned season of shows that draw regional attention to both the College and the Village of Yellow Springs. It engages the current student body and facilitates positive, community-building experiences through the arts. Through its success, the Foundry is helping to solidify the College's stated vision of activated Learning Hubs and joins many of the regional theaters as a known and sought out destination for the arts. The Facility includes a 200+ seat Mainstage Theater, a 60+-seat Experimental black box theater, a sprung-floor dance studio, an atrium, and additional workshop, office, and studio spaces.

Herndon Gallery

The Herndon Gallery is both a regional arts destination and an integral learning hub at Antioch College, with exhibitions and arts programming that are highly-collaborative, interdisciplinary, and fully engaged with important contemporary global issues and ideas. Programming is organized to facilitate dialogue and to foster connections between current world issues and contemporary art, locally, regionally, and globally through innovatively curated exhibitions, our Artists-in-Residence program, and Arts at Antioch curatorial and programming projects.

The Wellness Center

The newly renovated 44,000-square-foot Wellness Center is a place for the College and the community to come together and focus on fitness and health. Spacious and filled with natural light, the Center is designed to preserve historic architectural elements while incorporating modern amenities. It embraces Antioch's vision of sustainability by meeting LEED standards.

The Wellness Center features the following amenities:

- A six-lane, regulation-length indoor swimming pool made cleaner and greener with UV filtration system
- A large therapeutic whirlpool
- A fully equipped fitness room with state-of-the-art cardio equipment, strength machines, weight lifting equipment, and a walking track
- Indoor courts for basketball, volleyball, badminton, and pickleball
- Studio spaces for group fitness classes, martial arts, yoga, and more
- Two racquetball courts
- Outdoor tennis courts
- Large multi-use space for special events, lectures, conferences, retreats, and performances
- Lounge and patio spaces for gathering
- A healthy grab-and-go snack bar

The Center offers a wide range of classes taught by experienced and certified instructors. Programs include: group fitness, mind/body classes such as meditation, martial arts, and yoga, intramural and club sports, aquatic fitness, swimming and tennis lessons, personal training, special events, educational programming, outdoor expeditions, and much more. We expect to adjust programmatic offerings based on community interest and feedback. Child-care and programming for children is available for certain hours.

Pre-Professional Advising

Every student is assigned a three-member faculty advising team: academic advisor, co-op advisor, and language advisor, as well as a student success coordinator in Student Affairs. Each term, academic advisors help students register for classes and develop a degree plan. Just as important, a faculty advising team helps students find connections between their classrooms, co-ops, and community engagement. Through this holistic approach, students identify interests and develop their purpose by exploring a range of career possibilities, graduate school options, and other personal goals.

Some career goals require post-baccalaureate certification or graduate credentials in order to enter, advance, or practice in the professional field. For instance, education certification, social work licensure, or a law degree. Beginning fall 2023, we are investing additional resources in pre-professional advising to help illuminate pathways into some of those professions where Antiochians have long successfully entered, often through alternative pathways: Pre-Applied Sciences, Pre-Education, Pre-Law, Pre-Medical and Pre-Health, Pre-Social Services.

Pre-professional advisors are knowledgeable about a specialized professional field and keep current as it evolves, including around credentials and requirements you will need beyond your BA or BS degree from Antioch. Pre-professional advisors may host group information sessions and gatherings, as well as provide individual advice and support regarding courses, co-ops, activities, and other experiences at Antioch that can put you on a path to successfully entering these professions.

Pre-Applied Sciences

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

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

Pre-Education

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

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

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

Pre-Legal Studies

Students are admitted to law school from almost every academic discipline. At Antioch College, students preparing for law school may choose to study an interdisciplinary academic focus that enables them to develop their knowledge and skills in the areas of problem-solving, critical thinking, written communication, oral communication, and research methodologies. Students also have the option of designing their own major that incorporates academic disciplines considered to be traditional

preparation for law school, such as history, philosophy, or political economy. Whatever academic pathway you select, you are encouraged to engage with areas of study that interest and challenge you, take difficult courses from demanding instructors, and pursue cooperative education experiences in the legal field.

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

Pre-Medical and Pre-Health

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

Pre-Social Services

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

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

College Resources

Student Services

Academic Support Services

The Student Success Coordinator provides student success advising and programming through peer mentoring, basic skills coaching, first year workshops, tutoring and entry assessments in mathematics and writing for all students.

Career Positioning

Career Positioning at Antioch College is focused on helping students advance themselves within particular communities of professional practice as they pursue their career goals, prepare for graduate school, develop applications for nationally competitive awards, or seek other opportunities that will enrich their undergraduate experience and early careers. The Cooperative Education (Co-Op) Faculty leads campus coordination of Career Positioning efforts using the students' preparation and engagement in the Co-Op Program as a foundational springboard. Every four-year student is required to complete a minimum of three cooperative education experiences for graduation. Through co-op advising and coursework, students engage in creative resume development, cover-letter writing, interview practice, web-presence development, and social media techniques. Additionally, students explore multiple communities of professional practice directly through field experiences on co-op as they continue to identify and pursue their career interests and forge meaningful future pathways. Students work closely with their Co-Op Advisors throughout their time at the College as they apply for opportunities, document their accomplishments, and navigate towards a purposeful future post-graduation.

Counseling Services

Counseling Services are an integral part of health and wellness at Antioch College. Free counseling services are available to all students currently enrolled at the college. The campus counselor provides psychological assistance, psychoeducation, social supports, crisis intervention, assessments, and referrals to off-campus mental health resources. Individual counseling, as well as consultation and in-service trainings for faculty and staff on significant issues related to student mental health are available. In addition, phone and email consultations may be available to students on co-op on a case-by-case basis. All services are confidential and within the ethical and legal guidelines of the Ohio Counselor, Social Work, Marriage and Family Therapy Board. Contact for Counseling Services can be made via email or phone at counselingservices@antiochcollege.edu or 937-319-0070.

Disability Services

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

Early Alert Warning System

The Early Alert Warning System allows Academic Support Services to assist students who are having academically related

problems in their classes. Faculty members submit early alert reports detailing excessive absences, poor study habits, failure to complete assignments, etc. Staff will contact students by email, phone, and/or letter requesting a meeting to address areas of weakness or difficulty. Staff will also connect with the First Watch Academic Intervention Committee (FWAIC) to arrange for appropriate support and intervention.

Student Affairs, Office of

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

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

Tutorial Services

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

The Writing Institute

The Writing Institute at Antioch College is an innovative hub for multimodal composition and inspired practice of the writing craft. Faculty, Writing Fellows, and Peer Tutors provide focused support and mentorship through individual meetings with students writing in any genre or disciplinary convention across the Antioch curriculum. The Writing Institute also offers drop-in consulting for quick feedback on works-in-progress, resources for overcoming writer’s block, and online live-editing sessions.

The Writing Institute works to help scaffold writing skills across the curriculum, and offers printed resources and workshops that support writing projects common to the Antioch experience, including the Life Aims Paper, the self-design major Statement of Inquiry, Senior theses, and the Senior Reflection Paper—as well as technical writing support for the co-op resume, cover letter, and digital portfolio. Writing mentorship includes faculty consultations, peer tutoring, the Alumni Writers Program, student-led writing groups, and faculty-led write-ins. The Writing Institute and program at Antioch College also fosters opportunities in multimodal composition and the Digital Liberal Arts, creative nonfiction, reportage, literary journalism, writing immersions, public readings, Writers-in-Residence, and community outreach.

While on or off campus, students can ask questions or request a consultation by contacting writing@antiochcollege.edu.

Additional Resources and Facilities

Birch Hall

Birch Hall is named after Hugh Taylor Birch, a 1929 alumnus who donated Glen Helen to Antioch College to honor the memory of his daughter. It was designed by Eero Saarinen who also designed the St. Louis Gateway Arch. Birch Hall is considered an outstanding example of the modern Cubist style of post WWII architecture and was completed in 1948.

Antioch Amphitheater

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

CANVAS

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

Antioch College Kitchens

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

Information Technology and Media Services

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

McGregor Hall

Along with the Arts and Sciences Building, McGregor Hall, centrally located on the Yellow Springs campus, is one of Antioch's primary classroom buildings. In addition to classrooms, McGregor houses faculty offices, the Writing Institute, Registrar's Office, and Student Billing. McGregor was constructed in 1969 as the Social Sciences building and named for former Antioch president Douglas McGregor.

Arts and Science Building

The Arts and Science Building was recently renovated, and now contains modern science labs intermingled with art studios. Labs for biology, chemistry, environmental science, mathematics, and physics are situated next to studios for drawing, painting, and media arts. Mixing art and science disciplines in a single space furthers Antioch College's liberal arts mission and encourages inter- and cross-disciplinary interactions that will have a positive impact on the student learning experience, as clearly evidenced by disciplinary and interdisciplinary posters and artwork created by students proudly displayed on the walls.

As evidence of the College's commitment to sustainability, the teaching labs are retrofitted with Green Solution Hoods that cut energy costs by 96% and reduce operating costs by 70%; eliminate associated heating and cooling costs; handle liquids and solids (including acids, bases, solvents and powders)—individually or together—with a single hood; eliminate CO₂ emissions; and operate safely without polluting and contaminating the environment.

The Science Building, later repurposed as the Arts and Science Building was originally designed by Antioch science faculty in the late 1920s—construction was completed in 1930—and funded entirely by trustee Charles F. Kettering.

North Hall

One of the three original buildings at Antioch College, North Hall is centrally located near academic buildings and administrative offices. In 2011, a \$5.7 million renovation project was completed to incorporate features that combine comfort and sustainable living. Its first residents were the entering class of 1853.

The Record

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

Registrar

The Office of the Registrar maintains the students' official academic record. Primary services provided by the Registrar include, but not limited to: academic policies, interpretation and enforcement, advising guidelines, evaluation of transfer credits, graduation requirements, degree audits, course offering schedules, registration and schedule adjustment, cross registration, collection and recording of grades and narrative evaluations, maintenance of transcripts, verification of enrollment, grade reports, student standing, and resource for committees. The Office of the Registrar is committed to maintaining accurate data while protecting privacy.

Rockford Chapel

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

Solar Farm and Central Geothermal Plant

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

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

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

Olive Kettering Library

The Olive Kettering Library is named in memory of the wife of the late Antioch trustee, inventor, and engineer Charles F.

Kettering, who developed the automobile self-starter and high-octane gasoline. The library is a member of OhioLINK, the Ohio Private Academic Libraries (OPAL) consortium, and the Library Council of the Southwestern Ohio Council for Higher Education (SOCHE).

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

South Hall

South Hall houses the Office of Admission & Financial Aid, Herndon Gallery, the Office of Human Resources, the Cooperative Education Program, and the Offices of Student Life, Public Safety, and Residence Life and Services. One of three original buildings on the Antioch College campus, South Hall was listed on the National Register of Historic Places in 1975.

Weston Hall Student Space

The Student Space at Weston Hall is run by a different Student Space coordinator (elected by students) each term. There is a television room, a pool table, a piano, and a lounge area with board games. Weston Hall also houses the Alternative Library and Anti-Watt, the student-run radio station. Community Government (Comcil) offices are located in Weston Hall, as well as the offices of the student events coordinator, the space coordinator, and the C-Shop (the mobile coffee shop).

Courses

ANTC-Antioch Courses

ANTC 102 - Dialogue Across Difference (4)

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

Course Tags: ED.

ANTC 145 - Foundations of Meaningful Work: Preparation for Cooperative Education

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

ANTC 170 - Antioch Seminar: (subtitle) (3)

Antioch Seminars are experimental courses where faculty teach to their passions and interests in an open environment. While there are no restrictions on topics or content, instructors are encouraged to choose interdisciplinary or trans-disciplinary topics (especially in emerging areas), experimental pedagogies, experiential learning, and connections to campus, community, and/or consortial partners.

Course Tags: AS; ; additional tags vary by topic.

ANTC 200 - Design Your Degree (3)

In this course, students will develop a Statement of Inquiry that guides their path of self-designed study at Antioch. Students will learn to identify a phenomenon and/or articulate a set of questions that will inform their course selection, co-op placements, and engagement with campus and community partners. Students will meet with potential advisors, explore relevant modes of inquiry, and develop methodological and self-directed learning skills as they engage in preliminary studies in their area of interest. Additionally, students will update their Life Aims paper to reflect how their Self-Designed Major might enable them to reach their goals.

Prerequisite: ANTC 101, ENG 105, 2nd-Year standing (or instructor permission for other appropriate students). Course Tags: DYD.

ANTC 494 - Senior Reflection Paper (2)

During their last study term on campus, all students write a formal reflection paper about their educational experiences at Antioch College, in consultation with their faculty advisor(s) who formally evaluate this work. This paper focuses on the

relationship and integration of the various elements of their education: classroom; co-op; and community. Students should consider how particular work, study, community, and language experiences worked together and built upon each other. Students may reflect upon specific assignments, texts, or projects, and upon various successes, failures, challenges, growth experiences, and, most importantly, continued questions and areas for future growth. Overall, students should contemplate the ways in which various aspects of their Antioch College education contributed to their overall development, their sense of themselves and their future goals, and their ability to be continuing and lifelong learners. This course is writing intensive, and serves as one of the final samples of student writing.

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

ANTH-Anthropology

ANTH 105 - Cultural Anthropology (4)

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

Course Tags: SOCSCI.

ANTH 115 - Language and the Human Experience (4)

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

Course Tags: SOCSCI.

ANTH 220 - Race and Racism (4)

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

Course Tags: D-CRES, D-GSS, SOCSCI.

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

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

degradation, reproductive choice, classism, heterosexism, to transphobia. This course is designed to facilitate and encourage active engagement with the texts and discussion.

Course Tags: SOCSCI.

ANTH 245 - Environmental Justice (4)

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

Course Tags: D-CRES, D-GSS, SOCSCI, S-F.

ANTH 255 - Sex, Gender, Culture (4)

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

Course Tags: D-CRES, D-GSS, SOCSCI.

ANTH 265 - Contemporary Activist Ethnographies (4)

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

Prerequisite: ANTH 235 or instructor’s permission. Course Tags: SOCSCI, M, D-GSS, D-CRES.

ANTH 270 - ANTH 270 Special Topics in Cultural Anthropology: (subtitle) (4 credits) (1 to 4)

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

Prerequisite: Varies by topic. Course Tags: SOCSCI; additional tags vary by topic.

ANTH 299 - Independent Study (1 to 4)

The independent study is an opportunity to engage closely in research, analysis, and writing with an anthropology faculty member and to earn credit for study outside of the formal classroom setting. Credits for Independent Study are determined by the following principle: students will have 3 hours of supervised independent study per week per quarter credit, or a total of 30 hours of supervised lab/field work per quarter credit distributed less evenly over the quarter than 3 hours per week.

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

ANTH 305 - Anthropology of Space and Place (4)

This course will begin to raise our own awareness and understanding of how space is used, restricted, made sacred, or contested. It will also consider how space is connected to race, class, and gender, as well as the concepts of nation and identity. Students will become familiar with delineating spaces and also mapping their use.

Prerequisite: ANTH 105 or instructor's permission. Course Tags: SOCSCI; additional tags vary by offering.

ANTH 320 - Anthropology of Incarceration (4)

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

Prerequisite: ANTH 105 or instructor's permission. Cross-Listed as: PECO 310. Course Tags: D-CRES, D-GSS, SOCSCI.

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

In this course we will consider some of the major theoretical and ethnographic issues in the study of nationalism and ethnicity while exploring several regions of the world through ethnographies. We will examine how ethnic groups are situated and situate themselves in colonial, settler and contemporary plural societies, how states attempt to integrate ethnic groups into nations, and how ethnic groups in turn reimagine the nation. After a critical engagement with key texts, we will problematize multiculturalism and focus on how ethnic groups in the United States, Mexico and elsewhere organize around issues of sovereignty and human rights to negotiate their place within the nation. We will also consider the role of migration and globalization in shaping both ethnicities and nations.

Prerequisite: PECO 280 or instructor's permission. Cross-Listed as: PECO 310. Course Tags: D-CRES, D-GSS, SOCSCI.

ANTH 335 - Special Topics in Public Anthropology: (Subtitle) (1 to 4)

This course allows for advanced-level study of a public anthropology topic. This course may be taken more than once as long as the course title and description are distinct.

Prerequisite: ANTH 105 or ANTH 115 and Third or Fourth year standing, or instructor's permission. Cross-Listed as: PECO 310. Course Tags: SOCSCI; additional tags may vary by offering.

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

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

Course Tags: SOCSCI.

ANTH 355 - Advanced Theories in Anthropology (4)

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

Prerequisite: ANTH 105 and Third or Fourth year standing, or instructor's permission. Cross-Listed as: PECO 310. Course Tags: D-CRES, D-GSS, M, SOCSCI.

ANTH 370 - Special Topics in Cultural Anthropology: (subtitle) (2 to 4)

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

Prerequisite: ANTH 105 or instructor's permission. Course Tags: SOCSCI; additional tags vary by topic.

ANTH 380 - Inside-Out (4)

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

Prerequisite: Instructor's permission. Course Tags: SOCSCI, D-CRES, D-GSS.

ANTH 399 - Independent Study (1-4 credits) (1 to 4)

The independent study is an opportunity to engage closely in research, analysis, and writing with an anthropology faculty member and to earn credit for study outside of the formal classroom setting. Credits for Independent Study are determined by the following principle: students will have 3 hours of supervised independent study per week per quarter credit, or a total of 30 hours of supervised lab/field work per quarter credit distributed less evenly over the quarter than 3 hours per week.

Prerequisite: ANTH 299 and instructor's permission. Course Tags: SOCSCI; additional tags vary by topic.

ARTS-Arts

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

This course offering is used to describe any topics-based experiential arts course offered away from the Antioch College Campus. Antioch College faculty will lead all Arts on Location courses. Course may take place nationally or internationally. A

specific course description, objectives and learning outcomes will be announced upon offering. This course is not offered on a regular basis. May be taken multiple times if the course title and description are distinct.

Course Tags: ART; additional tags vary by topic.

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

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

Course Tags: ART.

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

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

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

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

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

Prerequisite: Varies according to topic. Course Tags: ART, M; additional tags vary by topic.

BIO-Biology

BIO 101 - Principles of Biology (4)

This is a non-majors biology course, and introduces students to living things, and their origin, function, evolution, and behavior. This course has a specific focus on the interrelationships of all living organisms, with special emphasis on human beings. Students completing this course will have a better understanding and appreciation of the biology of the living process as it is manifested in human health and human social interactions.

BIO 120 - The Structure and Function of Trees

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

BIO 210 - Botany (4)

This course investigates the wide variety of plant forms and the molecular mechanisms that generate them. It provides a conceptual framework for understanding plant development that includes an evolutionary perspective. Ecological principles

will be used to examine plant population and community processes. Special attention will be given to plant/animal interactions such as pollination, dispersal, and herbivory. The lab component will use local habitats to gain hands-on experience in field observations and data collection and analysis.

Prerequisite: BIO 101 or instructor's permission. Course Tags: SCI, S-F, M.

BIO 220 - Introductory Molecular Biology and Genetics (4)

This course covers the basic concepts behind our understanding of biological macromolecules and genes from both the classical genetics and modern molecular viewpoints. Mendelism and chromosomal theory will be reviewed, as well as the complex molecular mechanisms of gene expression and its control. An introduction to protein structure, folding, and function will also be included along with an overview to the powerful technology of genetic engineering and bioinformatics.

Prerequisite: BIO 101 or instructor's permission. Course Tags: SCI.

BIO 230 - General Microbiology (4)

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

Prerequisite: BIO 101 or instructor's permission. Course Tags: SCI; additional tags vary by offering.

BIO 370 - Advanced Molecular Cell Biology (4)

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

Prerequisite: CHEM 105 and BIO 220. Course Tags: SCI.

CAP-Capstone

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

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

Prerequisite: 3rd- or 4th-year standing. Course Tags: C-PREP; additional tags vary by offering.

CAP 450 - Capstone Project Development (1 to 8)

Students culminate their Antioch College experience with a capstone project, completed in Spring term through the CAP 495 course. If, after taking the CAP 394 Capstone Project Preparation course, students wish to pursue additional credits for their capstone, or start their capstone research before Spring term their senior year, they do this through this course. This course is designed by the student in consultation with their capstone project advisor(s). The student-designed (and advisor approved) syllabus should be realistic and realizable, as it set out concrete goals and milestones for the duration of the course. While this course can be taken for 1-8 credits, and may be repeated for credit, no more than 8 credits of CAP 450 may be used to meet requirements in the major.

Prerequisite: CAP 394, 3rd- or 4th-year standing, and instructor permission. Course Tags: C-DEV; additional tags vary by offering.

CAP 495 - Capstone Project (4)

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

Prerequisite: CAP 394, 4th-year standing, and/or instructor permission. Course Tags: C-PROJ; additional tags vary by offering.

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

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

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

CHEM 160 - General Chemistry II + Lab (4)

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

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

CHEM 205 - Organic Chemistry I + Lab (4)

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

Prerequisite: CHEM 160 or instructor's permission. Course Tags: SCI.

CHEM 330 - Organic Chemistry II + Lab (4)

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

series. There is a weekly lab.

Prerequisite: CHEM 205 or instructor's permission. Course Tags: SCI.

CHEM 340 - Biochemistry (4)

This course is an introduction to the molecular basis of life including general concepts of biological acids and bases, bioenergetics, enzyme kinetics, the classes of biological molecules (proteins, carbohydrates, lipids, nucleic acids), and selected aspects of intermediary metabolism and biochemical function.

Prerequisite: CHEM 205 and either BIO 205 or BIO 220; Recommended: BIO 370. Course Tags: SCI.

COOP-Cooperative Education

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

The Co-op Field Experience for Transfer Credit course leads students to reflect on the knowledge and skills they may have attained through previous professional engagement and consider how these achievements inform their co-op aspirations as well as their post-baccalaureate career plans. Designed for transfer students who have prior work, apprenticeship, or service experience, participants are expected to reflect on their emerging educational interests; to explore their assumptions about experiential learning; to become aware of action-based methodological approaches within their fields of interest; and to initiate a practice of communicating with colleagues within a variety of disciplines as well as within the diverse communities of practice in which they have engaged.

The course promotes an understanding of reflection as a central component of integrative learning that is carried out by cultivating the habits of thinking, writing, and engaging in forms of creative expression in order to create meaning of one's prior work experiences. As a vehicle for reaching these goals, students engage in sustained one-on-one dialogue with the course instructor as well as produce a substantive reflection paper that contains documentation of their prior experiences and constitutes a record of their reflections on learning. Students are also encouraged to develop a platform through which they may communicate their experiences, reflections, and ideas to a public audience. They are led to make connections between their immediate experiences and prior learning, while also developing new engagement practices, setting career goals, and identifying self-defined pathways toward their life aims. Upon completion of the course, students are expected to demonstrate the integration of their learning and expand their ability to express themselves as they make progress toward their professional goals, as well as take action steps and set benchmarks in relation to exploring future co-op and career objectives.

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

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

The Co-Op Field Experience I container course leads students to pursue their initial ideas and to explore some of the themes that emerge from their cooperative education experiences. The course frames experiential learning as a co-constructed process that is realized through the promotion of student agency and the facilitation of engaged dialogue. It is based on best practices in experiential and participatory learning as it integrates the fieldwork component of the Cooperative Education experience with intentional forms of reflection. This integrated course is intended to promote students' understanding of social engagement as it involves them in deep collaboration with Co-Op partners and mentors. It also helps students better understand forms of deliberative action as it leads them to participate in dialogue, develop a sense of inquiry, and engage regularly in the practice of reflection—all fundamental organizing principles of effective field-based learning. Planned for students who have not yet designed their major course of study, participants are expected to reflect on their initial educational interests; to explore their assumptions about experiential learning; to become aware of action-based methodological approaches within their fields of interest; and to initiate a practice of communicating with colleagues within a

variety of disciplines as well as within the diverse communities of practice in which they are engaged. This course balances real-world engagement with reflection as a central component of integrative learning that is carried out by cultivating the habits of thinking, writing, and engaging in forms of creative expression while immersed in serious experiential activity. Students are encouraged to make meaning out of their experiences in order to broaden knowledge of self and others. As a vehicle for reaching these goals, students produce a Fieldbook that contains documentation of their field experiences and constitutes a record of their reflections on learning. The course introduces students to a variety of dynamic tools for self-expression and leads them to embrace a medium to communicate their experiences, reflections, and ideas. Students are encouraged to make connections between their immediate experiences and prior learning, while also encouraging them to develop new practices, set career goals, and identify self-defined pathways toward their life aims. Upon completion of the course, students evaluate their learning based upon their ability to express themselves as well as progress toward the goals, action steps, and benchmarks they set for themselves early in the term.

Prerequisite: EXPR 145 or instructor permission.. Corequisite: In order to enroll in any Co-Op course, students must commit to and engage in an approved Co-Op experience on full-time basis (30 to 40 hours per week) for the duration of the academic term.. Course Tags: COOP.

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

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

Prerequisite: EXPR 145 or instructor permission.. Corequisite: In order to enroll in any Co-Op course, students must commit to and engage in an approved Co-Op experience on full-time basis (30 to 40 hours per week) for the duration of the academic term.. Course Tags: COOP.

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

The Co-Op Field Experience III container course leads students to test some of the ideas they have developed during their first years of exposure to college coursework and to explore some of the themes that emerge from their cooperative education experiences. The course frames experiential learning as a co-constructed process that is realized through the promotion of student agency and the facilitation of engaged dialogue. It is based on best practices in experiential and participatory education as it integrates the fieldwork component of the Cooperative Education experience with intentional forms of reflection. This integrated course is intended to promote students' understanding of social engagement as it involves them in deep collaboration with Co-Op partners and mentors. It also helps students better understand forms of deliberative action as it leads them to participate in dialogue, engage regularly in the practice of reflection, and develop a sense of inquiry within their field-all fundamental organizing principles of effective field-based learning. Planned for students who seek further cooperative education experience, participants are expected to develop a significant level of focus on their individualized educational goals; to assert themselves professionally; to develop plans for action-based inquiry within their fields of interest; and to communicate regularly with colleagues within their discipline as well as within the diverse communities of practice in which they are engaged. This course balances real-world engagement with reflection as a central component of integrative

learning that is carried out by cultivating the habits of thinking, writing, and engaging in forms of creative expression while immersed in serious experiential activity. Students are encouraged to make meaning out of their experiences in order to broaden knowledge of self and others. As a vehicle for reaching these goals, students produce a Fieldbook that contains documentation of their field experiences and constitutes a record of their reflections on learning. The course introduces students to a variety of dynamic tools for self-expression and leads them to embrace a medium to communicate their experiences, reflections, and ideas. Students are encouraged to make connections between their immediate experiences and prior learning, while also encouraging them to develop new practices, set career goals, and identify self-defined pathways toward their life aims. Upon completion of the course, students evaluate their learning based upon their ability to express themselves as well as progress toward the goals, action steps, and benchmarks they set for themselves early in the term.

Prerequisite: One prior COOP course or instructor permission.. Corequisite: In order to enroll in any Co-Op course, students must commit to and engage in an approved Co-Op experience on full-time basis (30 to 40 hours per week) for the duration of the academic term.. Course Tags: COOP.

COOP 490 - Co-Op Field Experience Capstone: (subtitle) (12)

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

Prerequisite: One 300-level COOP course or instructor permission.. Corequisite: In order to enroll in any Co-Op course, students must commit to and engage in an approved Co-Op experience on full-time basis (30 to 40 hours per week) for the duration of the academic term.. Course Tags: COOP.

CRES-Critical Race and Ethnicity Studies

CRES 101 - Critical Race and Ethnicity Studies (4)

This methodological course critically examines the concepts of race and ethnicity. The course will begin with a study of the historical construction of race and race relations in order to better understand the present configuration of race and race relations, and possible futures built on deconstructing racism and ethnocentrism. Students will read about and discuss structural and institutional racism and ethnocentrism as well as the lived identity of people in a racialized society. Using an intersectional approach, this course will pay special attention to the functions of power and privilege in social constructions of

and lived experience of race and ethnicity. Students will gain practice in engaging in informed, meaningful, and respectful conversations around race and ethnicity. This course will address such topics as implicit bias, internalized racism and ethnocentrism, microaggressions, color-blindness, multiculturalism, and post-racialism.

Course Tags: D-CRES.

ENG-English

ENG 101 - English Composition Plus (4)

This course seeks to improve college-level writing for academic purposes. Particular attention will be paid to avoiding plagiarism, documentation styles and the use of secondary sources, close reading and annotating, critical and textual analysis, the development of argumentative essays, and adherence to Standard English writing conventions. Assignments will include the examination of texts on writing craft, review and analysis of published texts in various styles and genres, and writing and revising original works. This course also incorporates individualized or small-group tutoring in a writing lab to address particular areas of concern as noted by faculty in the writing placement exam.

Course Tags: W.

ENG 105 - English Composition (4)

This course seeks to improve writing for academic purposes. Particular attention will be paid to avoiding plagiarism, documentation styles and the use of secondary sources, close reading and annotating, critical and textual analysis, the development of argumentative essays, and adherence to Standard English writing conventions. Assignments will include the examination of texts on writing craft, review and analysis of published texts in various styles and genres, peer review, and writing and revising original works.

Course Tags: W.

ENG 251 - Expository Writing: (subtitle) (4)

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

Prerequisite: ENG 105 or GSW 105. Students may also register for this course if the prerequisite has been satisfied through appropriate scores ACT, SAT, AP tests or through transfer credit, or instructor's permission. Cross-Listed as: LIT 251. Course Tags: W; additional tags vary by offering.

ENG 351 - Advanced Expository Writing (4)

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

Prerequisite: ENG 251, LIT 251, or instructor's permission. Cross-Listed as: LIT 351. Course Tags: Tags vary by offering.

ENVS-Environmental Science

ENVS 105 - Introduction to Environmental Science (4)

This course is a basic overview of the environmental impacts caused by humans on the natural systems of the earth: the atmosphere, geosphere, hydrosphere and biosphere. We will examine the scientific concepts that underlie the complex

interactions occurring among these systems and how our actions endanger Earth's ecosystems. Fieldwork is incorporated into the regular class time.

Course Tags: SCI, S-F.

ENVS 205 - Ecology (4)

This course will cover the basic principles of ecology using an evolutionary perspective. The activities of organisms and their relationships to one another are the foundation upon which populations, communities, and ecosystems are built. Students will examine factors that influence exchanges between organisms and their physical environment; how organisms transform energy and process materials as they metabolize, grow, and reproduce; the characteristics of populations and how they interact within communities; and the dynamics of ecosystems. There is a lab requirement.

Prerequisite: BIO 101 and any 100-level MATH course or above, or instructor's permission. Course Tags: SCI, S-F.

ENVS 220 - Aquatic Biology (4)

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

Prerequisite: BIO 101 or instructor's permission; Recommended: CHEM 105. Course Tags: SCI, S-C.

ENVS 230 - Soil: A Living System (4)

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

Prerequisite: CHEM 160 and a MATH course numbered 105 or above, or instructor's permission. Course Tags: SCI, S-F. M.

ENVS 330 - Conservation Biology (4)

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

Prerequisite: BIO 220 and ENVS 205 (or co-enrollment in ENVS 205), or instructor's permission. Course Tags: SCI, S-F.

ENVS 360 - Ecosystem Ecology with Forest Lab (4)

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

Prerequisite: ENVS 205 or instructor's permission. Course Tags: SCI, S-F.

ENVS 430 - Global Climate Change (4)

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

Prerequisite: MATH 105, and any 300-level BIO, CHEM, ENVS, SCI course, or by permission of instructor. Course Tags: SCI, S-F, M.

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

Advanced Topics in Ecology: (Subtitle) is a "container course" used to offer any advanced subtopic of Ecology offered at a level suitable for advanced undergraduate or beginning graduate work. Topic examples could include: Field Methods, Invasive Biology, Landscape Ecology, Urban Ecology, etc.

This course may be used to replicate advanced courses at other institutions that are not currently offered at Antioch College, or to teach more specialized material based on the Instructor's expertise and interests. This course may be taken more than once so long as the course title and description are distinct.

Prerequisite: Any 300-level BIO, CHEM, ENVS, or SCI course, or by permission of instructor. Course Tags: SCI. Additional tags may vary by offering..

EXPR-Experiential Learning**EXPR 140 - The Antioch Harvest: Seed-saving, Canning, Fermenting, and Preserving (3)**

This course will utilize the Antioch Farm and surrounding environs to glean, forage, and harvest a variety of vegetables, fruits, grains, legumes and herbs and learn how to preserve the harvest, prevent food waste and explore community engagement and food justice. Students will learn about the importance of regional seed-saving and stewardship. We will press apples and make cider, can fruit and preserves, gather herbs and make teas and medicines, ferment vegetables, sauces and pastes, and learn about other forms of food preservation such as root cellars, dehydration and others. A portion of everything harvested and preserved will be donated to those in need.

Course Tags: S-C.

EXPR 240 - Food, Farming, and Resilience: Integrative Learning on the Antioch Farm (3)

Why do we eat what we eat? Where does our food come from and how is it produced? What are the costs and benefits-human, environmental, social, economic, political-of food production and consumption today? Are our methods of food production and distribution sustainable? What are positive solutions to the global food crisis? Using the Antioch Farm as a learning lab, students will engage directly in sustainable food production and integrative learning. Topics will include seed-saving, bio-char, soil health, pollination, wildcrafting, permaculture, farm-to-table, biodynamic farming, urban farming, food access and stewardship. This course will take place predominantly outside, rain or shine. "While industrial agriculture has increased humanity's ability to feed itself dramatically, it has also caused many problems for human health, culture and the environment. The model and practice of industrial agriculture is a, if not the, primary contributor to climate change, global warming, deforestation, chemical and organic pollution of aquatic ecosystems, depletion of aquifers, soil degradation, disappearances of species, human wars and conflicts, human health problems, the abolishment of cultural heritage, the disappearance of genetic diversity in human crops, and political upheaval throughout the world." (Union of Concerned Scientists).

Course Tags: S-F.

EXPR 241 - Reskilling, Sustainability, and Community Engagement (3)

This is a course, in the words of David Foster Wallace, about "adjusting our default setting"; using reskilling as a tool for mindfulness and community-building. One of the consequences of increasing specialization and monetization of the economy is that skills that were once common among the general population, skills that by their nature contributed to a sense of community, skills that could not be accomplished without thought and intention, are now shared by few. Phillip Barnes describes it as "the acquisition of skills essential to satisfy basic needs in a localized and carbon-constrained future...Reskilling is a process, ongoing and never-ending, that evolves as conditions change and contexts change. It is first and foremost a community-oriented method...While one can learn reskilling by watching a video or reading a book, it is the face-to-face interactions that build community....where a talented and knowledgeable individual or group teaches other people what they know." Together with essays and reflections on the nature of home-based work, presentations by innovators tackling difficult problems we face as we move into a time of uncertainty, and hands-on skill-building in each session, this course offers tools for increasing awareness, self-agency and community-building.

Course Tags: S-F.

EXPR 242 - Resilience in the Anthropocene (3)

In this course, students will engage in various reskilling or resiliency practices that people of hope and intention are exploring in order to live sustainably, equitably, and harmoniously in a changing world. Students will work closely with the instructor and guest speaker(s) to experience an innovative practice or idea up close through hands-on, physical work. Students will develop knowledge and skills related to the featured innovative proactive or idea and create a project to benefit the college or the greater community.

Course Tags: S-F.

EXPR 251 - Antioch Community Action (1 to 2)

This course is designed as integral to the new curriculum focus in Community Action that combines experiential, project-based learning with further understanding and training in the skills needed for effective community engagement. The class takes an individualized project-based learning approach as each student identifies an organizational partner to collaborate with a current initiative in student-run Independent Groups, campus-based Committees or non-profit organizations in Yellow Springs. With the course instructor, each student writes a learning contract outlining their goals and project-based work for the quarter that aligns with an emergent activity or action-based campus/local initiative. Students may work to identify a partner during the early part of the term, however should be prepared to be actively engaged in direct contributions to the Antioch community during the timeline of the quarter. Regular weekly engagement in their project is expected in addition to attending class discussions. Class meetings aim to create a learning environment where students can reflect upon and overcome challenges, and develop an inclusive network of support for the work in which they are engaged. Additionally, classes seek to further students' understanding and direct implementation of principles of community action, guiding them towards more purposeful, meaningful and effective collaborations in the future.

Course Tags: (none).

EXPR 299 - EXPR Independent Study: (subtitle) (1 to 4)

The class takes an individualized learning approach as each student identifies a topic or project that they wish to explore. With the course instructor, each student develops a syllabus explaining their individualized learning goals, identifying readings, and outlining the course deliverables. The independent study is an opportunity to engage closely in experiential and integrative learning, develop a research project, and/or engage in a creative project under close supervision of a faculty member. Regular weekly engagement in their project is required. Credits for Independent Study are determined by the following principle: students will have 1-4 hours of supervised independent study per week per quarter credit, or a total of 10-40 hours of supervised fieldwork per quarter.

Prerequisite: Instructor permission. Course Tags: Course tags may vary by offering..

EXPR 340 - The Antioch Apothecary: Teas and Tinctures, Syrups and Salves (3)

In this course students will gain an overview of the history of medicinal plants, the role of women in traditional healing practices, and an introduction to plant communication. The course includes: study of the Doctrine of Signatures, indigenous and enslaved herbal traditions, and the decolonization of herbalism. We also learn of the significance of Ohio to herbalism in America; from the 19th Century Eclectics to the current work of United Plant Savers and the establishment of medicinal plant sanctuaries in a time of extinction. This is a hands-on course where students will make teas, tinctures, balms, vinegars, tonics, syrups, salves and poultices for treating many common ailments. They will also visit the idea of the use of anthropogenic invasives as "resilience teachers" in crafting plant medicine. At the end of the course, students will walk away with a variety of remedies made from common plants.

Prerequisite: EXPR 140, 240, 241, or 242. Course Tags: S-C.

EXPR 341 - Seed Sovereignty and Citizen Action (3)

Seed-saving is an important community resilience skill. Over 75% of the world's commercial seed is owned by three agrochemical companies. This course will cover the history of seed patent law in the U.S, the Plant Variety Protection Act, the Coordinated Framework for Regulation of Biotechnology, seed politics, and citizen seed movements from Seed-Savers Exchange to the Rocky Mountain Seed Alliance and the Open-Source Seed Initiative. You will learn about seed genetics, germination testing, pollination and seed-saving techniques, including hand-pollination and wet-processing. Every student will build their own winnowing screen and students at the 300 and 400 levels will be assigned community action projects as well.

Course Tags: S-F.

FARM-Antioch Farm

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

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

Course Tags: S-C.

FARM 210 - Community Food Projects (1 to 2)

This service-learning course immerses students in innovative food and agricultural projects serving traditionally marginalized communities. Each week, students travel to a project site and engage with organizers and/or community members to learn the real work, challenges and triumphs of these inspiring projects. Students will observe these projects in action and provide hands-on support through service projects. Students will also research and learn about related food projects of interest.

Prerequisite: none.

Course Tags: S-F.

FRAN-French

FRAN 101 - Novice French Culture and Communication I (4)

FRAN 101 uses a communicative approach to integrate cultural products, practices, and perspectives into developing the four skills of communication in French (reading, writing, speaking, and listening), with a focus on real-time interpersonal oral production of simple present tense phrases and sentence structures in a variety of familiar contexts. This course roughly targets the ACTFL Novice-High rating. Teaching methodologies may include task-based, project-based, and other experiential learning assignments. Taught in French.

Course Tags: LANG.

FRAN 102 - Novice French Culture and Communication II (4)

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

Prerequisite: FRAN101, placement, or special instructor permission.. Course Tags: LANG.

FRAN 201 - Intermediate French Culture and Communication I (4)

FRAN 201 uses a communicative approach to integrate cultural products, practices, and perspectives into developing the four skills of communication (reading, writing, speaking, listening), with a focus on real-time interpersonal oral production of simple, but full and increasingly complex present tense and past tense phrases and sentence structures in a variety of familiar contexts and uncomplicated social interactions. This course roughly targets the ACTFL Intermediate-Mid rating, and prepares students for the ACTFL Oral Proficiency Interview in fulfillment of Antioch's language requirement. Teaching methodologies may include task-based, project-based, and other experiential learning assignments. Taught in French. A \$55 course fee for the OPI, which is not included in the tuition for this course, must be paid directly to ACTFL when the student schedules the OPI.

Prerequisite: FRAN 102, placement, or special instructor permission.. Course Tags: LANG.

FRAN 202 - Intermediate French Culture and Communication II (4)

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

Prerequisite: FRAN 201, placement, or special instructor permission.. Course Tags: LANG.

FRAN 270 - Special Topics in French: (Subtitle) (2 to 4)

For students with years of previous study in French as demonstrated by a placement protocol or with a passing grade in FRAN 202, FRAN 270 offers a bridge between skill-based courses and content-based courses approach to investigate a special topic in French language and/or culture. While not limited to this list, topics may include phonetics, French for heritage speakers, French for a specialized field (science, business, etc.), Translation Studies in French, Francophone cultural practices, French approaches to literary study, literary theory, or selection of the literature of an author, movement, geographical region, or time period in the French or Francophone tradition. While using the course's topic as a content for academic inquiry, its objectives are primarily to develop the four skills of communication in French (reading, writing, speaking, and listening), with a focus on real-time interpersonal and presentational oral production of cohesive paragraphs featuring narration and description in all tenses and on a variety of increasingly abstract and academic contexts, as well as on interpretive communication and argumentation through expository process writing. This course roughly targets the ACTFL Advanced-Mid rating. Teaching methodologies may include task-based, project-based, and other experiential learning assignments. Taught in French.

Prerequisite: FRAN 202, placement, or special instructor permission.. Course Tags: LANG.

FRAN 301 - French and Francophone Memory and Identity (4)

FRAN 301 uses a content-based approach to investigate French and Francophone cultural practices, and perspectives through a cross-century study of historical events, periods, movements, figures, and/or places of importance to modern-day debates on French and/or Francophone identities. Using the course's content as the subject of academic inquiry, it also develops the four skills of communication in French (reading, writing, speaking, and listening), with a focus on real-time interpersonal and

presentational oral production of cohesive paragraphs featuring narration and description in all tenses and on a variety of increasingly abstract and academic contexts. This course roughly targets the ACTFL Advanced-Mid rating. Teaching methodologies may include task-based, project-based, and other experiential learning assignments. Satisfies Diversity Requirement due to extensive theory and practice in cross-cultural comparison. Taught in French.

Prerequisite: FRAN 202, placement, or special instructor permission.. Course Tags: LANG, D-CRES.

FRAN 302 - French and Francophone Otherness in Literature (4)

FRAN 302 uses a content-based approach to investigate French and Francophone cultural practices, and perspectives through a cross-century and multi-genre study of literature connecting with theories of self and other, and with the general topics of immigration, migrancy, exile, and refugeeism. Using the course's content as the subject of academic inquiry, it also develops the four skills of communication in French (reading, writing, speaking, and listening), with a focus on real-time interpersonal and presentational oral production of cohesive paragraphs featuring narration and description in all tenses and on a variety of increasingly abstract and academic contexts, as well as on interpretive communication and argumentation through expository process writing. This course roughly targets the ACTFL Advanced-Mid rating. Teaching methodologies may include task-based, project-based, and other experiential learning assignments. Satisfies Diversity Requirement due to extensive theory and practice in cross-cultural comparison. Taught in French.

Prerequisite: FRAN 202, placement, or special instructor permission.. Course Tags: LANG, D-CRES.

FRAN 303 - Contemporary French and Francophone Culture in Media (4)

For students with years of previous study in French as demonstrated by a placement protocol or with a passing grade in FRAN 202, FRAN 303 uses a content-based approach to investigate French and Francophone cultural practices, and perspectives through press articles, film, music, and popular art forms on a variety of topics including but not limited to politics, ideology, family, religion, love, feminism, language, race, ethnicity, gender. The course envisions a cross-cultural study of contemporary topics of interest to the students, and promotes a democratic pedagogy. Using the course's content as the subject of academic inquiry, it also develops the four skills of communication in French (reading, writing, speaking, and listening), with a focus on real-time interpersonal and presentational oral production of cohesive paragraphs featuring narration and description in all tenses and on a variety of increasingly abstract and academic contexts, as well as on interpretive communication and argumentation through expository process writing. This course roughly targets the ACTFL Advanced-Mid rating. Teaching methodologies may include task-based, project-based, and other experiential learning assignments. Taught in French.

Prerequisite: FRAN 202, placement, or special instructor permission.. Course Tags: LANG.

FRAN 304 - Special Topics in French and Francophone Literature (4)

For students with years of previous study in French as demonstrated by a placement protocol or with a passing grade in FRAN 202, FRAN 304 uses a content-based approach to investigate French and Francophone cultural practices, and perspectives through a representative selection of the literature of an author, movement, geographical region, or time period in the French or Francophone tradition. Using the course's content as the subject of academic inquiry, it also develops the four skills of communication in French (reading, writing, speaking, and listening), with a focus on real-time interpersonal and presentational oral production of cohesive paragraphs featuring narration and description in all tenses and on a variety of increasingly abstract and academic contexts, as well as on interpretive communication and argumentation through expository process writing. This course roughly targets the ACTFL Advanced-Mid rating. Teaching methodologies may include task-based, project-based, and other experiential learning assignments. Taught in French.

Prerequisite: FRAN 202, placement, or special instructor permission.. Course Tags: LANG.

FRAN 340 - French Capstone (3)

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

Prerequisite: One 300-level FRAN course or permission of the language faculty following the appropriate screening. Course Tags: LANG.

FRAN 370 - Special Topics in French: (Subtitle) (2 to 4)

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

Prerequisite: FRAN 202, placement, or special instructor permission.. Course Tags: LANG.

GSS-Gender/Sexuality Studies

GSS 101 - Introduction to Gender and Sexuality (4)

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

Course Tags: D-GSS.

HIST-History

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

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

Course Tags: HUM; additional tags vary by offering.

HIST 110 - Ohio Stories (4)

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

Course Tags: HUM; additional tags vary by offering.

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

This course will explore the history of people of African descent in the Americas, with an emphasis on experiences within the

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

Course Tags: HUM, D-CRES.

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

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

Course Tags: HUM.

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

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

Course Tags: HUM.

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

In this course students will gain an understanding of the various events and developments that impacted the history of cultures in Asia, Africa, Europe, and the Americas from ancient times through the beginning of the Age of Exploration. Topics to be studied will include the growth of agriculture, rise of complex societies, systems of governance, trade, the force of religions, as well as cultural differences and similarities.

Course Tags: HUM.

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

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

Course Tags: HUM.

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

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

Course Tags: HUM, D-CRES.

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

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

Course Tags: HUM, D-GSS.

HIST 234 - Native American History (4)

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

Course Tags: HUM, D-CRES.

HIST 235 - Asian American History (4)

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

Course Tags: HUM, D-CRES.

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

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

Course Tags: HUM, D-GSS.

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

In this course students will learn of the unique ways that phenotype differences among people evolved into the construction of racial categories during European colonization of North America. The course will explore how these categories, as well as categories distinguishing ethnic groups, impacted the social, political, and economic history of the United States and continue to influence the nation today.

Course Tags: HUM, D-CRES.

HIST 299 - Independent Study (1 to 4)

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

Prerequisite: Instructor's permission. Course Tags: HUM.

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

This course focuses on an important urban area of the world and explores its founding, its growth and changes over time and the issues and challenges facing it today. The course may feature Chicago, Mexico City, Mumbai, Johannesburg, Paris, and

other cities. An example is a course on "The History of a City: New Orleans." This course would study the history of the urban area of New Orleans, exploring such topics as the trans-Atlantic slave trade, colonization, the Louisiana Purchase, the Civil War, Jim Crow laws and race relations, and Huey Long issues and responses to them. This course also highlights the perspectives of the city's residents and the many ways they have created a lived experience of the city. This course is repeatable with different cities as subjects.

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

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

In this course, students will study the development of urban settlements in North America, from the Native American city of Cahokia (near what is now St. Louis, Missouri) to the growth of urban settlements such as Boston, Philadelphia, and New York as British colonial centers, to the continued growth of urban areas as the United States attracted growing numbers of immigrants and expanded its territorial control. Students will study the shifting images of the city, as well as the economic, political, and infrastructural challenges that urban areas have faced. This course is repeatable with different cities as subjects.

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

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

This course will focus on the biographies, autobiographies, memoirs, and other perspectives of a person who is considered to be historically significant. Students will explore the answers to the following questions: How do historians describe the life of a person? What documents do they use? How do they reach conclusions in assessing the life of a person? How do people construct histories of their own lives in autobiographies and memoirs? This course is repeatable with different persons as subjects.

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

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

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

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

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

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

Prerequisite: Any 100 or 200-level HIST course or instructor's permission. Course Tags: HUM; additional tags vary by offering.

HIST 399 - Independent Study (1 to 4)

The independent study is an opportunity to engage closely in research, analysis, and writing with a history faculty member and to earn credit for advanced study outside of the formal classroom setting. Credits for Independent Study are determined by the following principle: students will have 3 hours of supervised independent study per week per quarter credit, or a total of 30 hours of supervised lab/field work per quarter credit distributed less evenly over the quarter than 3 hours per week.

Prerequisite: Any 100 or 200-level HIST course, and Instructor's permission. Course Tags: HUM.

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

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

Prerequisite: Any 300-level HIST course. Course Tags: HUM; additional tags vary by offering.

IPCE-Interdisciplinary and Programmatic Courses (Experimental)

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

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

Prerequisite: Instructor permission. Course Tags: Tags vary by offering.

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

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

Prerequisite: Instructor permission. Course Tags: Tags vary by offering.

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

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

Prerequisite: Instructor permission. Course Tags: Tags vary by offering.

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

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

Prerequisite: Instructor permission. Course Tags: Tags vary by offering.

IPC-Interdisciplinary and Programmatic Courses

IPC 200 - Design-Build a Course (1 to 4)

In this course, students and faculty work together to create a course to be offered in a future term. Course activities focus primarily on determining, for the course to be created, what the course content, learning objectives, evaluation methods, activities, etc. will be. Early course activities may also focus on how this design-build course (IPC 200) will run. In all cases,

instructors are encouraged to use democratic pedagogies and experimental methods. This course may be taken more than once as long as the course title and description are distinct.

Prerequisite: Instructor permission. Course Tags: Tags vary by offering.

IPC 299 - Interdisciplinary Independent Study (1 to 4)

This course is a container for a wide variety of interdisciplinary independent study courses that may not fit (or fit well) into the currently available disciplinary containers. This independent study is an opportunity to engage closely in research, analysis, and writing in an interdisciplinary area with a faculty member and to earn credit for study outside of the formal classroom setting. Credits for Independent Study are determined by the following principle: Students will have 3 hours of supervised independent study per week per quarter credit, or a total of 30 hours of supervised lab/field work per quarter credit distributed less evenly over the quarter than 3 hours per week.

Prerequisite: Instructor permission. Course Tags: Tags vary by offering.

IPC 399 - Interdisciplinary Independent Study (1 to 4)

This course is a container for a wide variety of interdisciplinary independent study courses that may not fit (or fit well) into the currently available disciplinary containers. This independent study is an opportunity to engage closely in research, analysis, and writing in an interdisciplinary area with a faculty member and to earn credit for study outside of the formal classroom setting. Credits for Independent Study are determined by the following principle: Students will have 3 hours of supervised independent study per week per quarter credit, or a total of 30 hours of supervised lab/field work per quarter credit distributed less evenly over the quarter than 3 hours per week.

Prerequisite: A minimum of one 100-level (or higher) course in a related area, and instructor's permission. Course Tags: Tags vary by offering.

LIT-Literature

LIT 101 - Close and Critical (4)

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

Course Tags: HUM.

LIT 110 - Literature and History (4)

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

Course Tags: HUM.

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

In this foundation-level course, students will engage with a diverse selection of literature focused on a particular issue or debate related to social justice. Students will be asked to consider the possibilities and limits of literature as a vehicle to engage with social issues and develop the skills, contextual knowledge, and critical thought to do so meaningfully. Different iterations of the course might focus on such issues as discrimination against marginalized groups, environmental justice,

refugees and immigration, economic and educational inequality, or the prison industrial system. Some coursework may take the form of service learning or community outreach.

Course Tags: HUM, S-F; additional tags vary by offering.

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

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

Prerequisite: None; Recommended: LIT 101. Course Tags: HUM, M.

LIT 211 - Questions of Canon (4)

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

Prerequisite: None; Recommended: LIT 101. Course Tags: HUM.

LIT 220 - Intro to World Literature (4)

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

Course Tags: HUM.

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

Serving as an in-depth exploration of one literary form - poetry, fiction, drama, or film - this course introduces students to the defining characteristics, styles, modes, and genres of the form. Each iteration of the course will engage questions of historical and social contexts as they intersect with canonical and non-canonical texts. Students will acquire common critical terms used in the analysis of the form and have the chance to experience the form, whether through writing short fiction, reciting a poem, making a short film, or acting a scene of a play.

Course Tags: HUM, M; additional tags vary by offering.

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

This course focuses on a major literary period in a Western or non-Western literary tradition before 1848. Students who take this course will learn the basic historical contours of the period of focus, as well as the social, intellectual, and political contexts of the works studied. This course should not focus solely on one author, group, or movement alone, but should consider the period broadly, exposing students to both canonical and non-canonical works and contextualizing the period within the larger historical fabric. Topics may include the Pre-Classical, Classical, Epic, Medieval, Renaissance, Early Modern, Colonial, Enlightenment, or Romantic periods in the corresponding European, American, East Asian, Near Eastern, or South Asian traditions.

Course Tags: HUM; additional tags vary by offering.

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

This course focuses on a major literary period in a literary tradition after 1848. Students who take this course will learn the basic historical contours of the period of focus, as well as the social, intellectual, and political contexts of the works studied. This course should not focus solely on one author, group, or movement alone, but should consider the period broadly, exposing students to both canonical and non-canonical works and contextualizing the period within the larger historical fabric. Topics may include Victorian literature, modernism, postmodernism, or postcolonial literature. Readings beyond Europe and North America will be included in order to show the differing transnational literary manifestations of the period.

Course Tags: HUM; additional tags vary by offering.

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

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

Prerequisite: ENG 105 or instructor permission. Course Tags: HUM, M; additional tags vary by offering.

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

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

Prerequisite: ENG 105 or instructor permission. Course Tags: HUM; additional tags vary by offering.

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

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

Prerequisite: LIT 201, one additional LIT course, and instructor permission. Course Tags: HUM.

LIT 301 - Introduction to Literary Theory (4)

This course is intended to help prepare students for advanced work in literary study by introducing them to major approaches and debates within the discipline. It will require them to engage with critical work by major and less canonical theorists in the field. Approaches included in this course may include: (post)structuralism, psychoanalysis, New Historicism, Marxism, cultural and media studies, postcolonial studies, critical race studies, gender and queer studies, and ecocriticism. In this course, students will learn to identify, summarize, and explicate critical methodologies and arguments in the study of literature. In addition, students should be able to successfully apply the theoretical and methodological insights they have learned in this course to literary texts within their own written, formal work.

Prerequisite: LIT 201 or instructor permission. Course Tags: HUM, M.

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

In this course, students will investigate the dialogic relationship between power and literature, in which literature reflects and represents structures of power and also works to bolster, shift, or undermine these same power dynamics. Students will examine the workings of power in terms of ideology, discourse, and physical acts. The course may look broadly at power

related to race and ethnicity, gender and sexuality, class, religion, disability, education, language, and/or politics, or at a specific manifestation of these categories (women writers of the Medieval period, constructions of race in the Caribbean, configurations of "madness" in the Gothic novel).

Prerequisite: LIT 201, LIT 211, LIT 220, or instructor permission. Course Tags: HUM; additional tags vary by offering.

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

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

Prerequisite: ENG/LIT 250 or instructor permission. Course Tags: HUM, M; additional tags vary by offering.

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

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

Prerequisite: LIT 201, LIT 211, LIT 220, or instructor permission. Course Tags: HUM; additional tags vary by offering.

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

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

Prerequisite: LIT 201, LIT 211, LIT 220, or instructor permission. Course Tags: HUM; additional tags vary by offering.

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

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

Prerequisite: LIT 201, LIT 211, LIT 220, or instructor permission. Course Tags: HUM; additional tags vary by offering.

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

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

Prerequisite: LIT 201, LIT 211, LIT 220, or instructor permission. Course Tags: HUM; additional tags vary by offering.

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

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

Prerequisite: Any 300-level LIT course, or instructor permission. Course Tags: HUM.

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

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

Prerequisite: LIT 301 or instructor permission. Course Tags: HUM.

MATH-Math

MATH 90 - College Math Skills (2)

This course moves from elementary algebra through more complex concepts, with the objective of producing readiness for college-level work in mathematics and math-related courses at the level of College Algebra. Topics include: Real Numbers, Equations and Inequalities, Exponents and Polynomials, Lines and Systems, Functions and Graphs, Rational Expressions, and Exponential and Logarithms. This course does not carry credit toward a bachelor's degree.

Prerequisite: Placement in this course determined by placement test or instructor permission. Course Tags: (none).

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

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

Prerequisite: Placement in this course determined by placement test or instructor permission. Course Tags: Q.

MATH 103 - Topics in Algebra (4)

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

Prerequisite: Placement in this course determined by placement test or instructor permission. Course Tags: Q.

MATH 105 - Introduction to Statistics (4)

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

Prerequisite: MATH 090, or an appropriately high score on the mathematics placement exam, or instructor's permission.
Course Tags: Q.

MATH 151 - Precalculus (4)

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

Prerequisite: MATH 103, or an appropriately high score on the mathematics placement exam, or instructor's permission..
Course Tags: Q.

MATH 155 - Calculus I (4)

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

Prerequisite: MATH 151, or an appropriately high score on the mathematics placement exam, or instructor's permission.
Course Tags: Q.

MATH 160 - Calculus II (4)

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

Prerequisite: MATH 155 or instructor's permission. Course Tags: Q.

MATH 205 - Intermediate Statistics (4)

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

Prerequisite: MATH 105 or instructor's permission. Course Tags: Q, M.

MEDA-Media Arts

MEDA 102 - Basic Media Production (4)

In this class, students learn the essentials of: camera work for still and moving images, sound recording, video editing and audio mixing. Topics include: file formats, light and color, digital compression and expression. As the gateway to most media arts classes, MEDA 102 is where students start learning to think with media.

Course Tags: ART.

MEDA 165 - Community Voices (4)

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

Course Tags: ART.

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

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

Prerequisite: MEDA 102 or instructor's permission. Course Tags: ART.

MEDA 190 - The History of Photography (4)

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

Course Tags: ART.

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

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

Prerequisite: MEDA 102 or instructor's permission. Course Tags: ART.

MEDA 205 - The Photographic Series (4)

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

Prerequisite: MEDA 102 or instructor's permission; Recommended: MEDA 185 or MEDA 195. Course Tags: ART.

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

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

Prerequisite: ARTS 111 or instructor's permission. Cross-Listed as: Cross-listed with VISA 215. Course Tags: ART.

MEDA 245 - AudioVision: Video Production Intensive (4)

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

Prerequisite: MEDA 102 or instructor's permission. Course Tags: ART.

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

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

Prerequisite: MEDA 102 or instructor's permission. Course Tags: ART.

MEDA 265 - Introduction to Animation (4)

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

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

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

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

Prerequisite: MEDA 102 or instructor's permission. Course Tags: ART; additional tags vary by offering.

MEDA 290 - History of Cinema (4)

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

Course Tags: ART.

MEDA 299 - Independent Study in Media Arts (1 to 4)

This course allows individual students, in consultation with and under the supervision of a faculty member in related fields, to develop and design a course of study on a topic of mutual interest. The student takes the responsibility for designing and proposing a course syllabus (following a template for independent studies) that would clearly outline the learning objectives, course activities, assignments and bases of evaluation for the course. The syllabus should specify the prerequisites for the course including academic standing, and the student should demonstrate sufficient background in media arts to justify the required independent work. The faculty member is ultimately responsible for approving, supervising, evaluating, and grading the course. Credits for Independent Study are determined by the following principle: students will have 3 hours of supervised independent study per week per quarter credit, or a total of 30 hours of supervised lab/field work per quarter credit distributed less evenly over the quarter than 3 hours per week.

Prerequisite: Instructor's permission. Course Tags: ART.

MEDA 315 - Socially Conscious Design (4)

This studio course is a synthesis of techniques, terms, concepts and formal strategies involved in Graphic Design through a single project developed throughout the quarter. This course extends the skills and knowledge gained in ARTS 111: Two-Dimensional Design and VISA/MEDA 215 Just Design: Fundamentals of Graphic Design by walking through the entire design process, from ideation to creation to presentation. Through guided project learning we will design graphics with multiple forms meant to engage and support a real life critical cause. Visual research, Graphic Design Fundamentals, and our own social consciousness will be engaged throughout the design process. In all cases, design will be developed as a means

toward expression or the communication of meaning. This course will be taught primarily on the computer with directed learning in the Adobe Creative Suite - specifically Illustrator, Photoshop and InDesign, and other web design software.

Prerequisite: ARTS 111 and MEDA 215 or VISA 215, or instructor's permission. Cross-Listed as: Cross-listed with VISA 315. Course Tags: ART, M.

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

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

Prerequisite: MEDA 290 or instructor's permission. Course Tags: ART, M; additional tags vary by offering.

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

In this special topics course, students gain advanced working knowledge of a specific topic in experimental media. Topics may include: experimental cinema theory and production, experimental curating, experimental film festival organizing, etc.

Prerequisite: MEDA 102 or instructor's permission. Course Tags: ART; additional tags vary by offering.

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

An intensive animation course focused on a particular set of production techniques. Topics will vary, but may include: handcrafted/handmade animation, stop motion animation, 3D animation, or others. May be repeated for credit given different course titles and topics.

Prerequisite: MEDA 265 or instructor's permission. Course Tags: ART; additional tags vary by offering.

MEDA 380 - Advanced Projects in Media Art (4)

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

Prerequisite: Any three MEDA courses, excluding MEDA 102, MEDA 190, MEDA 290, and MEDA 390, or instructor's permission. Course Tags: ART, M; additional tags vary by offering.

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

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

Prerequisite: MEDA 290 or instructor's permission. Cross-Listed as: LIT 370. Course Tags: ART, M; additional tags vary by offering.

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

This course allows individual students, in consultation with and under the supervision of a faculty member in related fields, to develop and design a course of study on a topic of mutual interest. The student takes the responsibility for designing and proposing a course syllabus (following a template for independent studies) that would clearly outline the learning objectives,

course activities, assignments and bases of evaluation for the course. The syllabus should specify the prerequisites for the course including academic standing, and the student should demonstrate sufficient background in media arts to justify the required independent work. The faculty member is ultimately responsible for approving, supervising, evaluating, and grading the course. Credits for Independent Study are determined by the following principle: students will have 3 hours of supervised independent study per week per quarter credit, or a total of 30 hours of supervised lab/field work per quarter credit distributed less evenly over the quarter than 3 hours per week.

Prerequisite: Any MEDA course and instructor's permission. Course Tags: ART.

MEDA 415 - Comic Arts 2 (4)

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

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

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

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

Prerequisite: MEDA 365 in the given topic or instructor's permission. Course Tags: ART, M; additional tags vary by offering.

PECO-Political Economy

PECO 105 - Foundations of Political Economy (4)

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

Course Tags: SOCSCI.

PECO 110 - Principles of Economics (4)

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

Course Tags: SOCSCI; additional tags vary by offering.

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

The United States has been at war for over ninety percent of its existence. The U.S. currently operates some 800 military bases in more than 70 countries and territories around the world. This raises an important question: is the United States an empire?

And, if so, what is the nature of American imperialism? This course examines the evolution of U.S. foreign policy from World Wars I and II, through the Cold War, to the 9/11 terrorist attacks and the ongoing Global War on Terror. Although we will cover arguments from a range of political perspectives, this course begins from the standpoint that U.S. foreign policy and economic policy are closely linked. In other words, this course examines American imperialism from a political-economic perspective. Overall, this course provides students with the historical and political knowledge necessary to think critically about U.S. foreign policy.

Course Tags: SOCSCI.

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

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

Course Tags: SOCSCI.

PECO 220 - Intermediate Micro and Macroeconomic Theory (4)

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

Prerequisite: PECO 110 or instructor's permission. Course Tags: SOCSCI.

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

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

Prerequisite: PECO 105. Cross-Listed as: Cross-listed with SEI 240. Course Tags: SOCSCI.

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

Cross-Listed as: ANTH 250. Course Tags: SOCSCI, S-F.

PECO 250 - Economic Anthropology (4)

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

Prerequisite: ANTH 105, or ANTH 110, or PECO 105, or PECO 110, or instructor's permission.. Course Tags: SOCSCI.

PECO 260 - Political Economy of Technology (4)

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

Course Tags: SOCSCI, S-F.

PECO 270 - Political Economic Theory (4)

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

Prerequisite: PECO 105 or instructor's permission. Course Tags: SOCSCI.

PECO 280 - Capitalism I: Globalization and Development (4)

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

Course Tags: SOCSCI, S-C.

PECO 285 - Capitalism II: Capital in the Digital Age (4)

Over the past 40 years, the rapid advancement of information technology has dramatically changed the ways in which human beings engage in fundamental activities - from our everyday communications to the production and consumption of basic commodities. This course examines capitalism in the Digital Age. We will begin by analyzing the dominant capitalist economic formations of the 20th century (Fordism and Post-Fordism). Turning to the 21st century, we will examine the politics,

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

Prerequisite: PECO 280. Course Tags: SOCSCI.

PECO 290 - International Relations Theory (4)

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

Prerequisite: PECO 105 or instructor's permission. Course Tags: SOCSCI, M.

PECO 295 - Special Topics in Political Economy: (subtitle) (4)

This course offers in-depth study of a particular area of political economy. This course may be repeated for credit if the coursework, subtitle, and course description are distinct.

Prerequisite: PECO 105 or instructor's permission. Course Tags: SOCSCI; additional tags vary by offering.

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

The independent study is an opportunity to engage closely in research, analysis, and writing with a political economy faculty member and to earn credit for study outside of the formal classroom setting. Credits for Independent Study are determined by the following principle: students will have 3 hours of supervised independent study per week per quarter credit, or a total of 30 hours of supervised work per quarter credit distributed less evenly over the quarter than 3 hours per week.

Prerequisite: Instructor's permission. Course Tags: SOCSCI.

PECO 310 - Anthropology of Globalization (4)

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

Prerequisite: ANTH 105, or PECO 105, or instructor's permission. Cross-Listed as: ANTH 310. Course Tags: SOCSCI.

PECO 315 - Environmental Economics (4)

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

Prerequisite: PECO 110 or instructor's permission. Course Tags: SOCSCI, S-F.

PECO 320 - Labor Economics (4)

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

Prerequisite: One PECO course or instructor's permission. Course Tags: SOCSCI, S-F.

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

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

Prerequisite: One PECO course and one ANTH or PSYC course (or an additional PECO course), or instructor's permission. Course Tags: SOCSCI, D-CRES, D-GSS, S-F.

PECO 350 - Public Policy (4)

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

Prerequisite: One 200-level PECO course or instructor's permission. Course Tags: SOCSCI, S-F.

PECO 360 - Comparative Political Economy (4)

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

Prerequisite: PECO 105 or instructor's permission. Course Tags: SOCSCI.

PECO 385 - Capitalism III: Transnational Corporations (4)

Powerful corporations have played a defining role in the evolution of the global capitalist system. This course examines Transnational Corporations (TNCs) in the era of globalization. Beginning in the 1980s, business strategies were revolutionized as advances in information technology and the liberalization of trade relations enabled the geographical expansion of corporate activity. The Global Production Networks (GPNs) constructed and overseen by TNCs transcended national boundaries, generating new waves of economic development by expanding the scale and intensifying the scope of market transactions. However, the dominance of TNCs has generated political tensions in a range of economics sectors, including the

extractive industries, the clothing industries, the automobile industry, financial services, and the logistics industry, where workers and consumers have pressured TNCs to adopt more socially just, economically equitable, and ecologically sustainable practices. Accordingly, an overriding goal of this course is for students to sketch out the creation of new regulatory structures or alternative economic organizational forms which may, once again, redefine the relationship between the economy, the state system, and society.

Prerequisite: PECO 280. Course Tags: SOCSCI, S-C.

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

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

Prerequisite: One 200-level PECO course or instructor's permission. Course Tags: SOCSCI; additional tags vary by offering.

PECO 399 - Advanced Independent Study (1 to 4)

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

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

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

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

Prerequisite: PECO 245, PECO 280, and PECO 315. Course Tags: SOCSCI, M, S-F.

PERF-Performance

PERF 103 - Voice and Speech (4)

Voice and Speech will allow students to explore their own voices and how they use them to speak and sing in a non-threatening, non-judgmental atmosphere. Students will use imagery as an aid to free the voice from inhibiting elements learned as a result of our personal, social, gendered and familial histories.

Course Tags: ART.

PERF 140 - Storytelling (4)

What is your story? Story is often the centerpiece of performance and for many contemporary performance artists writing is essential to their practice. Students will begin with a study of selected folklore-based myths, folktales, fairy tales, and legends to learn how different types of stories and the context of their presentation shape peoples' identities and worldviews. A variety of critical examinations of contemporary performance texts and contexts including the personal experience narrative, testimonies, journalism, and other media will be explored. Field trips to contemporary storytelling events will also be

included. Students will present a public storytelling event as a culmination of their work in the class.

Course Tags: ART.

PERF 150 - Improvisation in Art and Life (4)

Improvisation is a critical aspect of creativity. Through innovation in response to the moment at hand, something new emerges and is enacted spontaneously. This course explores this phenomenon through the disciplines of dance and theater. Working primarily with body and voice, students will develop the ability to create and inhabit scores that allow for individual and group improvisational performance.

Course Tags: ART.

PERF 165 - Styles of Live Art (4)

This art history course is a laboratory study of twentieth-century avant-garde performance styles and movements including presentational aspects of futurism, Dadaism, the Bauhaus movement, the work of Antonin Artaud, happenings, the Fluxus Movement, and diverse examples of contemporary performance art. The course examines the theoretical and historical contexts that influenced the development of these movements, their impacts upon the art of their time, and their influence upon the theoretical underpinning of today's art practices. Students will write a research paper about an aspect of the history and theory and complete a series of exercises recreating a performance from a style, artist, or era they have studied. This course is an embodied scholarship in that students both create in the studio and research the performance styles from the past.

Prerequisite: ARTS 111, or MEDA 102, or PERF 103, or PERF 140, or VISA 102. Course Tags: ART.

PERF 170 - Technical Practicum in Performance (2)

Technical Practicum in Performance is an introductory class to the technical aspects of creating and presenting live performance. Students will become familiar with the basic tenets of lighting, sound set and costume design and will be trained to utilize the equipment in the Foundry Theater. Students will be given crew assignments to support productions during the term in order to gain hands-on production experience. This course may be repeated for credit since every term presents new technical challenges related to projects. Students who take the class a second time will be utilized as crew heads and mentored into a deeper understanding of one technical aspect in which they wish to specialize.

Course Tags: ART.

PERF 180 - Approaches to Acting: (subtitle) (4)

This course introduces students to various approaches to acting for the stage. The class will consider theoretical underpinnings of the technique studied, as well as engage students in the practice of the technique in order to acquire a fundamental ability and understanding of how to apply it to a given performance text or situation. Students will be expected to read primary sources on the approach(es) studied as well as participate in exercises in class and on their own to develop their abilities. Approaches to acting that may be engaged include: Meisner Technique, Chekhov Technique, Mask Work, Viewpoints, The Classics, Scene Analysis, and Commedia dell'arte. All versions of the class are designed to enable students to be confident in having a way into the acting process whether they are working with original or scripted material.

Course Tags: ART.

PERF 181 - Vocal Music Instruction (1)

Individual and group instruction in singing. This is a disciplinary elective course that allows students to engage more fully in the development of discipline-based technique as a complement to their scholarly and creative work within the performance major. This is not a required majors course.

Course Tags: ART.

PERF 182 - Modern Dance (2)

This is an introductory technique class. This is a disciplinary elective course that allows students to engage more fully in the development of discipline-based technique as a complement to their scholarly and creative work within the performance major. This is not a required majors course.

Course Tags: ART.

PERF 183 - Individual Instruction in Music (1)

Individual instruction to develop an ongoing practice of a musical instrument. This is a disciplinary elective course that allows students to engage more fully in the development of discipline-based technique as a complement to their scholarly and creative work within the performance major. This is not a required majors course. Contact/ sign-up with the instructor for lesson time.

Course Tags: ART.

PERF 184 - West African Percussion & Dance Ensemble (1 to 2)

Ensemble drumming is practiced throughout West Africa. Drum ensembles play for recreation, ceremonies, weddings, funerals, parties, and religious meetings. Other instruments often join the drums to accompany singing and dancing. Drumming, singing, and dancing are often performed in a circular formation. This course is designed to allow students to explore the following pedagogies: Modeling of rhythms and other performance practices, aural learning through imitation and practice, listening, and analysis.

Course Tags: ART.

PERF 185 - Fundamentals and Extensions of Music (2)

This course teaches the basics of music theory and standard notation. Topics include familiarity with the staff system, clefs, note placement, pitch names, scale types, key signatures, intervals, basic harmony, rhythmic notation and practice, voice leading, sight singing, and phrase structure. The work of the course will involve worksheets on various theoretical issues, drills of basic pitch and rhythmic concepts, and listening to examples with the goal of improving aural analysis and fundamental musical abilities. In addition to the theoretical and practical aspects of music, the course will also delve into cross-disciplinary issues such as the cultural development of music in humans; music, language, and communication; and the interface of music with sociology, anthropology, mathematics, and physics.

Course Tags: ART.

PERF 230 - Writing and Performing the Self (4)

This class will examine the extensive tradition of performance based upon autobiography and examine the methodologies and techniques for transforming personal experience into a work of art. Students will strive to create work that expresses the particular elements of the narrative reality of an individual and also connects with the universal realities of the human experience. Historically and theoretically important auto-performances will be used as case studies to broaden students' understanding of strategies and approaches to telling their story. They will develop their project through a series of focused composition and performance exercises that will lead to an auto-performance presented to the community at the end of the term.

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

PERF 250 - Rehearsal and Production (4)

In this class, students participate in all aspects of production: acting; dramaturgy; set and costumes construction; lighting; and collaborative creation. Under the direction of a faculty member or visiting artist, students take part in presenting a play for the public. Social and historical aspects of the play, the author and the style in which the play will be presented are studied and observed. Students will gain a basic understanding of how to analyze and stage a dramatic text and develop aesthetic choices

that support its comprehension and embody the intentions of the writer and director.

Prerequisite: PERF 103, or PERF 104, or PERF 140, or PERF 150, or PERF 180, or instructor's permission. Course Tags: ART, M.

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

This course is built around a variety of concerns in poetic concept or technique. Examples may include: advanced storytelling; performance on location; contact improvisation; acting for the camera; modern dance; acting for the camera; introduction to playwriting; material versus matter; endurance or other relevant topics.

Prerequisite: PERF 103, or PERF 104, or PERF 140, or instructor's permission. Course Tags: ART; additional tags vary by offering.

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

Students may petition an individual faculty member to guide the development of a proposed performance art project or scholarly research. Students must focus their activities in a performance related field of interest to the student and in which the faculty has some scholarly, professional, or pedagogical experience. Independent study can be completed over a period of more than one term and may include work completed during a full-time co-op term. This class is designed to give students the ability to pursue opportunities that may present themselves in a location or culture students may find themselves immersed in off-campus. Students are expected to take considerable initiative in creating the course of their study, and to collaborate with faculty regarding how they will demonstrate their learning. Offered as requested and as faculty time allows. Credits for Independent Study are determined by the following principle: students will have 3 hours of supervised independent study per week per quarter credit, or a total of 30 hours of supervised work per quarter credit distributed less evenly over the quarter than 3 hours per week.

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

PERF 320 - Directing Seminar (4)

This course is designed to ground students in theories of directing that would inform their work on a studio project putting theory into practice. Leading twentieth century directors including Bertolt Brecht, Harold Clurman, Joseph Chaikin, Peter Brook, Jerzi Grotowski, Richard Forman, and Ann Bogart will provide a framework for discussion of directorial strategies and approaches. We will also gain a basic historical understanding of the role of the director and how it has evolved. Students will become familiar with aspects of directing that include the use of image and text, the architecture of space, event, character, performer, and audience relationship.

Prerequisite: PERF 230, or PERF 250, or PERF 330, or PERF 350, or instructor's permission. Course Tags: ART.

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

This course continues and deepens the explorations of PERF 230 Writing Performing the Self. Drawing on performance art, theater and multimedia solo performance traditions, students will see live performance, watch videos, read articles, write performance reflections, essays and reviews. The main work this term will be to develop an autobiographical performance that incorporates both action and text. PERF 330 assignments will be more ambitious than those in PERF 230 and may allow for special mentoring of PERF 230 students. Students will be expected to spend significant time outside of class watching and developing performance work. Final performances will be presented to the community at the end of the term. PERF 330 students will be expected to take on greater aspects of final production planning and are expected to demonstrate growth in performance practice from the 200- to 300-level.

Prerequisite: PERF 230 or instructor's permission. Course Tags: ART, M.

PERF 350 - Rehearsal and Production II (4)

In this class, students participate in all aspects of production at a more advanced level: acting, dramaturgy, set and costume construction, lighting and collaborative creation. Under the direction of a faculty member or visiting artist, students take part in presenting a play for the public. Social and historical aspects of the play, the author and the style in which the play will be

presented are studied and observed. Students will gain a deeper understanding of how to analyze and stage a dramatic text, develop aesthetic choices that support its comprehension and embody the intentions of the writer and director. Class will incorporate a regular company warm-up that will include physical and vocal training as well as improvisational work. Students will be expected to take on either a performative or technical design role at an advanced level, as well as additional research and dramaturgical tasks, promotion and publicity, costume and set construction and supporting fellow actors through side-coaching and line memorization. Advanced students in Rehearsal and Production II will be working on a significant acting design, or research role and will be integral within the leadership of the artistic project.

Prerequisite: PERF 230, or PERF 250, or instructor's permission. Course Tags: ART, M.

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

This course is built around a variety of interdisciplinary and global concerns. Examples may include: performance as tactical media; performing gender; crossing borders through performance; Brecht and Boal; performing community; community-based dialogical art practices; performing ecologies: site-specific projects linking art and the environment; introduction to dance: human anatomy into motion; dance composition: the art of making dances.

Prerequisite: One 200-level course in PERF, MEDA, VISA, or ARTS, or instructor's permission. Course Tags: ART, M; additional tags vary by offering.

PERF 370 - Documentary-Based Performance (4)

Students will focus on the work of Anna Deavere Smith, John Malpede, Spaulding Gray, Carlyle Brown, and others to examine the methodologies, "aesthetic of others" discourse, representational issues, and strategies of documentary-based performance. Students will explore how "objective" facts and events are translated into a subjective experience for the performer that communicates to an audience.

Prerequisite: PERF 230, or 330, or 250, or 350, or 265, or instructor's permission.. Course Tags: ART.

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

Students may petition an individual faculty member to guide the development of a proposed performance art project or scholarly research. Students must focus their activities in a performance related field of interest to the student and in which the faculty has some scholarly, professional, or pedagogical experience. Independent study can be completed over a period of more than one term and may include work completed during a full-time co-op term. This class is designed to give students the ability to pursue opportunities that may present themselves in a location or culture students may find themselves immersed in off-campus. Students are expected to take considerable initiative in creating the course of their study, and to collaborate with faculty regarding how they will demonstrate their learning. Offered as requested and as faculty time allows. Credits for Independent Study are determined by the following principle: students will have 3 hours of supervised independent study per week per quarter credit, or a total of 30 hours of supervised work per quarter credit distributed less evenly over the quarter than 3 hours per week.

Prerequisite: PERF 299 or instructor's permission. Course Tags: ART.

PERF 440 - Rehearsal and Production Tutorial (4)

This course allows students the opportunity to participate as a cast, crew, dramaturg, or collaborator within a public project or production by a fellow student, visiting artist or faculty member. Students are mentored through the experience to maximize their effectiveness as well as reflect on the strengths of their contribution and possible areas of challenge or growth.

Prerequisite: 3rd- or 4th-year standing and two of the following: PERF 230, PERF 250, PERF 330, or PERF 430; or instructor's permission. Course Tags: ART.

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

At the advanced level, students will have the opportunity to focus on specialized topics when offered. This may be concurrent with our artist-in-residence program. This course may be taken more than once as long as the coursework, titles, and

descriptions are distinct.

Prerequisite: Performance majors only, or instructor's permission. Course Tags: ART; additional tags vary by offering.

PHIL-Philosophy

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

This is an introductory course designed to explore the themes of law and justice as they have been addressed in the philosophical tradition, in contemporary political debates, and in legal opinions. Students will become familiar with these topics through readings in classical, modern, and contemporary works of philosophy as well as Supreme Court cases. At the end of this course, students are expected to have attained familiarity with some of the most important thinkers in the western tradition (such as Plato, Aquinas, James Madison, Mill, Emma Goldman, Martin Luther King, and Rawls) and to have developed the ability to articulate their views on contemporary political, moral, and legal questions.

Course Tags: HUM; additional tags vary by offering.

PHIL 115 - Eastern Thought (4)

This course is an introduction to Eastern philosophical thinking. Students will read texts integral to the development of South and East Asian cultural and philosophical traditions, including, e.g. the Bhagavad-Gita, and Dao De Jing. Students will examine issues such as the nature of reality and truth, ethical issues, and issues of self- and social-governance from these perspectives. Students will learn source-language terminology and will consider alternative conceptual structures, and worldviews.

Course Tags: HUM; additional tags vary by offering.

PHIL 205 - Philosophy and Religion (4)

This course explores the topic of religion in a philosophical manner. Students will compare the ways in which philosophers like Spinoza, Maimonides, and Kierkegaard have engaged with religious texts, and they will grapple with classic texts in the philosophy of religion such as Hume's Dialogue Concerning Natural Religion, James' Varieties of Religious Experiences, and Nietzsche's Antichrist. In addition to studying philosophic analyses of religion, students will examine religious texts and beliefs from a variety of traditions and cultures.

Course Tags: HUM.

PHIL 210 - Comparative Philosophy (4)

"Philosophy" is a word that traces its origin to a tradition of thinking that began in the Mediterranean region some two and a half thousand years ago. It literally translates as love or friend of truth or wisdom (philo-sophia). This course investigates "philosophy" in this tradition by placing it in dialogue with other traditions of philosophical thought, or with other modes of thinking. Readings from diverse traditions of thought and expression will be compared and contrasted in order to help understand these traditions and their particular concerns, philosophical methods, and intentions, as well as their cultural and historical specificities, and relations to other modes of thought. Particular instances of this course might compare Eastern and Western philosophies on a particular topic, or philosophy and another discipline, e.g., poetry, art, literature, history etc. In this course, students will develop a deeper understanding of at least one major philosophical topic or tradition and be able to relate and compare it with diverse philosophies or to another form of discourse.

Course Tags: HUM, M.

PHIL 220 - Existentialism (4)

This course will explore the philosophical tradition of existentialism. Students typically begin with an examination of the classic existentialist tradition: Kierkegaard; Dostoevsky; Nietzsche; Heidegger; Jaspers; Sartre; de Beauvoir; Camus; and Merleau-Ponty. Students will focus on the following major themes of existentialist philosophy: the alienation of reason and existence; the relationship between existentialism and phenomenology; "being-in-the-world" as our primary way of existing; the dissolution of various dualisms (subject/object, mind/body, reason/passion, fact/value); the relationship between self and

others; God, angst, death, and absurdity; and the meaning of freedom. Students may conclude the course with an examination of the often-neglected perspectives of feminist, African American, and non-European existentialisms. This course may be offered as a survey of existentialist thought, or it may focus on a few particular existentialist works for deeper study.

Course Tags: HUM.

PHIL 221 - Environmental Ethics and Political Theory (4)

This course examines the question of how we should treat the natural world as both individuals and citizens. In addition to examining various claims about our ethical obligations to the environment, this course will also look at how the various political systems address environmental problems and solutions. This course is intended to introduce students to a variety of ethical and political approaches to the environment and to aid them in developing their own viewpoints. Because environmental ethics is a part of applied ethics, students will research regional environmental issues and apply the theories they study to this issue.

Course Tags: HUM, S-F.

PHIL 225 - Critical Thinking (4)

Critical thinking is a branch of philosophy that is concerned with the logic, rules, and structure of argumentation and dialogue. It is often referred to as "informal logic," and is concerned with the way in which we use forms of reasoning (or the lack of it) in our everyday discourse. This course will explore the rules of critical thinking with a focus on the nature of logical fallacies commonly committed in argumentation. Students will also engage in "philosophical action" by investigating the various commissions of logical fallacies in current political and public discourse, including political debates, talk radio, television talk shows, advertising, and local public discourse.

Course Tags: HUM, M.

PHIL 230 - Special Topics in Philosophy: (subtitle) (4)

This special topics course will be designed in conjunction with students, visiting scholars, and faculty in other disciplines to offer students the opportunity to engage with issues of particular philosophic relevance and import.

Course Tags: HUM.

PHIL 235 - Logic (4)

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

Prerequisite: Placement in this course determined by mathematics placement test or instructor permission. Course Tags: HUM, Q.

PHIL 280 - Chinese and Japanese Philosophies (4)

This survey course is an introduction to Chinese and Japanese Philosophies. We will read central texts and authors from the Chinese Confucian and Daoist traditions, and from the Japanese Zen Buddhist tradition and the 20th Century Kyoto School of philosophy. Topics considered will include reality and nature, views of the self, values (aesthetics and ethics), issues of knowledge and the use of language. This course will expose students to a variety of new philosophical terms and conceptual structures, many of which include a vital role for absence, and an essential role for emptiness or nothingness. Students will

examine and discuss these alternate conceptions and consider their practical application and philosophical implications. Students will also reflect on these East Asian philosophical projects and perspectives in relation to one another, and with respect to Western philosophical projects and history.

Prerequisite: PHIL 115. Course Tags: HUM.

PHIL 290 - Indian and Buddhist Philosophies (4)

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

Prerequisite: PHIL 115. Course Tags: HUM, S-F.

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

The independent study is an opportunity to engage closely in research, analysis, and writing with a philosophy faculty member and to earn credit for philosophic study outside of the formal classroom setting. Credits for Independent Study are determined by the following principle: students will have 3 hours of supervised independent study per week per quarter credit, or a total of 30 hours of supervised lab/field work per quarter credit distributed less evenly over the quarter than 3 hours per week.

Prerequisite: Instructor's permission. Course Tags: HUM.

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

This special topics course will be designed in conjunction with students, visiting scholars and faculty in other disciplines to offer students the opportunity to engage with issues of particular philosophic relevance and import.

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

PHIL 330 - Ancient Philosophy (4)

This course examines in greater depth the history of ancient Western philosophy and political theory from the Presocratics to the dawn of the Middle Ages. Major thinkers will be examined in light of the classical topics of human nature, the good life, the good society, history, and the nature of knowledge and reality. While the majority of our emphasis will fall on classical Greek philosophy, we may also examine issues in Hellenistic and Roman philosophy.

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

PHIL 332 - Modern Philosophy (4)

This course examines the history of Western philosophy and political theory from Machiavelli to Nietzsche. Major thinkers examined may include Descartes, Bacon, Hume, Hobbes, Locke, Rousseau, Kant, Mill, Hegel, and Marx. The classical topics of human nature, the good life, the good society, history, and the nature of knowledge and reality will form the themes of the course.

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

PHIL 335 - Feminist Philosophy and Political Theory (4)

This course will examine the relatively recent, but wide-ranging, complex, and rich field of feminist philosophy. We will study contemporary and historical texts drawn from this emerging and continuing tradition, with a focus on feminist interpretations of the Western philosophical canon, women's experiences of subjectivity and embodiment, and feminist conceptions of

language, knowledge, and nature. We will consider a wide range of differing versions of feminist thought, and we may also explore the intersections of feminist philosophy with gender and men's studies.

Prerequisite: One 100-level and one 200-level PHIL course, or instructor's permission. Course Tags: HUM, D-GSS.

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

The independent study is an opportunity to engage closely in research, analysis, and writing with a philosophy faculty member and to earn credit for philosophic study outside of the formal classroom setting. Credits for Independent Study are determined by the following principle: students will have 3 hours of supervised independent study per week per quarter credit, or a total of 30 hours of supervised lab/field work per quarter credit distributed less evenly over the quarter than 3 hours per week.

Prerequisite: PHIL 299 and instructor's permission. (At least two courses in PHIL at Antioch College may be required at instructor's discretion.). Course Tags: HUM.

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

This special topics course will be designed in conjunction with students, visiting scholars, and faculty in other disciplines to offer students the opportunity to engage with issues of particular philosophic relevance and import. This course may be taken as an elective more than once as long as the course title and description are distinct.

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

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

This course is designed for advanced students of philosophy interested in exploring the diverse, complex, and challenging landscape of contemporary philosophy. In the context of this course, contemporary philosophy refers to the most significant philosophers and philosophical movements of the vast majority of the twentieth-century Western tradition. In particular, students will examine and discuss those philosophers and movements that have been most central to setting the stage for the future of philosophy in the twenty-first century such as phenomenology, critical theory, pragmatism, analytic philosophy, hermeneutics, and postmodernism.

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

PHYS-Physics

PHYS 160 - General Physics I (4)

This course introduces Newton's Laws of Motion and their use in analyzing real life situations involving force, motion, equilibrium, elasticity, friction, and gravity. Students learn to use the principle of Conservation of Energy to solve problems involving thermal, gravitational, rotational, and chemical energy. The course also covers basic concepts of heat and thermodynamics, as well as static and dynamic properties of fluids. There is a lab component to the course.

Prerequisite: MATH 155 or instructor's permission. Course Tags: SCI.

PHYS 260 - General Physics II (4)

This course includes basic concepts of waves and sound, light and optics, electrostatics, electric circuits, magnetism, electromagnetic induction, and electromagnetic waves. There is a lab component to the course.

Prerequisite: PHYS 160 and MATH 155; or instructor's permission; Recommended: MATH 160. Course Tags: SCI.

PSYC-Psychology

PSYC 105 - General Psychology (4)

The field of psychology explores the interdependent experiences of thinking, feeling and acting and how these underlying dynamics affect the quality of one's psychological life. Psychology encompasses a wide number of therapeutic theories and approaches and each is characterized by its unique set of variables employed to explain behavior. It is the objective of this course to acquaint students with different theoretical frameworks, their particular methodologies and expectations for the psychology major.

Course Tags: SOCSCI.

PSYC 110 - Foundations of Social Psychology (4)

The focus of social psychology is to more deeply understand individuals in interaction with other individuals, individuals in interaction with groups, and groups in interaction with other groups-an analysis of complex situations that involve multiple directions of influence. By looking at a wide range of social behaviors, students will endeavor to identify root causes, determine beneficial and unconstructive factors, and recognize the effects of their influence. Through this analysis, it is hoped students will critically attend to issues and conditions of social behavior performance in an effort to improve the quality of interactions in the community.

Course Tags: SOCSCI.

PSYC 200 - Basic Therapeutic Skills (4)

This course is an introduction to foundational therapeutic skills. The goals of the course are for the student to learn and develop active listening skills, attending skills, rapport building, the art of questioning, self-reflexivity, consciousness raising, ethics, and note taking/written report basics. This course will focus on cultivating general therapeutic skills that can be applied within any area of psychology and can be put to use immediately within their own community, work settings, and interpersonal relationships.

Prerequisite: PSYC 105 or instructor's permission. Course Tags: SOCSCI.

PSYC 205 - Learning and Behavior (4)

Learning is a critical component of adaptive behavior in animals and humans. This course will expose students to key concepts, theories, and experimental paradigms for studying and understanding animal learning and behavior. This will include the study of basic mechanisms of associative learning including Pavlovian and operant conditioning. Additionally, we will explore how the underlying principles of learning and conditioning affect our daily lives.

Course Tags: SOCSCI.

PSYC 220 - Animal Behavior (4)

This course provides an in-depth look at the important theories, issues, and empirical techniques in the interdisciplinary field of animal behavior emphasizing both proximate and ultimate mechanisms and explanations for behavior. Students can expect to spend time outside of the classroom designing, conducting and reporting on their personal observations of animals.

Course Tags: SOCSCI.

PSYC 225 - Developmental Psychology (4)

This course provides an introduction to the milestones of human development from conception to death. Students will be able to describe physical, cognitive and social growth of humans with special attention to various cultural contexts of development and the rich diversity of individuals. The content is drawn from research and theories in developmental psychology. Students are expected to integrate their personal experiences, knowledge of psychology, and their observations of human development with the content of this course.

Course Tags: SOCSCI.

PSYC 230 - Personality Theories (4)

This course surveys the major theoretical approaches in Western psychology-derived throughout the 19th and 20th centuries-to personality development. Biographies of the theorists and the sociocultural context in which their theory developed, the theorists overall view of the person, basic theoretical concepts, and evaluation of the theory (including contributions and limitations) will be the focus of this course. Students will learn major personality theories including individual and systems perspectives and how to discern among them to begin to develop a personal psychological philosophy and orientation.

Course Tags: SOCSCI.

PSYC 242 - Cognitive Psychology (4)

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

Prerequisite: PSYC 105 or instructor's permission. Course Tags: SOCSCI.

PSYC 295 - Special Topics in Psychology: (subtitle) (4)

This course offering is used to describe any topics-based course in the field of psychology at the intermediate level. This course may be used to replicate standard courses at other institutions that are not currently offered at Antioch College, or to teach more specialized material based on the Instructors' expertise and interests. This course may be taken more than once as long as the course title and description are distinct.

Prerequisite: PSYC 105 or instructor's permission. Course Tags: SOCSCI.

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

The independent study is an opportunity to engage closely in research, analysis, and writing with a psychology faculty member and to earn credit for study outside of the formal classroom setting. Credits for Independent Study are determined by the following principle: students will have 3 hours of supervised independent study per week per quarter credit, or a total of 30 hours of supervised lab/field work per quarter credit distributed less evenly over the quarter than 3 hours per week. By instructor's permission only. Credits for Independent Study are determined by the following principle: students will have 3 hours of supervised independent study per week per quarter credit, or a total of 30 hours of supervised lab/field work per quarter credit distributed less evenly over the quarter than 3 hours per week.

Prerequisite: Instructor's permission. Course Tags: SOCSCI.

PSYC 310 - Biopsychology (4)

This course will provide a biological framework for understanding complex behaviors and mental processes such as perception, motor control, learning, memory, and emotion. This course first introduces the student to the machinery (cells and structures) that makes up the nervous system as well as its basic functions (physiology). These systems will be discussed within the context of these complex behavior and mental processes.

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

PSYC 330 - Cross-Cultural Psychology (4)

Western psychology has tended to focus on the behavior of members of WEIRD (wealthy, educated, industrialized, rich and democratic societies) populations and concluded on the basis of these non-representative samples that many psychological processes are universal, or shared by all people across cultures. However, cross-cultural research in psychology has

demonstrated that many psychological processes are more validly described as culture-bound. This course will explore the ways in which psychology is socially constructed. Through discussions, readings, and activities, we will examine how psychological processes, and the theories and study of psychological processes, are inextricably linked to specific historical, social, and cultural contexts. Students can expect to develop a broader, global perception of contemporary psychology and a useful set of critical-thinking tools with which to analyze and evaluate psychology.

Prerequisite: PSYC 105 and at least second-year standing, or instructor's permission. Course Tags: SOCSCI.

PSYC 335 - Abnormal Psychology (4)

This course will provide students with an introduction to the field of abnormal psychology through the exploration of "abnormality" within historical, social, and cultural contexts, as well as the various predominating paradigms. We will look at major research issues as they relate to both the causal factors of each disorder and the efficacy of current treatments and interventions. Students will develop an awareness of professional issues in the field such as diagnostic uses and misuses, and ethical and legal issues surrounding the "power and privilege" to diagnose others. By the end of this course, students should have a firm foundation in the major diagnostic categories as well as the various theoretical lenses through which one can research and treat psychopathology.

Prerequisite: PSYC 105 or instructor's permission. Course Tags: SOCSCI.

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

This course offering is used to describe any topics-based course in the field of social psychology. This course may be used to replicate standard courses at other institutions that are not currently offered at Antioch College, or to teach more specialized material based on the Instructor's expertise and interests. This course may be taken more than once as long as the course title and description are distinct.

Prerequisite: PSYC 110 or instructor's permission. Course Tags: SOCSCI; additional tags vary by offering.

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

These courses may focus on selected topics based upon faculty's expertise, students' interests, and curriculum needs. This may include a variety of interdisciplinary topics such as psychology of dreams, archetypal psychology, psychologies of liberation, theory and practice of conflict transformation, nonviolent action and social change, individual and collective trauma, participatory action research, psychology of consciousness, and psychology of religion. May be repeated for credit given different course titles and topics.

Prerequisite: PSYC 105, or PSYC 110, or one 200-level course in PSYC, or instructor's permission. Course Tags: SOCSCI; additional tags vary by offering.

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

The independent study is an opportunity to engage closely in research, analysis, and writing with a psychology faculty member and to earn credit for study outside of the formal classroom setting. Credits for Independent Study are determined by the following principle: students will have 3 hours of supervised independent study per week per quarter credit, or a total of 30 hours of supervised lab/field work per quarter credit distributed less evenly over the quarter than 3 hours per week.

Prerequisite: PSYC 105, or PSYC 110, or one 200-level course in PSYC, and instructor's permission. Course Tags: SOCSCI.

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

How has the field of psychology decided what diagnoses are included or excluded in the Diagnostic and Statistical Manual (DSM)? How do diagnostic criteria determine who has access to resources? What is the role of psychopharmacology in psychology? How does the government or public policy affect the scope of psychological services? These questions, and the sociopolitical context of the psychology field, are taken up in this course. Major legal cases and ethical issues in psychology will be studied, along with contemporary psycho-political issues and concerns.

Prerequisite: PSYC 335 or instructor's permission. Course Tags: SOCSCI.

SCI-Sciences

SCI 101 - Foundational Topics in Sciences (4)

Foundational Topics in the Sciences provides students an opportunity to explore timely, novel and interdisciplinary scientific subjects in a Foundation-level class. This course is designed to highlight rotating subjects in introductory science, with each course subject selected by the instructor. Each course offering will present a scientifically rigorous overview of the subject, which will reflect the scientific expertise of the faculty member. All courses will explore common tools such as Scientific Methodology and Inquiry, Peer Review, and Scientific Communication. This course may be taken more than once as long as the course title and description are distinct.

Course Tags: SCI.

SCI 270 - Special Topics in Sciences: (subtitle) (4)

This course offering is used to describe any topics-based course in the Sciences Division at the intermediate level. This course may be used to replicate standard courses at other institutions that are not currently offered at Antioch College, or to teach more specialized material based on the Instructor's expertise and interests. This course may be taken more than once as long as the course title and description are distinct.

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

SCI 297 - Independent Scientific Research (1 to 4)

Students will practice the process of science by participating in the design and implementation of an independent research project in the sciences. Students will use peer-reviewed scientific literature, make a formal presentation of their research, and will be encouraged to present research at professional scientific meetings. This course may be taken for one to four credits and may be repeated once. The instructor and student determine credit hours based on the expected time commitment and complexity of the project.

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

SCI 299 - Independent Study (1 to 4)

The independent study is an opportunity to engage closely in research, analysis, and writing with a science faculty member and to earn credit for study outside of the formal classroom setting. Credits for Independent Study are determined by the following principle: students will have 3 hours of supervised independent study per week per quarter credit, or a total of 30 hours of supervised work per quarter credit distributed less evenly over the quarter than 3 hours per week.

Prerequisite: instructor's permission. Course Tags: SCI.

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

This course offering is used to describe any topics-based course in the Sciences Division at the advanced level. This course may be used to replicate standard courses at other institutions that are not currently offered at Antioch College, or to teach more specialized material based on the instructor's expertise and interests. This course may be taken more than once as long as the course title and description are distinct.

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

SCI 397 - Advanced Scientific Research (1 to 4)

Students will practice the process of science by designing and implementing an independent research project. Students will

use peer-reviewed scientific literature and statistical analyses to frame and analyze independent research. Students will make formal presentations of their research and will be encouraged to present research at professional scientific meetings. Students will work independently but schedule regular meetings with their research course instructor. This course may be taken for one to four credits and may be repeated once. The instructor and student determine credit hours based on the expected time commitment and complexity of the project.

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

Course Tags: SCI.

SCI 399 - Advanced Independent Study (1 to 4)

The independent study is an opportunity to engage closely in research, analysis, and writing with a science faculty member and to earn credit for study outside of the formal classroom setting. Credits for Independent Study are determined by the following principle: students will have 3 hours of supervised independent study per week per quarter credit, or a total of 30 hours of supervised work per quarter credit distributed less evenly over the quarter than 3 hours per week.

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

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

This course offering is used to describe any topics-based or full methods course in the Sciences Division at an advanced level, suitable for advanced undergraduate or beginning graduate work. This course may be used to replicate advanced courses at other institutions that are not currently offered at Antioch College, or to teach more specialized material based on the instructor's expertise and interests. This course may be taken more than once so long as the course title and description are distinct.

Prerequisite: 3rd- or 4th-year standing, 24 credits of college-level math and/or science numbered 150 or above, and appropriate to the special topic, including at least 12 credits at the intermediate level or higher, and at least 4 credits at the advanced (300+) level or higher, and instructor's permission. Course Tags: SCI.

SEI-Social Enterprise and Innovation

SEI 110 - Introduction to Social Enterprise (4)

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

Course Tags: (none).

SEI 150 - Accounting for Social Enterprise (4)

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

Course Tags: (none).

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

This course critically examines the relationship between different forms of enterprise, politics, and society. The first part of the course interrogates the corporation as the dominant form of business organization in capitalist economies. How have major corporations influenced our political-economic and social practices (for better and worse) during the 20th and 21st centuries?

The second part of the course analyzes alternative enterprise models such as worker cooperatives, social enterprises, community enterprises and small businesses. What are the opportunities and challenges facing enterprises that put social goals – democratic governance, sustainable community development, social and environmental problem-solving – on par with (or above) profit maximization? How do social enterprises remain solvent in a neoliberal society that values market efficiency above all else? Through this course, students will gain an understanding of corporate capitalism's influence on society, the diversity of enterprise, and the politics of business organization.

Prerequisite: PECO 105. Cross-Listed as: Cross-listed with PECO 240. Course Tags: SOCSCI.

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

(description needed)

Prerequisite: (not yet known). Course Tags: Varies by offering.

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

(description needed)

Prerequisite: (not yet known). Course Tags: Varies by offering.

SPAN-Spanish

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

SPAN 101 uses a communicative approach to integrate cultural products, practices, and perspectives into developing the four skills of communication in Spanish (reading, writing, speaking, and listening), with a focus on real-time interpersonal oral production of simple present tense phrases and sentence structures in a variety of familiar contexts. This course roughly targets the ACTFL Novice-High rating. Teaching methodologies may include task-based, project-based, and other experiential learning assignments. Offered every Fall term. Taught in Spanish.

Course Tags: LANG.

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

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

Prerequisite: SPAN 101, placement, or special instructor permission.. Course Tags: LANG.

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

SPAN 201 uses a communicative approach to integrate cultural products, practices, and perspectives into developing the four skills of communication (reading, writing, speaking, listening), with a focus on real-time interpersonal oral production of simple, but full and increasingly complex present tense and past-tense phrases and sentence structures in a variety of familiar contexts and uncomplicated social interactions. This course roughly targets the ACTFL Intermediate-Mid rating, and prepares students for the ACTFL Oral Proficiency Interview in fulfillment of Antioch's language requirement. Teaching methodologies may include task-based, project-based, and other experiential learning assignments. Offered every Fall term. Taught in Spanish. A \$55 course fee for the OPI, which is not included in the tuition for this course, must be paid directly to ACTFL when the student schedules the OPI.

Prerequisite: SPAN 102, placement, or special instructor permission.. Course Tags: LANG.

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

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

Prerequisite: Prerequisite: SPAN 201, placement, or special instructor permission.. Course Tags: LANG.

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

For students with years of previous study in Spanish as demonstrated by a placement protocol or with a passing grade in SPAN 202, SPAN 270 offers a bridge between skill-based courses and content-based approach to investigate a special topic in Spanish language and/or culture. While not limited to this list, topics may include phonetics, Spanish for heritage speakers, Spanish for a specialized field (science, business, etc.), Translation Studies in Spanish, Hispanophone cultural practices, Spanish approaches to literary study, literary theory, or selection of the literature of an author, movement, geographical region, or time period in the Spanish or Hispanophone tradition. While using the course's topic as a content for academic inquiry, its objectives are primarily to develop the four skills of communication in Spanish (reading, writing, speaking, and listening), with a focus on real-time interpersonal and presentational oral production of cohesive paragraphs featuring narration and description in all tenses and on a variety of increasingly abstract and academic contexts, as well as on interpretive communication and argumentation through expository process writing. This course roughly targets the ACTFL Advanced-Mid rating. Teaching methodologies may include task-based, project-based, and other experiential learning assignments. Taught in Spanish.

Prerequisite: Prerequisite: SPAN 202, placement, or special instructor permission.. Course Tags: LANG.

SPAN 301 - Themes in Latin American Literature (4)

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

Prerequisite: SPAN 202, placement, or special instructor permission.. Course Tags: LANG; D-CRES.

SPAN 302 - Identity in Latin American Literature (4)

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

Prerequisite: SPAN 202, placement, or special instructor permission.. Course Tags: LANG; D-CRES.

SPAN 303 - Hispanophone Cultural Diversity (4)

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

Prerequisite: SPAN 202, placement, or special instructor permission.. Course Tags: LANG; D-CRES.

SPAN 304 - Introduction to Latin American Literature (4)

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

Prerequisite: SPAN 202, placement, or special instructor permission.. Course Tags: LANG.

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

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

Prerequisite: SPAN 202, placement, or special instructor permission.. Course Tags: LANG.

SPAN 340 - Spanish Capstone (3)

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

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

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

For students with years of previous study in Spanish as demonstrated by a placement protocol or with a passing grade in SPAN 202, SPAN 370 uses a content-based courses approach to investigate a special topic in Spanish language and/or culture. While

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

Prerequisite: SPAN 202, placement, or special instructor permission.. Course Tags: LANG.

VISA-Visual Arts

VISA 102 - STUFF (4)

The first question from everyone taking this class should be: What do we do in this class? My answer is: we make stuff. In this studio course, we will explore and discuss concepts and processes related to the visual language of 3 dimensional form. Our visual investigations are not meant to result in traditional art works; they are designed as projects that expand ideas of what thinking and creating visually can be. We will investigate three-dimensional form in relation to material, time and space. We will consider fundamentals of sculpture such as material meaning, scale, process, action and site. These fundamentals are the tools through which a world of concepts may be explored. In all cases, form will be studied independently as well as its relationship to content. Students may have the opportunity to work with materials such as wire, cardboard, clay, wood, fabric and experimental media. In this course, we will work with three-dimensional form as an investigation of the visual and material world we live in. Our aim is to study and discover meaning and content from our everyday field of experience. Be prepared to think expansively.

Course Tags: ART.

VISA 165 - Modern Art: Late 19th through Mid-20th Century (4)

This art history course will address selected visual art movements beginning in the early 1860s with Realism and Impressionism in the West through the mid-1950s and the emergence of New York as an art world center examining the historical, theoretical, and critical foundations of modernist art and the historical avant-garde. We will also consider the development of modern art in non-Western contexts including Asia and Eastern Europe. Seminar style coursework will include classroom discussion, selected readings, field trips, creative and/or writing projects.

Course Tags: ART.

VISA 200 - Introduction to Printmaking (4)

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

Prerequisite: ARTS 111 or Instructor permission.. Course Tags: ART.

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

This studio course is an overview of the fundamental techniques, terms, concepts and formal strategies involved in Graphic Design. This course extends the learning developed in ARTS 111: Two-Dimensional Design by focusing on images and words and the way they communicate together. Through exercises and project learning we will build skills in imagemaking, typography, composition, interaction of color, and organization. In all cases, design will be studied as a means toward expression or the communication of meaning. Through visual examples special attention will be paid to the role of graphic

design in culture, and the responsibilities held by graphic designers. This course will be taught primarily on the computer with directed learning in the Adobe Creative Suite - specifically Illustrator, Photoshop and InDesign. This class is cross listed in the Visual Arts and Media Arts.

Prerequisite: ARTS 111 or instructor's permission. Cross-Listed as: Cross-listed with MEDA 215. Course Tags: ART.

VISA 250 - The Object in Space (4)

Building upon the 3D visual literacy we developed in our foundation course, this course will continue an investigation of materials, methods, and concepts of 3 dimensional work. We will investigate the formal properties and expressive potential of our chosen materials and expand this investigation to explore space, context and site. Emphasis will be placed on the relationship of material to concept or meaning, the processes or methods used in making dimensional work, and the way in which objects exist in particular environments/contexts. This studio class will include significant studio time, slide presentations, demonstrations of technical methods, one-on-one and group discussions, field trips and critiques of your work.

Prerequisite: VISA 102. Course Tags: ART.

VISA 265 - Art History/ Art Stories (4)

We will examine the histories, theories, critical foundations, and stories of modernist art, the historical avant-garde, and their relationship to contemporary artistic modalities. We will also consider contemporary art and the relationship to the historical avant-garde movements on which it builds, incorporating narratives and artworks that are produced though oftentimes excluded from the critical dialogue. Seminar style coursework will include classroom discussion, selected readings, field trips, creative and/or writing projects.

Course Tags: ART; M.

VISA 270 - Special Topics in the Visual Arts: (subtitle) (4)

The special topics course makes it possible for students to focus more closely on a material, technique or process that cannot be fully developed within the available curriculum. Possible studio methods include but are not limited to: ceramics, fiber arts, glass, metal, illustrations, printmaking, collage, and new media. This course is being offered at multiple levels and allows for immersion in a specific topic of interest. Contact instructor for specific description, objectives and learning outcomes.

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

VISA 285 - Drawing from Observation (4)

This course will build on the two-dimensional visual literacy and skills developed in our foundation course, and will emphasize the articulation of space through observation. Drawings and Paintings will be made using a range of materials and drawn from life, utilizing but not limited to still life, anatomical and botanical specimens, the Glen Helen and raptor center, live models, and found photographs. This studio class will include significant studio time, readings, presentations on the work of other artists, demonstrations of technical methods, one-on-one and group discussions, field trips, and critiques of student work.

Prerequisite: ARTS 111 or instructor's permission. Course Tags: ART, M.

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

This course allows individual students, in consultation with and under the supervision of a faculty member in related fields, to develop and design a course of study on a topic of mutual interest. The student takes the responsibility for designing and proposing a course syllabus (following a template for independent studies) that would clearly outline the learning objectives, course activities, assignments, and bases of evaluation for the course. The syllabus should specify the prerequisites for the course including academic standing, and the student should demonstrate sufficient background in visual arts to justify the required independent work. The faculty member is ultimately responsible for approving, supervising, evaluating, and grading the course. Credits for Independent Study are determined by the following principle: students will have 3 hours of supervised independent study per week per quarter credit, or a total of 30 hours of supervised work per quarter credit distributed less evenly over the quarter than 3 hours per week.

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

VISA 315 - Socially Conscious Design (4)

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

Prerequisite: ARTS 111 and MEDA 215 or VISA 215, or instructor's permission. Cross-Listed as: Cross-listed with MEDA 315. Course Tags: ART; M.

VISA 330 - Installation Art (4)

The history and practice of installation art is one of hybridity: drawing from minimalism; conceptual art; architecture; site-specificity; land and environmental art; new media; feminist art; and others. Growing out of the collapse of a work's autonomy, medium specificity, and sense of eternal and inert matter, installation art engages the aural, spatial, visual, and environmental planes of perception. In other words, installation art engages an embodied spectator, as opposed to a spectator possessing a pair of disembodied eyes. Students may incorporate video, photography, painting, projected light, sound, and sculptural materials in works that expand the physical boundaries of art beyond the discrete object. The term will begin by investigating a particular and fairly broad history through texts and images so as to situate our explorations within a context and move into rigorous collaborative studio work.

Prerequisite: VISA 250 or instructor's permission. Course Tags: ART; M.

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

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

Prerequisite: VISA 250 or instructor's permission. Course Tags: ART.

VISA 365 - Visual and Critical Studies Seminar (4)

The course will study selected investigations concerning contemporary art and its ongoing relationship with visual and critical studies. Through reading, discussion, and writing students will develop a critical theoretical vocabulary that provides the necessary framework for locating contemporary art in its social, cultural, and institutional contexts. Topics may include: globalization, race studies, gender studies, relational aesthetics, social practice, and much more. This class is intended for visual arts majors only.

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

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

This special topics course makes it possible for students to focus more closely on a material, technique or process that cannot be fully developed within the available curriculum. Possible studio methods include but are not limited to: ceramics, fiber arts,

glass, metal, illustrations, printmaking, collage, and new media. This course may be taken more than once as long as the course title and description are distinct.

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

VISA 385 - Drawing from Memory (4)

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

Prerequisite: ARTS 111 and VISA 285 or instructor's permission. Course Tags: ART, M.

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

This course allows individual students, in consultation with and under the supervision of a faculty member in related fields, to develop and design a course of study on a topic of mutual interest. The student takes the responsibility for designing and proposing a course syllabus (following a template for independent studies) that would clearly outline the learning objectives, course activities, assignments and bases of evaluation for the course. The syllabus should specify the prerequisites for the course including academic standing, and the student should demonstrate sufficient background in visual arts to justify the required independent work. The faculty member is ultimately responsible for approving, supervising, evaluating, and grading the course. Credits for Independent Study are determined by the following principle: students will have 3 hours of supervised independent study per week per quarter credit, or a total of 30 hours of supervised work per quarter credit distributed less evenly over the quarter than 3 hours per week.

Prerequisite: One VISA course and Instructor's permission. Course Tags: ART.

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

Over the last four decades, a growing number of artists have adopted a mode of working that is radically different from the usual modernist model. In some cases, collaborative artists are working in traditional art world channels, but in other cases, artists are collaborating with people or groups outside the world of art. The artists often create work with, not for a community, and share decision making with people not ordinarily given a place in the world of museums or other art world sites. This work is often intertwined with progressive educational philosophies and radical democratic theory. Resultant artworks express a wide variety of social and aesthetic positions. In this studio seminar course, we will examine collaborative contemporary artistic practices and explore the various modes of methods of creative co-generation in the visual arts through study and practice. Our work will consider the relationship between process and product, the complicated circumstances surrounding authorship and the social/political implications of making work "together."

Prerequisite: VISA 250, or VISA 280, or instructor's permission. Course Tags: ART; M.

VISA 410 - Comic Arts 1 (4)

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

Prerequisite: VISA 380 or instructor's permission. Course Tags: ART.

VISA 415 - Comic Arts 2 (4)

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

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

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

This course is designated for advanced majors in the Visual Arts. Students will focus on the development of substantial individual projects that present their own artistic investigation and emergent practice. Students will also further their investigations into the 4D realm with the inclusion of practices emerging in the field of new media. Students will continue to develop their artist statements and attention will be given to the creation of a final portfolio for application to a graduate studies program.

Prerequisite: VISA 350 or instructor's permission. Course Tags: ART.

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

The special topics course makes it possible for students to focus more closely on a material, technique or process that cannot be fully developed within the available curriculum. Possible studio methods include but are not limited to: ceramics, fiber arts, glass, metal, illustrations, printmaking, collage, and new media.

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

VISA 485 - Drawing from Imagination (4)

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

Prerequisite: VISA 385 or instructor's permission. Course Tags: ART, M.

WELL-Wellness Courses

WELL 101 - Wellness Education (1)

This course is for students who wish to earn credit by engaging in weekly classes at the Wellness Center, without a specific focus. Students may engage in any combination of weekly wellness classes with certified instructors, for a minimum of 25 clock hours (1500 minutes) per quarter. This class is limited to one credit per term. Students who wish to earn credit in a specifically named area (such as yoga, interval training, etc.) should instead register for those specific classes, if available. Students are also welcome to engage in Wellness Center classes without formally registering for a credit-bearing course. This course is repeatable for credit, but may not be taken more than once per term.

Course Tags: (none).

General Information

Catalog of Entry

Though academic program and graduation requirements of the College may change while a student is enrolled, it is expected that each student will meet the requirements outlined in the catalog that is in effect at the time he or she entered Antioch. The “catalog of entry” is considered applicable for students who leave the College and whose interrupted course of study is no more than five years.

Catalog Changes

The curriculum catalog is a general summary of programs, policies and procedures for academic and student life, and is provided for the guidance of students. However, the catalog is not a complete statement of all programs, policies, and procedures in effect at the College. In addition, the College reserves the right to change without notice any programs, policies and procedures that appear in this catalog. This edition of the curriculum catalog was published and distributed beginning Fall 2023. The curriculum catalog is continuously updated on the college’s website. It can be accessed at: <https://antiochcollege.edu/academics/courses-and-catalog/>

Anyone seeking clarification on any of this information should consult the Registrar Office.

Statement of Non-Discrimination

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

Campus Contacts

Academic Affairs

Phone: 937-319-0069

Fax: 937-401-0441

E-mail: aaa@antiochcollege.edu

Admission & Financial Aid

Phone: 937-319-6082

Fax: 937-319-6085

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

Student Affairs

Phone: 937-319-0234

E-mail: studentlife@antiochcollege.edu

Cooperative Education Program

Phone: 937-768-8042

Fax: 937-660-8483

E-mail: coopedu@antiochcollege.edu

Registrar

Phone: 937-319-0211

E-mail: registrar@antiochcollege.edu

President Jane Fernandes

Dr. Jane Fernandes joined Antioch College as its new president in August 2021. She came to Antioch College from Guilford College in Greensboro, North Carolina. Jane is the second female president — and first deaf president — in Antioch College's 170-year history, and the third president after its relaunch as an independent institution in 2010.

"Dr. Jane Fernandes brings broad academic experience, scholarship, and a solid record of active engagement in social justice and diversity," said Board of Trustees Chair Maureen Lynch. "Her appreciation for shared governance and cooperative education are additional valuable assets. Given the challenges faced by small institutions of higher education across the country, and by Antioch College specifically, we are acutely aware of the need to move boldly and with purpose into this next chapter. We firmly believe that Jane Fernandes is the leader the College needs at this moment."

"I was strongly drawn to Antioch because it has always combined my two great academic passions: liberal arts and social justice," Jane said. She is an active voice and participant in addressing critical social justice issues, receiving national attention for Guilford College's stand against North Carolina's HB2 law. She has led campuses in undertaking difficult conversations, examining meaningful ways to address systemic racism, gender inequity, and sexual assault — three of the most pressing social justice issues facing colleges nationwide.

Jane reversed years of enrollment declines and attracted the most diverse student body in Guilford's history (the percentage of diversity among entering student classes rose 12% in five years — from 37% in 2015 to 49% in 2020). She hired and retained a significantly higher percentage of faculty and staff from diverse racial and ethnic groups than liberal arts peers across the country by as much as double. Under her leadership, Guilford enjoyed balanced annual budgets and endowment growth from \$62M in 2014 to \$89M as of May 2021.

The search for a new president began in early 2021 with a Search Committee composed of Antioch College trustees, students, faculty, staff, alumni, and Yellow Springs community members led by Committee Chair Ro Nita Hawes-Saunders and assisted by John Garland, search consultant from Academic Search. Search committee members vetted many highly qualified candidates from more than 60 nominations and submitted applications, culminating in campus visits held in July with the campus community.

"I am excited to be joining Antioch College," Jane said. "This is an especially important time in the history of the College. I look forward to rolling up my sleeves and working with the dedicated and talented faculty, staff, trustees, students, and alumni, as well as reaching out to community members and businesses. As we continue to assess what the higher education landscape will look like following the pandemic, this is our opportunity to create together a bright future and build on the creation of a new Antioch College that is already underway."

Jane has a Ph.D. and M.A. in Comparative Literature from The University of Iowa and a B.A. in French from Trinity College, Hartford, Conn.

Contact the President

Office: 937-319-6164

Fax: 937-319-6084

Email: president@antiochcollege.edu

Location: South Hall, 418

Register of Officers

Board of Trustees

Shelby Chestnut '05

Chair

Shelby Chestnut, is a mixed race Assiniboiné and Norwegian, queer and trans community organizer with roots from Montana and Minnesota. Shelby is the director of policy and programs at the Transgender Law Center (TLC), the country's largest trans-led organization. Shelby's work focuses on supporting the leadership of transgender people of color around the U.S., to ensure they are alive and thriving. Prior to TLC, Shelby served as the director of community organizing and public advocacy at the New York City Anti-Violence Project for six years. Shelby holds a B.A. from Antioch College and an M.S. in Public Policy from the New School. Shelby has dedicated their career to organizing and mobilizing LGBTQ people, people of color, and low income communities to ensure policies are informed by the people directly impacted by economic inequality and violence.

Susan Jean Mayer '79

Vice Chair

Susan Jean (Shay) Mayer is a developmental learning and curricular theorist who writes on a range of issues related to democratic K-12 practice, social science method, and the study of learning within schools. Mayer draws on contemporary understandings of the work of psychologists Jean Piaget and Lev Vygotsky and on the philosophy of pragmatism as explicated by John Dewey. Her 2012 book, *Classroom Discourse and Democracy: Making Meanings Together*, employs classroom discourse analysis in order to characterize and theorize distinctively democratic features of secondary literature discussions. Mayer has taught in teacher education programs at Brandeis and Northeastern Universities and worked in secondary textbook production for five years. She is editor-in-chief of the online *Journal of the American Association for the Advancement of Curriculum Studies* and was a founding member of Critical Explorers, a non-profit that conducts curricular research and design residencies (criticalexplorers.org). An edited book on the use of the teaching approach Critical Exploration in the Classroom within teacher education programs is in review.

Sharon Merriman '55

Treasurer

Sharon Merriman is a graduate of the Indiana University Robert H. McKinney School of Law. She is of counsel in the law firm of Voyles Zahn Paul, a member of the Indianapolis Bar Association and the Indiana State Bar Association, and an arbitrator for the Financial Industry Regulatory Authority. She served on the Antioch University Board of Trustees from 2006 to 2012. In the past, Sharon worked with Planned Parenthood of Central Indiana, Big Sisters (before they merged), and currently serves on several committees at All Souls Unitarian Church. Additionally, she is a reader for IRIS, an organization which works with our public radio/television station to read for the visually impaired. Sharon is an active member of the Travelers Century Club, having visited over one hundred countries and all continents.

Shalini Deo

Secretary

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

Shannon TL Isom

Governance Chair

Shannon TL Isom is the President and CEO of YWCA Dayton. Isom is responsible for the executive and administrative leadership of the YWCA Dayton, which strives to eliminate racism and empower women. Likewise, she is responsible to ensure high quality outcomes, financial sustainability, organizational viability, and exceptional program service delivery. The YWCA Dayton has played a pivotal role in shaping the Dayton region; Isom's priority is to carry the mission and to ensure it is both a catalyst and a disrupter for issues that affect women, especially those most acutely felt through the lens of intersectionality. She served as a YWCA Dayton board member, as well as Board Chair before taking the helm and ushering the YWCA Dayton into a \$17+M renovation and capital campaign project.

John K. Jacobs Jr. '76

John K. Jacobs (not to be confused with John L. Jacobs '76) has many Antioch connections. He met his wife Mary (class of '74) when he entered in 1972, his father John K. Jacobs Sr. graduated in 1940, and his first cousin Evelyn Lamers '69 and her husband Tom (class of '69) are, or were, all proud Antioch alumni. After graduating from Antioch with a focus on the fine arts, sculpture in particular, John continued his studies in the MFA program at Hunter College in New York. While there he began working part time in galleries and museums in New York and after leaving Hunter in 1980 he joined the staff of The New Museum where he took the job of registrar, managing the exhibitions and collections of the museum. After spending six years at the museum and seeing it grow into the most cutting edge contemporary art museum in New York he left to join the fledgling art services company, Crozier Fine Arts. This company specialized in the storage, shipping, crating and packing and installation of fine art all over the world and provided the commercial experience that he would need to found his own company. In 1989, with his wife Mary and their three small children, he left New York for Washington, D.C. to establish ARTEX Fine Art Services in the former post office building of Takoma Park Maryland. The company quickly grew and established offices in Baltimore, Philadelphia, New York, Boston, Chicago and Fort Lauderdale, and today is the largest art service provider in the United States, specializing in working with museums, galleries, private collectors and auction houses.

Maureen A. Lynch

Maureen Lynch is an active community leader who has volunteered for more than 35 years in support of women's rights, civil liberties and access to health care in Dayton and Yellow Springs, where she resides. A native of Akron, Ohio, Lynch currently serves on the Board of Trustees for The Dayton Foundation. She previously has served as a board member or officer for a number of local organizations, including Dayton Contemporary Dance Company, Planned Parenthood of the Greater Miami Valley, NARAL Ohio, Think TV, Dayton YWCA, Friends Care Community and Lion Apparel, among others. She was recognized in 2003 as one of the Dayton YWCA Women of Influence.

Sharen Swartz Neuhardt

Sharen Swartz Neuhardt is a partner at Thompson Hine LLP in Dayton, Ohio, specializing in corporate law, mergers and acquisitions, and technology law. She was the head of the firm's corporate transactions and securities practice group from 2005-2008. Neuhardt was also the Vice President and General Counsel of Mead Data Central, Inc. (now known as LexisNexis) from 1987-1990. In addition to her work with the Ohio Democratic Party, Neuhardt has been active in Planned Parenthood for decades. She earned a BA from Northwestern University in 1973 and holds a JD from Georgetown University Law Center.

Karen Mulhauser '65

President, Alumni Association Board of Directors

Karen Mulhauser has been providing consulting services to nonprofit organizations, grantmakers and political candidates since 1988 (including the Obama for America campaign). She coordinates a network of over 930 Washington, DC-area self-employed women. She is founder and coordinator of Trusted Sources, a nonpartisan voter engagement organization. She serves on the D.C. Human Rights Commission and the Advisory Council of Women's Information Network, which each year presents a DC woman with The Karen Mulhauser Award for service to support the advancement of young professional women. Before consulting, Mulhauser was the Director of the Center for Education on Nuclear War and an affiliated lobbying coalition, Citizens Against Nuclear War (CAN), and was Executive Director of the National Abortion Rights Action League during most of the '70s and through 1981.

Michael Casselli '87
Faculty Trustee

Michael Casselli has been interested in the hybridization of forms and media since he received his undergraduate degree in visual arts/performance theory from Antioch College in 1987. While at the college, he staged large-scale outdoor mixed media performance installations, whose primary focus was an attempt to clarify issues of sense-based perception and the physicality inherent in performative work. After Antioch, he was accepted into the Masters Program in Sculpture at Rhode Island School of Design (RISD). While at RISD his work started to move away from the performative context, while maintaining a vested interest in sense of physicality, choosing to focus on the role that the spectator plays as a necessary figurative element of a completed work. It was at RISD that he started to define the contextual framework through which his work was to be experienced. By eliminating physical boundaries between the viewer and the work, he provided the spectator with a choice as to how they would interact with it. While these concerns still remain active in the work he produces today, his vocabulary has expanded to include more subtle ways of asking the same questions, and has allowed him to consider a broader palate of contemporary media in the creation of his work, utilizing video, robotics, and homegrown technologies. Michael spent twenty years in New York City within the underground art and performance scene, fully integrating his early concerns with performance and the visual arts. While continuing to create large-scale installations, he found himself able to apply many of the same concerns within the performance arena, creating scenic and video design for dance and theater, earning him a Bessie Award for Scenic Design in 1987. Michael relocated to Yellow Springs in 2009 to establish the Manic Design Studio, a place for hybrid experimentation in all media.

Shane Creepingbear '08
Staff Trustee

Shane Creepingbear belongs to the Cáuigù people and is a citizen of the Kiowa Tribe of Oklahoma, where he is a federally enrolled tribal member. Shane is currently the Associate Director of Admission at Antioch College. He is in the process of completing a master's degree in organizational leadership with a focus in higher education. As an alumnus of Antioch, Shane espouses the importance of shared and community governance and deeply understands the value through which our unique community delivers education by providing practical real-world experience and community engagement to our students. After graduating from Antioch in 2008, Shane volunteered for Nonstop Antioch and the Antioch Continuation Corporation. In 2010, he accepted a position in the admission office and over the course of 10 years has been a consistent, hard-working, dedicated community member. He is currently the Associate Director of Admission and has served on the Board of Directors of the Yellow Springs Credit Union for nine years.

Student Trustee

Elections held in September each year

Honorary Members of the Board

Kay Drey

Atis Folkmanis '62, *Trustee Emeritus*

David Goodman '69, *Trustee Emeritus*

Terry O. Herndon '57

Frances Degen Horowitz '54, *Trustee Emerita*

Hon. Eleanor Holmes Norton '60

Joyce Idema '57, *Trustee Emerita*

Jay W. Lorsch '55, *Trustee Emeritus*

Lee Morgan '66, *Trustee Emeritus*

Edward Richard '66, *Trustee Emeritus*

Barbara Slaner Winslow '68, *Trustee Emerita*

Malte von Matthiessen '66, *Trustee Emeritus*

Executive Officers

President

Jane Fernandes

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

Provost & Principal Academic Officer

Brian Norman

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

Director of Operations and Officer of Institutional Effectiveness

Hannah Spirison Montgomery

Ms. Montgomery joined Antioch with a bachelor's degree in Economics from Rhodes College and a master's in Student Affairs in Higher Education from Miami University. Before coming to Antioch, she worked with the Higher Education Data Sharing Consortium (HEDS), a consortium of small, private liberal arts colleges dedicated to sharing information and institutional data to support student learning. While at Antioch, she has led campus efforts around accreditation with the Higher Learning Commission, supported institutional planning and data-driven decision making, and worked closely with Admission and Financial Aid. As Director of Operations, Ms. Montgomery oversees facilities, data systems, and human resources to foster integration and effectiveness. She also supports campus learning hubs through operational support, including primary oversight over the Antioch Farm and Wellness Center. She also serves as Officer of Institutional Effectiveness and accreditation liaison.

Dean of Admissions and Dean of External and Community Relations

Shane Creepingbear

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

Faculty

Arts

Forest Bright – Assistant Professor of Visual Arts (2D Media)

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

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

Michael Casselli – Assistant Professor of Sculpture and Installation

M.F.A., Visual Arts, Concentration in Sculpture, Rhode Island School of Design
 B.A., Self-Designed Major, Concentration in Visual Arts and Performance Theory, Antioch College

Anna Chiaretta Lavatelli – Assistant Professor of Media Arts

MFA, Visual Arts, University of California San Diego
 B.A., Media Studies: Film, Photography, University of Buffalo

Cooperative Education

Luisa Bieri Rios – Dean of Cooperative, International, and Community-Based Learning; Associate Professor of Cooperative Education, Community Arts, and Performance

M.A., Comparative Women's Studies, Utrecht, The Netherlands
 B.A., Latin American Literature, Theater, Smith College

Beth Bridgeman – Associate Professor of Cooperative Education and Sustainable Practice

M.A., International Administration, Intercultural Management, SIT Graduate Institute
 B.A., Elementary Education, Social Studies, University of Northern Colorado

Richard Kraince – Associate Professor of Cooperative and International Education

Ph.D., Sociology of Education, Ohio University
 M.A., International Affairs—Southeast Asia Studies, Ohio University
 M.A., Education, University of Rhode Island
 B.S., Geology, Ohio University

Humanities

Brooke Blackmon Bryan – Associate Professor of Writing & Aesthetics

M.A., Oral History Methodology, Antioch University
 B.A., Classics, Antioch University

Cary Campbell – Associate Professor of French Language and Culture

Ph.D., French Language and Literature, University of Pittsburgh
 M.A., French Linguistics and Literature, University of Pittsburgh
 B.A., French, Linguistics, Brigham Young University

Kevin McGruder – Associate Professor of History

Ph.D., History, City University of New York, Graduate Center
 M.B.A., Real Estate Finance, Columbia University
 B.A., Economics, Harvard University

Allie McCarty – Visiting Instructor of Spanish Language and Culture

M.A., Spanish/Latin American Literature and Culture, University of South Florida
 B.A., Spanish Language, Literature, and Culture, Otterbein College

Lara Mitias – Associate Professor of Philosophy

Ph.D., Philosophy, University of Hawai'i
 M.A., Philosophy, Ohio University
 B.A., Philosophy, Ohio University

Rahul Nair – Associate Professor of World History

Ph.D., South Asian History, University of Pennsylvania
 M.A., History, Jawaharlal Nehru University
 M.A., Economics, University of Delhi
 B.A., Economics, University of Kerala

Natalie Suzelis – Assistant Professor of Literature

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

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

B.A. in English, Philosophy, Carlow University

Sciences

David Kammler – Associate Professor of Chemistry

Ph.D., Organic Chemistry, Indiana University Bloomington

A.B., Chemistry, Harvard University

Kim Landsbergen – Associate Professor of Biology and Environmental Science

Ph.D., Forest Ecosystem Analysis, University of Washington College of Forestry

M.S., Forestry and Environmental Studies, Duke University School of the Environment

B.S., Chemistry, Biology, University of Memphis

Scott Millen – Assistant Professor Biochemistry and Molecular Biology

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

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

Amy Osborne – Assistant Professor of Mathematics and Quantitative Reasoning

M.S., Mathematics, Morehead State University

B.S., Mathematics, Physics, Ashland Community College

Social Sciences

Jennifer Grubbs – Assistant Professor of Anthropology

Ph.D., Anthropology: Specialization in Race, Gender, and Social Justice, American University

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

M.A., Communication, University of Cincinnati,

B.A., Communication, University of Cincinnati

Mindith Rahmat – Assistant Professor of Psychology

PsyD, Educational Psychology, Alliant International University

M.A., Clinical Psychology, Marshall University

B.A. Psychology, Marshall University

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

Ph.D., Political Science, Syracuse University

M.A., Political Science, Syracuse University

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

Queen Meccasia Zabriskie – Visiting Associate Professor of Social Sciences

Ph.D., Sociology, Northwestern University

M.A., Sociology, Northwestern University

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

Olive Kettering Library

Emily Samborsky – Director of the Olive Kettering Library

M.L.S., Indiana University

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

Professors Emeriti

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

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

B.A., Antioch College

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

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

B.S., Fordham University

Hassan Rahmanian – Presidential Professor of Political Economy, Faculty Emeritus

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

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

Louise Smith – Associate Professor of Performance, Faculty Emeritus

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

I.M.A., Playwriting, Antioch University

B.A., Theater, Antioch College

Appendix

Normal Standards of Academic Progress

	Year 1	Year 2	Year 3	Year 4
Credits Earned	44	88	132	180
GPA	2.0	2.0	2.0	2.0
Completion Rate	67%	67%	67%	67%
ENG 101/105	Completed			
ENG 251		Completed		
Q (Math)				Completed
ANTC 101	Completed			
ANTC 102	Completed			
ANTC 200		Completed		
EXPR 145	Completed			
Co-Ops	1	2	2	3
Language & Culture		Novice-high (French/Spanish) Novice-mid (Japanese)		
All Other Requirements				Completed

While the language and culture program is proficiency-based, and not course-based, it is expected that most students will achieve novice-high proficiency by the end of the second year (minimum requirement for all students). For students choosing the optional language focus, an intermediate level of proficiency is expected by the end of year two, and a proficiency of intermediate-low (Japanese) or intermediate-high (Spanish, French) is expected by the end of year three.

Standard Study/Work Sequence

	Fall Term	N-D Block	Winter Term	Spring Term	J-A Block
Year 1	study		study	work	
Year 2	study		work	study	
Year 3	study*		study*	study*	
Year 4	work*		study	study	

Deadlines

Registration Deadlines

Registration Form - This form is for the initial enrollment for a term, prior to the start of a term. It may be submitted until the day classes begin.

Consequences of missing this deadline: No appeals are possible; there will be no exceptions. Students missing this deadline must submit a Late Registration Form.

Late Registration Form - This form is for the initial enrollment for a term, after the start of a term. It may be submitted until

the end of the day (5:00 pm) on Friday of the first week of the term. This deadline coincides with the end of the schedule adjustment period.

Schedule Adjustment Form - This form is used make adjustments to your schedule after having already submitted a Registration form. It may be submitted after a student's initial registration, and until the end of the day (5:00 pm) on Friday of the first week of the academic term.

Independent Course Proposal - This petition is to be submitted with a Registration Form (or Late Registration Form or Schedule Adjustment Form). This proposal's deadline is the same as the registration form with which it is submitted. A copy of the course syllabus must also be submitted with the proposal.

Application for Re-Enrollment Form – Deadline: Five weeks before the first day of the term for which the students intends to re-enroll.

Consequences of missing this deadline: The student may submit the form through the end of the schedule adjustment period (accompanied by a Late Registration Form or Schedule Adjustment Form). However, because of the lack of advance notice, some offices will not be prepared to accommodate the student's needs: For example, there may not be space in student housing available for the quarter and co-op jobs may not be available.

Consequences of Missing Registration Deadlines

Students who fail to meet the registration deadline on any registration forms or petitions must appeal to the Academic Policy and Review Committee (APRC). Students should be aware that APRC meets only periodically, and they may have to wait for a decision, which will delay registration and the student's ability to attend classes.

Students registering past the deadline must seek permission from each course instructor in whose class they wish to enroll. Instructors are not obligated to permit students to register late for classes. Students who wait to enroll during week 2 may not find instructors willing to permit them to register late.

Students requesting permission from APRC to accept late registration materials or petitions related to registration risk having their request rejected by APRC.

Other Deadlines

Class Withdrawal Form - This form may be submitted after the schedule adjustment period, and until the end of the day (5:00 pm) on the Friday of the 7th week of the academic term during regular terms (Fall, Winter, and Spring). For block terms, the form may be submitted until the end of the day (5:00 pm) on the Wednesday of the 3rd week of the block. If this form is received by the deadline, the student will receive a grade indicator of "W" for the course or courses from which the student is withdrawing.

Consequences of missing this deadline: Students are not permitted to withdraw after the deadline because work completed through this point in the term is sufficient to warrant a grade.

Application for Re-Enrollment- Deadline: Five weeks before the first day of the term for which the student wishes to be reinstated.

Consequences of missing this deadline: No appeals are possible; there will be no exceptions. Because APRC must review these applications, and because APRC will not meet again until after the start of the next term, the student will have to wait an additional term to be reinstated.

Declaration of Major - Degree Plan & Declaration of Major Form - The deadline for submission of these materials is the end of the day (5:00 pm) on the last day of the Fall term of the student's second year. In cases of self-designed majors, all required documents must be submitted with the degree plan by this same deadline.

Consequences of missing this deadline: Students who miss this deadline will have a hold placed on their ability to register for

the next term. The hold will not be removed until the registrar has approved a degree plan.

Request for Incomplete Grade - This form must be submitted before the end of the third day (5:00 pm) of the term following the term during which the course was taken.

Consequences of missing this deadline: The student will be issued a grade by their course instructor based on the work submitted through the last day of the term, which in many circumstances will result in an F.

There are no appeals to APRC for requesting an incomplete. However, there are special accommodations for students with documented medical issues. These are covered fully in the college's Leave and Withdrawal Policy.

Petition for a Change of Study/Co-op Sequence – Deadline: Petitions for Changes of Sequence are only considered when APRC is in session during Fall, Winter, and Spring terms. They are not considered during block terms. This form must be submitted by the end of the day of the ninth week of the regular term (Fall, Winter, or Spring) preceding the first term for which this petition is intended to alter. Required*:

1. Formal letter of petition
2. Two to three signatures from advisors
3. Study/Work sequence table
4. **These criteria are explained on the form.*

Consequences of missing this deadline: A change of study/cop-op sequence requires advanced planning for the Cooperative Education office, as well as the student. Additionally, these requests must be reviewed by APRC before the end of the term. Requests submitted past the deadline cannot be accommodated.

Application for a Leave of Absence - Although there is no deadline for the submission of requests for leave, advanced notice is required. The request is due within one week of the desired start date of the leave or the end of the quarter, whichever is sooner.

Students requesting a leave for an entire term must submit the application before the end of the term prior to the term for which they are requesting a leave. Failure to do so will result in the student being withdrawn from the college by the Registrar's Office for failure to attend.

Students requesting a leave for a short period within a quarter must submit the application within a week of the requested leave period. Course instructors need advance notice of a student's absence in order to accommodate make-up work for lessons, assignments, exams, etc. It is important to have this communication with your instructors because your absences could result in a lower grade.

Withdrawal Form - There is no deadline for withdrawing from the college. However, withdrawal requests submitted by the end of the day (5:00 pm) on the last day of the seventh week of the quarter will result in the student receiving Ws for all courses.

Consequences of missing this deadline: Withdrawal requests submitted after the end of the day (5:00 pm) on the last day of the seventh week of the quarter will result in the student receiving whatever grades the student has earned at the time of the withdrawal, which in most cases will be Fs.

Graduation Application - Deadline: the end of the day (5:00 pm) on the last day of the first week of the term of the graduation ceremony.

Walker Petition - Deadline: the end of the day (5:00 pm) on the last day of the first week of the term of the graduation ceremony. This petition requires APRC approval. The petition must include a plan for the student to complete the remaining credits necessary for graduation. Petitions submitted without a plan will be rejected by APRC.