



ANTIOCH COLLEGE

Work Program Handbook 2025-2026

Table of Contents

I. [Introduction](#)

1. Brief History of Work at Antioch College
2. Dual Work Program: Cooperative Education & Antioch College Works
3. Overview of Federal Work College guidelines

II. [Guiding principles, Goals and Learning Outcomes](#)

1. Definition of Meaningful Work
2. Statement on Meaningful Work Philosophy at Antioch College
3. Cooperative Education mission statement
4. Antioch College Works mission statement
5. Program Learning Outcome: Integrative Learning
6. ACW Learning Goals
7. Assessment

Antioch College Work Program Handbook 2025-2026

Updated automatically every 5 minutes

Administration

- b. Work Progress Committee
 - c. Work Program Council (WorkCil)
 - d. Supervisors
2. [ACW Policies](#)
 - a. [Work Standing Policy](#)
 - i. Work Requirement
 - ii. Eligibility for Participation
 - iii. Determining Work Standing
 - b. [Hourly Work Compensation Policy](#)
 - i. Required First 5 hours
 - ii. Work Requirement and Co-op
 - iii. Paycheck hours eligibility
 - iv. ACW Work over Breaks, Blocks and One-time Shifts
 - v. Federal Holidays
 - c. [Accessing & Implementing Accommodations Policy](#)
 - d. See Student Handbook Policies for Additional Relevant Policies
 - e. [Statement on Confidentiality & FERPA](#)
3. [ACW Positions, Application and Allocation Procedures](#)
 4. [Hiring Process](#)
 5. [PayCor Timecards](#)
 6. [Workplace Expectations](#)
 7. [Job Change Requests](#)
 8. [Addressing Issues - When Workplace Expectations are Not Met](#)
 - a. [Formal Disciplinary Process](#)
 9. [Training, Evaluation and Resources](#)
 10. [ACW Annual Schedule](#)

V. Cooperative Education (Co-op)

1. [Program Description Overview](#)
2. [Cooperative Education Courses](#)
3. [Co-op Requirements](#)
4. [Co-op Advising](#)
5. [Study/Co-op Sequence](#)
6. [Additional Co-op Option](#)
7. [Language and Cultural Immersion](#)

[Programming Abroad Policy](#)

- i. [Cultural Immersion Co-op Checklist](#)
- d. [Awarding Co-op Credit for Prior Experience Policy](#)

I. Introduction

Brief History of Work at Antioch College

From the inception of Antioch College work has been a component of Antioch students' education. Student work on campus goes all the way back to Horace. In 1853, William Johnston, perhaps the first student worker, rang the College Bell in exchange for room and board. He lived in one of the towers in Main Building and rang the bell to wake students up, call them to classes, chapel, and meals. He was a busy fellow. Fortunately for him, most classes were held in Main Building. George H. Shull the geneticist (class of 1901) mopped floors in the 1890s to defer tuition costs. Need based students during the Depression had campus cleanup jobs to the point that the facilities director was known as the Professor of Work. Community Government (CG) throughout its history had a good sized payroll. At one time there was even a Campus Valet. There was, and still is, plenty of unpaid volunteer labor in the form of community projects such as the construction of sidewalks in the 1940s or the construction of the tea house in the 1970s.

A Century of Cooperative Education

For more than 100 years, a central component of Antioch's progressive education model has been its flagship Cooperative Education (Co-op) Program, the first to be established as a core component in an undergraduate liberal arts program.

Co-op enables students to attain professional experience and construct purposeful pathways into their careers. Gaining this knowledge and applied skills is a primary factor in why generations of Antiochians have had significant impacts in their communities and professions.

While professional engagement lies at the heart of cooperative education—along with developing a sense of inquiry and reflecting on lessons learned—the co-op field experience transcends its basic tenets of integrating ideas learned in the classroom with practical work experience. Co-op also promotes opportunities for language and cultural immersion learning around the globe.



Antioch College Work Program Handbook 2025-2026

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Antioch's first year as a Federal Work College. It is a historic achievement for Antioch, and it was gained in record time!

Antioch is joining a group of renowned colleges, including Berea and Warren Wilson, that will help uplift our national reputation and connect us to a supportive network of peer institutions. **We are one of ten Federal Work Colleges in the country and the first in Ohio!**

Dual Work Program: Antioch College Works (ACW) and Cooperative Education (Co-op)

What is the Work Program at Antioch, and why work?

The Antioch College dual work program includes both Cooperative Education (Co-op) and Antioch College Works (ACW) campus jobs. Students engage in meaningful work at Antioch to develop foundational skills, contribute to the community, and foster a sense of connection and purpose. The Work Program 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.

Antioch received its Federal Work College designation in 2024. As a Federal Work College, our students are now eligible for additional federal funds to support a Work Program Tuition Grant, making a college education more affordable and accessible to all. Every student who lives on campus participates, making it a model of equity—not just for those with high financial need. We also believe that this model uplifts learning across our “3 Cs”: Classroom, Co-op and Community. Co-op and campus jobs allow students to develop skills, try out ideas, and explore potential career paths alongside a dynamic network of mentors, advisors, coworkers and friends. Students build connections throughout our campus, our local region, as well as across the country and around the globe.

Cooperative Education (Co-op) Overview

Students at Antioch spend up to a third of their academic program—a minimum of three academic terms—engaged in full-time work, research, service or self-directed learning enterprises 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 challenging settings where students generally can



Antioch College Work Program Handbook 2025-2026

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and compelling stories of deep adventures in distant locales, they also discover unique talents as they take action in the world.

Antioch College Work (ACW) Campus Work Crews

All students at Antioch get to join a work crew and contribute 5 hours each week at a campus learning hub or other area. Students may choose to cultivate sustainable practices at our Antioch micro-Farm and Farm-to-Table kitchens, or add to local and national justice efforts of the Coretta Scott King Center for Cultural and Intellectual Freedom. They work alongside arts professionals at The Foundry Theater or The Herndon Gallery. Work crews help run the Olive Kettering Library, and gain a holistic approach to individual and community health at our Wellness Center. Whatever work crew a student joins, they will both join a tight-knit community and gain meaningful work experience along the way.

What is a Federal Work College?

The Department of Education sets these guidelines for Federal Work Colleges:

Federal Work Colleges provide students with a work-learning-service program that is an integral and stated part of the institution's educational philosophy and program requiring participation of all enrolled resident students. The program includes:

- Learning objectives, evaluation, and a record of work performance as part of the student's college record;
- Provides programmatic leadership by college personnel at levels comparable to traditional academic programs;
- Recognizes the educational role of work-learning-service supervisors; and
- Includes consequences for nonperformance or failure in the work-learning-service program similar to the consequences for failure in the regular academic program.

A **Federal Work College** is a public or private nonprofit, four-year, degree-granting institution with a commitment to community service. FWCs provide a comprehensive work-learning-service program that requires all residential students to participate for at least five hours each week, except summer school, and provides participating students with the opportunity to cover some of the costs of their education while they contribute to the welfare of the community as a whole.



Work College Consortium

In 2025-26, Antioch College became the newest member of the [Federal Work College Consortium](https://workcolleges.org/about/). Antioch is one of ten federally designated work colleges nationally. The Consortium “supports member schools with federal compliance, conducts research across the institutions to help assess student work-learning and service outcomes, shares best practices, and supports ongoing activities among the colleges in the areas of work-learning-service.”
<https://workcolleges.org/about/>

II. Guiding Principles, Goals and Learning Outcomes

Definition of Meaningful Work

Work is an active contribution of time and energy to a personally or socially valued end. Work offers learning possibilities through direct experience. Through reflecting on our experiences, we make meaning of our work. Meaningful work may be the result of both an individual’s understanding of what they have learned as well as the impact of their work on others, society, or the world at large.

Statement on Meaningful Work Philosophy at Antioch College

Students engage in meaningful work at Antioch College to develop foundational skills and contribute to the community, fostering a sense of connection and purpose. The Work Program 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.

Cooperative Education Program Mission Statement

The mission of the Cooperative Education Program is to expand the boundaries of the liberal arts learning environment by immersing students in full-time work, ambitious creative projects, cultural immersion opportunities, collaborative research efforts, or other forms of socially-engaged, field-based, experiential learning. COOP



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experience across the College to support skill building and an ability to reflect on the meaning of their work in personal and professional realms.

Antioch College Liberal Arts Learning Outcomes

The Work Program contributes to the following Liberal Arts Learning Outcomes (LALOs): Social Engagement, Deliberative Action, and Intercultural Effectiveness. Co-op and ACW also measure a program-level outcome, Integrative Learning.

Work Program Learning Outcome

(Adapted from the AAC&U Value Rubrics, <https://www.aacu.org/value-rubrics>)

Integrative learning refers to the ways students build a sense of connection and make meaning of their work, study, and co-op experiences. Over time, they develop new knowledge, skills, and abilities as they deepen their work with supportive educators, mentors, and peers. It is an intentional approach that encourages students to continually refine their interests, seek solutions to problems, and discover ways to meaningfully engage in the world.

ACW Learning Goals

1. Students will exhibit an understanding of workplace expectations and dependability (deliberative action).
2. Students will learn to communicate professionally and collaborate effectively in the workplace (social engagement).
3. Students will reflect on the meaning of their work contribution (integrative learning).
4. ACW Jobs and Supervisors will provide students with environments that support work-based skill building.

Assessment

The Dean of Cooperative, International and Community-based Learning leads the assessment process for the Cooperative Education and Antioch College Works programs. Assessment plans are reviewed and conducted annually. Regular assessment serves to measure outcomes and revise or improve program elements, as needed. Antioch College's assessment efforts are coordinated by the Assessment Committee and the Office of Academic Affairs.



Antioch College Works (ACW)

1. ACW Program Organization

Work Program Team

The Dean of Cooperative, International, and Community-based Learning leads Antioch's dual Work Program—Cooperative Education and the Antioch College Works (ACW) campus jobs program. Cooperative Education faculty develop and implement programmatic and curricular design of the Co-op program and maintain external partnerships. Cooperative Education also includes Language faculty who support student preparation and partnership development for cultural immersion co-ops. The ACW program is centrally administered by the professional staff of the ACW program, in collaboration with Cooperative Education faculty, Financial Aid, HR and the Payroll Office.

The **Work Progress Committee** oversees the standards of student work progress to ensure compliance with federal funding requirements. The committee consists of the Dean, the ACW Program Manager and Financial Aid. They meet regularly to track student hourly work and notify students if they fall behind. The WPC conducts reviews at the end of each Fall, Winter, and Spring term to determine Work Standing (see the [Work Standing Policy](#) for more).

The [First C.A.R.E. \(Concern, Assessment, Response, and Education\) Team](#), Dean of Students & Community Life, and Associate Dean of Academic Affairs work together to provide guidance and support when students are not meeting satisfactory work progress.

Work Program Council / WorkCil

Members: Dean of Cooperative, International, and Community-Based Learning; Antioch College Works Program Manager; Director of HR; Director of Financial Aid; ComCil representative; two students; faculty representative, staff representative.

WorkCil is an advisory body to the Dean of Cooperative, International, and Community-Based Learning responsible for:

- Reviewing and recommending changes to ACW policies, and procedures.



Supervisors

Work crews are supervised by trained ACW Job Supervisors. Most supervisors are Antioch College staff or faculty, and some also serve as directors of a campus Learning Hub. All supervisors undergo supervisor training as part of the ACW Program.

Student engagement in our work program is integral to their educational experience. Supervisors supervise and mentor student workers who contribute to the efforts in their area of the College. They provide guidance and training, track hours, and approve Paycor time punches. Supervisors serve as educational role models who provide learning opportunities for students to build workplace skills that are developmentally appropriate and transferable to professional realms beyond the College.

Supervisors develop agreements with students that set clear expectations, including: position responsibilities, schedule, projects and opportunities (if possible), time punch procedures, planned and unplanned absence reporting, evaluation process, etc. Agreements should include how deviations from the agreement will be handled (e.g. unexcused absences), and the agreement should be signed by the supervisor and the student. An agreement template is available [here](#).

Supervisors are evaluated by their student workers as well as by the ACW Program team. Likewise, student workers are evaluated by their supervisors in a process that is designed to help identify strengths and future areas for growth.

2. ACW Policies

a. Work Standing Policy

Overview

In accordance with Federal Work College guidelines, Antioch College reviews the work progress of each student on a term-by-term basis



Antioch College Work Program Handbook 2025-2026

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the Dean of Cooperative, International and Community-based Learning; and the Director of Financial Aid. It collaborates closely with the First C.A.R.E. team and the Academic Policy and Review Committee (APRC). The WPC provides regular work progress monitoring and communication with students and campus supervisors. In addition, the WPC conducts reviews at the end of each Fall, Winter, and Spring term to determine Work Standing.

1. Work Requirement

Federal regulations for Federal Work Colleges guide Antioch College's work program policies. All residential students who live on campus are required to work a minimum of 5 hours per week during each academic term. This minimum is what constitutes satisfactory participation in the program. If a commuter (non-residential) student opts into the ACW program, they are subject to the same ACW work policies and expectations as residential students (see Eligibility for Participation section below).

During study terms, the Work Progress Committee monitors student progress towards meeting the work requirement through the ACW Program, which include the following:

- (1) Maintain a minimum of five hours a week each term in an ACW position
- (2) Complete a minimum of 55 hours of work by the end of each study term
- (3) Complete the evaluative expectations of ACW, including supervisor evaluations and self-evaluations that contribute to an assessment of one's learning through the work program.

Students who are not able to complete the work program requirements may face sanctions, from ineligibility for additional paycheck hours up to suspension and dismissal (see below). Students may also risk losing their Work Program Tuition



A student may be excused from a portion of the weekly work requirement if they are experiencing injury or illness; death of a relative; or other mitigating circumstances. Students with accommodation needs related to a medical condition or injury should refer to the [Accessing and Implementing Accommodations Policy](#). Questions may be directed to the Assistant Director for Student Success and Academic Resources.

Leave of Absence or Withdrawals

Students who take a Leave of Absence or Withdraw from Antioch College during an academic term or midway through an academic year are not permitted to participate in the work program for the duration of their leave. Once a student returns to full-time status, they will be expected to notify Financial Aid and the Dean of the Work Program in order to reinstate their participation. This may require re-applying to an ACW position, among other steps.

Co-op Terms

Students who are on co-op terms meet the work requirement through fulfilling the co-op expectations of full time experiential engagement. Co-op students are required to work or engage at least 30 hours per week in an approved co-op job or other approved experiential learning opportunity throughout the 11-week academic term. Leaving a position before completing the term must be approved by the instructor and a plan for completing the experiential requirement must be formalized.

A student who fails to complete the Co-op experiential engagement requirement of at least 30 hours per week throughout the 11-week academic term will not earn academic credit for the Co-op and **will automatically be placed on**



Antioch College Work Program Handbook 2025-2026

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Program

Commuter (non-residential) students

Students who have been approved to live off-campus or commute (non-residential) are ineligible to participate in the ACW program, unless they opt-in and commit to meeting the requirements.

Commuter students who wish to opt-in to the ACW Program need to communicate this to the Financial Aid Office to determine their eligibility for the Work Program Tuition Grant **prior to the start of an academic year in which they wish to work**. A change in student residential status or decision to opt-in should be made prior to the start of a new academic year, whenever possible.

Part-time students

All students who live on campus (residential students) are required to participate in the ACW Program, regardless of whether they are full-time or part-time. Part-time students are generally defined as students who enroll in fewer than 12 credits during an academic quarter. A commuter (non-residential) student who is enrolled full-time or part-time may opt-in to the program (see details above under Commuter Student Eligibility).

In general, if a student plans to enroll part-time during any academic term, they must communicate with the Financial Aid Office about their financial aid package.

Eligibility for ACW Work over Breaks, Blocks and One-time Shifts

ACW work over Breaks, Blocks, and One-time Shifts can provide opportunities for a student to



Antioch College Work Program Handbook 2025-2026

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In some cases, a student who does not receive the Work Program Tuition Grant may be eligible for ACW Work over Breaks, Blocks and One-time Shifts. They must be authorized to work through HR and approved by the Dean of the Work Program. Questions can be directed to the ACW Program Manager at: studentjobs@antiochcollege.edu.

3. Determining Work Standing

The Work Progress Committee (WPC) measures the Work 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 succeed in expectations of the Work Program. The WPC conducts its reviews at the end of each Fall, Winter, and Spring term. After reviewing students' term-based hourly work progress, the WPC will place students into the following Work Standing categories:

Work Program Good Standing

Good Standing within the Work Program means that the student has maintained a minimum average of 5 hours of work each week throughout the previous quarter (55 total hours worked towards the Work Program Tuition Grant at the end of the 11-week term).

Students in both Work Program Good Standing and Academic Good Standing (have not received an academic sanction) are eligible to work up to 15 hours/week each study term. Students who are in Work Program Good Standing but **not** in Academic Good Standing are only eligible for 10 hours/week each study term. For details on compensation, see the ACW Hourly Work Compensation Policy.

Students in their first term at Antioch College are eligible to work 10 hours/week. At the end of the first academic term, the WPC evaluates their work performance and determines their work standing.



Antioch College Work Program Handbook 2025-2026

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Students are placed into Work Program Alerts when they do not maintain a minimum of five hours per week during a study term in an ACW position. Work Program Alerts are not sanctions, but activate additional support from the ACW program staff, Student Success Services, and/or First C.A.R.E. to assist students in improving work performance. Work Program Alerts are typically issued at the midpoint of a study term and serve as a corrective tool to support students in achieving the 5-hour per week work requirement. An Alert may also be issued at the end of the term if the student needs to make-up 15 hours or less of the 55 required hours of work for the Work Program Tuition Grant.

To find out more about how a student can make up missed work hours, see the ACW Hourly Work Compensation Policy.

Work Program Probation

Students are placed on Work Program Probation at the end of the study term, if they are more than 15 hours behind in meeting the 55 hours of work required for the Work Program Tuition Grant. Students placed on Work Program Probation are required to develop a Work Success Plan with the ACW Program Manager at the start of their first probationary study term. Work Program Probations are one or two study terms in length, and end when a student achieves a study term in which they are consistently able to maintain or exceed the 5 hour per week work requirement. If students do not meet the 5 hour per week work requirement by the end of the second probationary study term, they will move into Insufficient Work Standing.

Similarly, if a student fails to complete the minimum co-op hourly expectations of 30 hours per week, this will impact their Work Standing, automatically placing them on Work Program Probation. In the case of co-op, students will also fail to receive the 12 academic credits associated with the co-op term.

Students who are on Work Program Probation are only eligible to work 10 hours/week each study term.



Antioch College Work Program Handbook 2025-2026

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improved their performance over two consecutive study terms of Work Program Probation.

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

- Full participation in their Work Success Plan
- Maintain a minimum of five hours a week throughout the study term in an ACW position

Students will remain in Insufficient Work Standing until they meet the quarterly performance standards outlined above. **Students who are in Insufficient Work Standing are only eligible to work 10 hours/week each study term.**

If after one study quarter of Insufficient Work Standing, the student still does not demonstrate improvement by meeting the quarterly performance standards, the student will be placed on a one-term Suspension from Antioch College.

Work Suspension or Dismissal

Students placed on Work 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 work performance. Students must complete and submit an Application for Enrollment Reinstatement in order to return to Antioch in the term after their suspension. Students returning from Work Suspension will be in Insufficient Work Standing and must meet the performance standards outlined above to avoid Dismissal based on Insufficient Work. Students have the option to appeal a suspension (see below).



Antioch College Work Program Handbook 2025-2026

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and Community-based Learning, who serves as chair of the WPC. Notifications are sent within two weeks of the end of the academic term, and prior to any Block terms where make-up hours become available.

Work Standing and Financial Aid

Students on Work Probation or in Insufficient Work Standing may be in danger of losing their Work Program Tuition Grant.

Appeal Process

A student may appeal a Work Standing decision to the WPC in writing within a week of notification of the decision. The Provost determines the outcome of an appealed decision.

b. ACW Hourly Work Compensation Policy

Overview

This policy outlines the basis for the hourly work compensation model at Antioch College, commonly referred to as “5+5+5.” It explains the expectations for receiving the Work Program Tuition Grant as well as eligibility requirements for paycheck hours. The policy also outlines additional opportunities to “make-up” required hours, if a student falls behind, or additional opportunities for paycheck hours during one-time shifts, blocks and breaks. Please note that the [Work Standing Policy](#) is a companion policy, and is helpful to cross-reference.



Antioch College Work Program Handbook 2025-2026

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students work a minimum of 5 hours per week during each academic term. This minimum is what constitutes satisfactory participation in the program.

Compensation for the first 5 hours per week (a total of 55 hours over the 11-week term) is granted in the form of the Work Program Tuition Grant, allocated in the annual Financial Aid Award. For all full-time students, the current Work Program Tuition Grant is \$1,500 per term, and \$4,500 annually over three academic terms.

Commuter (non-resident) students who opt into the Work Program are subject to the same policies and expectations as residential students (i.e., completion of 5 work hours for a Work Program Tuition grant before eligibility for additional paycheck hours). See the [Work Standing Policy](#) for eligibility requirements.

2. Work Requirement and Co-op

Students who are participating in the Work Program also receive the \$1,500 Work Program Tuition Grant during a co-op term. This is regardless of whether the co-op is on or off-campus, which are the vast majority of co-op opportunities. In the Financial Aid Award, the Work Program Tuition Grant is included in all three academic terms of the academic year.

During co-op terms, students are expected to work a minimum of 30 hours per week as part of the academic requirements and co-requisite of the Cooperative Education Field Experience course. Through the co-op work requirement, students meet the Federal Work College work requirement, as well.

If a student fails to complete the minimum co-op hourly expectations, they will fail to receive the 12 academic credits associated with the co-op term. This will also impact their Work Program Standing, automatically placing them on Work Program Probation. Students who are on Work Program Probation will not be eligible to work more than 10 total hours per week in a study term, limiting their eligible paycheck hours to 5 per week. To be removed from probation, students need to demonstrate that they have met



While students are required to work a minimum of 5 hours each week of the term, some students may work an uneven number of hours each week or fall behind in the minimum hourly requirement. ACW staff track students' work progress on a bi-weekly basis, if not weekly. ACW staff will communicate with students and supervisors about their hourly work progress early and often.

Excused Work Absences

A student may be excused from a portion of the weekly work requirement if they are experiencing injury or illness; death of a relative; or other mitigating circumstances. Accommodation needs related to an illness or injury should be reported to the Assistant Director for Student Success and Academic Resources.

Unexcused Work Absence and Catching up on Required Hours

If a student misses required work hours that are unexcused, they have an opportunity to make up hours in a subsequent week or bi-weekly pay period. For example, if a student misses shifts in week three of the term and works zero hours, they would need to work ten hours in week four to make up for the five hours missed in an earlier week. Students are expected to communicate their need for arranging make-up hours with their supervisor and consult with the ACW Program Manager, when necessary.

If a student is working to make up for missed required hours, they will not be eligible to earn paycheck hours until they have caught up to the number of required hours missed.

Additional opportunities to make-up required hours will be offered, at times, during the academic term through additional "one-time shifts" (see below). There may also be opportunities during the Blocks and, at times, breaks in which a student may make-up required



[Standing Policy](#) for details.

3. Paycheck Hours Eligibility

Working additional hours for a paycheck is optional, as some students may prefer to prioritize their studies. **Students become eligible for paycheck hours once they meet the first 5 hours required for the work grant, and are caught up to any missed required work hours.**

Students **may choose to work a second 5 hours/week for a paycheck**, once authorized with Human Resources. **This totals 10 hours per week**, with the first 5 hours required for the work grant, and up to an additional 5 hours for a paycheck.

If a student is in good academic and work program standing, they become eligible for a third 5 hours/week towards a paycheck. **This equals a total of 15 hours per week**, with the first 5 hours required for the work grant, and up to an additional 10 hours for a paycheck. Students' academic and work program standing will be determined after the first term at Antioch, **thus first term students are only eligible to work ten total hours that include 5 paycheck hours.**

Students who have received an academic sanction or Work Program sanction (not alert) are only eligible to work 10 hours per week (5 paycheck hours and 5 hours for the work grant). This encourages students to focus on academic success and demonstrate progress in balancing studies with work and other activities or obligations.

To receive a paycheck, a student must be authorized by Human Resources and complete additional paperwork including a direct deposit banking form, a W-4, Ohio Employee Withholding exemption form, and the Employment Eligibility Verification (I-9) form. The I-9 requires very specific forms of identification. Most people use either a passport OR driver's license AND social security card. For a full list of acceptable documents, go to [the UCIS I-9 Form Central site](#).

The Work Program sets the hourly pay rate for ACW student positions. Any positions that require additional certifications, such as Lifeguards, may be set at a slightly higher hourly rate than standard positions. Other than these few



Antioch College Work Program Handbook 2025-2026

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ONE-TIME SHIFTS

In consultation with supervisors and following budgetary guidelines, the Work Program determines which ACW positions and how many are available over the July/August (JA) and November/December (ND) Blocks as well as the breaks between terms. Students who plan to live on campus during the JA and/or ND Blocks, **must register for at least one course offered during the Block term in order to be eligible to participate in the campus jobs program.**

At the end of each academic term, a student will be notified of their Work Standing (see the [Work Standing Policy](#)). If a student is caught up and, thus, in Good Work Program Standing, any hours worked over breaks or blocks will be paycheck hours. Additional opportunities to make-up required hours will be offered, at times, during the academic term through additional “one-time shifts” (see below).

If a student is NOT caught up on their minimum required hours for the work grant in the previous term, any hours worked over breaks or blocks will be used to make-up needed hours. For example, if the student is behind on hours and only worked a total of 45 hours over the previous term, the first 10 hours worked over break or block will be make-up hours for the work grant earned in the previous term.

One-time Shifts

Periodically, the Work Program offers “one-time shifts” as additional opportunities for students to work on campus. The Work Program will identify and communicate additional “shift” opportunities to fill additional operational needs of the College.

Eligibility for compensation for one-time shifts follow the same guidelines as breaks and Blocks. If a student is NOT caught up on their minimum required hours for the work grant in the previous term, any “one-time shift” hours worked will be used to make-up needed hours. Only after a



No student work hours are authorized on federal holidays. In general, all College employees and student workers are not scheduled to work on federal holidays.

In rare instances, there may be a College-sponsored program held on a federal holiday that requires staff support, and for which a student may be asked to work a pre-approved shift. Any shifts scheduled on a holiday must be approved **in advance** by the Dean of the Work Program.

6. Inclement Weather

In the event of inclement weather, students and supervisors should be in communication about their scheduled work shifts. As a residential college where the majority of our students live on campus, work shifts will continue as scheduled generally, unless the severity of the event causes a campus closure or a safety concern. Students who have opted-into the work program but live off campus should follow transportation safety guidelines in the College's inclement weather notification or Ohio Department of Transportation.

In the rare event that the College announces a campus closure due to severe weather or unsafe conditions, student work crews are not required to attend shifts scheduled during the closure and should reschedule accordingly. Some students may be given the option to help out during a closure in certain areas of the College that will be expected to continue operations. Communication with supervisors is key. If additional questions arise, they can be directed to:
studentjobs@antiochcollege.edu

7. Resident Assistant Positions' Compensation

Resident Assistant (RA) positions fulfill the minimum 5 hour weekly work requirement for



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join a work crew, which follow the same eligibility guidelines as all other positions. Students may work the first five hours for paychecks, but must be in good academic and Work Program standing to earn the additional 5 (for up to a total of 10) paycheck hours.

Given the unique needs of a residential liberal arts college, RA positions are the **ONLY** circumstance in which a student may hold more than one ACW position. They may hold two positions, one as RA and one on a different campus work crew.

If a student is an RA and is on a co-op term, they need to discuss the following options with their co-op advisor and notify the Residence Life supervisor:

1) a student may leave campus for the co-op term and return to the RA position for the remainder of the academic year, when applicable.

2) a student may continue with their RA duties and commute to an off-campus co-op job, but would not be eligible for an additional ACW campus position for paycheck hours during the same term.

3) a student may apply and be hired in a campus co-op position, in which the Campus Co-op Fellowship would include compensation of Room and Board plus a \$600 stipend. In this case, a student would **NOT** be eligible for an additional ACW campus position for paycheck hours during the same term.

c. Accessing & Implementing Accommodations Policy

Students and supervisors should familiarize themselves with the [Accessing & Implementing Accommodations Policy](#), which details the process for providing students with accommodations for campus positions.

An excerpt of the policy, states: “The Assistant Director of Student Success and Academic Resources in the Office of Student Affairs provides reasonable academic, campus employment (in collaboration with human resources), housing and/or dining accommodations, access or referrals related to auxiliary aids, and support



d. See Student Handbook for additional student policies relevant to the Work Program

We encourage students to review the [Antioch College Student Handbook 2024-25](#) (updated version forthcoming) for other College policies that are relevant to the Work Program, and are in effect for all Antioch College students.

The Antioch College community can also find relevant policy information on our website:

- [Sexual Offense and Prevention Policy & Title IX](#)
- [Racial Discrimination and Prevention Policy](#)
- [Anti-Hazing Information & Reporting](#)
- [Student Conduct Reporting Form](#)

e. Statement on Confidentiality and FERPA

Some ACW jobs will require FERPA training and signing of confidentiality agreements to protect the privacy and confidentiality of personal information. This will be part of the onboarding process and training for specific positions, when applicable.

Students in the Work Program may also wish to review the Notification of Student Rights Under FERPA, in the [Antioch College Curriculum Catalog](#) for their reference.

3. ACW Positions; Application and Allocation procedures

Campus Positions Overview

Students are encouraged to explore work crew opportunities across campus in order to find a job that matches their skills and



Antioch College Work Program Handbook 2025-2026

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Student Affairs, Advancement and Groundskeeping directly support Antioch College's mission, provide essential services as well as excellent experiential learning opportunities. All work crews are designed to support student learning and community engagement that is vital for those who strive to win victories for humanity.

Expectations of Students Applying / Assigned to Positions

Students have opportunities in the winter and spring terms to apply for the ACW positions where they would like to work in the following academic year. Each winter, the Work Program organizes a Student Job Fair where students can meet work crews and supervisors from across the College and Yellow Springs community partners. Student employment opportunities are also [posted online](#).

Students are expected to apply to their top three choices of ACW positions. Students should also inform potential supervisors of their upcoming co-op/study sequence for the academic year in which they are applying. **For details on how to apply, see [How to Find and Apply for the Job and Get Paid](#) on our website.**

Some jobs require particular skills or prior training, and student applicants are encouraged to include their previous experience and skills in an attached resume. Experience, seniority, suitability, and dependability all are taken into consideration in the hiring process (see section below) for a work crew position.

Work crew shift schedules should never interfere with a student's class schedule, so providing an updated course schedule each term is expected of each student to help supervisors with shift scheduling. **No ACW student positions are offered as remote work, rather all are in-person.**

Regardless of informal commitments, students who have formally applied for a given position will be prioritized for consideration. All job assignments will be authorized through the ACW Program



Antioch College Work Program Handbook 2025-2026

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NEW Community Partnership Positions

ACW student positions are also available with local non-profit organizations in the Yellow Springs community. Most of these positions are supported by the [Miller Fellowship program](#) through the Yellow Springs Community Foundation, and some are available to students part-time to meet their work requirement during a study term or full-time in a Cooperative Education (Co-op) term.

Our students can be found working in the 1000-acre nature preserve or outdoor education camps of the Glen Helen Ecology Institute adjacent to campus; at the Little Art Theatre, a small independent movie theater in downtown Yellow Springs; or at The Antioch School, that teaches children ages 3-12 through play and exploration at the oldest democratic school in the country; to name a few.

Yellow Springs community partners regularly attend the annual Student Job Fair, and community partnership positions are also [posted online](#).

Other Off-Campus Employment

Some students decide to seek additional employment off-campus. As long as they are meeting the requirements of the Work Program, there are no restrictions to additional employment opportunities. If a student's academic or work program performance is impacted, this may affect their academic or work program standing. We encourage students to carefully consider and discuss with their advisors the balance between work, study and other commitments.

If a student would like a local employer to become considered for community partnership, they should contact the ACW Program Manager at studentjobs@antiochcollege.edu.

Allocation of ACW Student Positions

The process of allocating ACW student positions, both in terms of numbers of positions per crew



Antioch College Work Program Handbook 2025-2026

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Program budget, labor pool (number of students participating in the program), and capacity of supervisors. Institutional need and student interest are also taken into consideration.

The criteria for approving a new job, includes:

- Budget approval by the Dean of the Work Program;
- Approval by the unit head, and identification of supervisor with ability, training and time to supervise the position;
- Capacity for 5-15 hours of work per week (not too less or too great amount);
- Institutional need or mission-driven value for the position;
- Necessary job training period at the start of job placement that is specific to the position and covers all information necessary to perform the job well and to ensure safety;
- Job description language approval that outlines the educational opportunities in the student and supervisor's role;
- Opportunities for leadership and skill development in the workplace so that student workers' positions contribute to their professional growth.

4. Hiring Process

Work Crew assignments are determined by many factors just as they are in hiring for a job anywhere. A student's previous work experience, skills, seniority, flexibility, timeliness of the application, and the compatibility of their schedule all will be factors in the hiring process. Some jobs require specific skills or training. Some jobs have very set schedules that must be adhered to while others are more flexible.

No ACW student positions are offered as remote work, rather all are in-person.

Many supervisors may interview multiple student candidates for a position, while others may hire a student directly. Regardless of informal commitments, students who have formally applied for a given position will be prioritized for



notified by the ACW Program Manager as to the number of hours per week that they are authorized to work, as well as a reminder to initiate the HR paperwork if a student intends to work for paycheck hours. The details of this process can be found [on our website, here.](#)

Finalization of hiring should occur in a timely manner, so that students and supervisors are prepared to start their positions in the first week of classes of the academic year. Work Program staff and crew supervisors will collaborate on decisions regarding assigning jobs or placements. Final position assignment decisions are ultimately decided by the Work Program staff due to their responsibility to ensure that all positions provide a rich and rewarding learning experience as well as sufficient staffing for the essential functions of the campus. Not all available jobs or positions for which students have applied will be filled each academic year.

5. PayCor Timecards

Students and supervisors are expected to learn and use the digital Paycor timecard system to log and track hours. This is critical for both tracking work hours towards the Work Program Tuition Grant as well as hours eligible for a paycheck. HR provides regular training and information on how to use Paycor, including the Paycor App on your phone.

Students who do not take the time to **learn and use Paycor correctly risk the possibility of negatively impacting their Work Standing or not**



Human Resources at: hr@antiochcollege.edu.

6. Workplace Expectations

Antioch College Works strives to train and guide students to learn skills and gain experiences that will benefit them in the workplace on campus, within the community and on co-op, as well as prepare them for professional engagement after graduation. It is with these goals in mind that we adopt the following workplace expectations to guide students and supervisors in the Work Program at Antioch. We are grateful to Berea College's Work Program for articulating an exemplary model of [workplace expectations](#) that we have adapted for Antioch College:

1. **Bring openness, curiosity and enthusiasm to workplace learning:** acknowledge that our efforts and attitudes impact everyone's growth and learning through work.
2. **Act with integrity and caring:** demonstrate honesty, trustworthiness and compassion in one's work relationships.
3. **Value all people:** create and contribute to a welcoming and inclusive environment that invites everyone to fully participate, realize their potential, and foster a sense of belonging.
4. **Work as a team:** collaborate with others to create a community of mutual respect, shared vision and accomplishments.
5. **Strive to do your best:** understand that showing up, being on time, doing the work, and communicating effectively respects everyone's efforts and is necessary to get the work done.
6. **Celebrate work well done:** enjoy a sense of collective accomplishment when work is completed, demonstrates excellence, and propels the work to the next level.



students may request a change. Persistence and working through challenges or misunderstandings is a valued part of the learning experience in the workplace. When issues arise the first step is to learn from them by working them out with the supervisor and the crew.

Effective communication is the primary way to resolve issues in the workplace. Students are expected to discuss any concerns one-on-one with their supervisor directly. If an issue persists, the ACW Program Manager should be brought into the conversation. The Dean of the Work Program may also advise. Positive resolution is the likely outcome.

Any request to change an ACW job should be made to the ACW Program Manager (studentjobs@antiochcollege.edu) and will be considered on a case by case basis.

8. Addressing Issues - When Workplace Expectations are not Met

It is natural for issues to arise in workplace settings that sometimes result in the reassignment of a student worker. Antioch supervisors understand that such decisions are not to be made arbitrarily but that a clear process is followed.

Issues may arise where a students' behavior does not meet the expectations of the supervisor or otherwise constitutes unsatisfactory work performance. When this occurs, the supervisor is encouraged to first address the student's behavior(s) informally through a one-on-one conversation with the student. As a best practice, supervisors should maintain written documentation following any verbal conversation with a student about their behavior. This can be as simple as an email exchange with the student.

Supervisors should contact the ACW Program Manager to discuss and help troubleshoot when issues arise. The supervisor and ACW Program Manager may determine that re-assigning the student is the appropriate next step, which does not necessarily constitute disciplinary action. This informal process does not constitute a formal step towards disciplinary action (see below).



Antioch College Work Program Handbook 2025-2026

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the supervisor must consult with the ACW Program Manager to determine any action steps that are to take place. The first step is to send an email to the student, cc'ed to the ACW Program Manager, clearly stating the issue, reviewing the informal attempts at remedies, suggesting further corrective measures, and requesting a meeting to discuss solutions. This step constitutes the beginning of a formal process.

If issues persist, the ACW Program Manager, in coordination with the job supervisor, will bring the concerns to the Dean of Cooperative, International, and Community-Based Learning and forward written documentation up to this point. The Dean may determine that reassigning the student is the appropriate course of action, or may escalate the concerns to Human Resources and the Work Progress Committee. The Dean will issue a disciplinary letter to the student outlining action steps to be taken, which may include but is not limited to placing the student on Work Program Alert or Probation or following a student conduct process through the Office of Student Affairs.

If a student issue escalates or persists, the Dean may issue a second disciplinary letter with further actions to be taken. If a student worker has received three disciplinary letters from the Dean, they will face escalated disciplinary measures, up to and including suspension or dismissal from Antioch College per the Work Standing Policy.

Blatant violations of Antioch College policy, such as those outlined in the Student Handbook (link found on the [Antioch College Policies page](#)), are not to be tolerated and should be reported directly to the Dean of Cooperative, International, and Community-Based Learning, and may also be reported to additional departments such as Student Life and Human Resources.

Here is a link to the [Student Conduct Reporting form](#). Policy violations will be addressed through the appropriate student conduct and community standards processes, and do not necessarily require three write-ups before taking additional action.



Antioch College Work Program Handbook 2025-2026

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The ACW Program supports student workers and ACW job supervisors by providing training and development opportunities that include:

1. Orientation for all new students and new staff supervisors;
2. Training in the use of technology (e.g. Paycor);
3. Student learning opportunities through participation in the ANTC 145 Introduction to Meaningful Work course (see below); comprehensive student advising; on-site training; and educational and professional development opportunities;
4. Evaluation and assessment (Student level, Supervisor level, Program level).

New students take the “ANTC 145 Introduction to Meaningful Work” course during the first term at Antioch to learn how to effectively engage in the Work Program at Antioch. In this course, students develop the skills necessary to participate fully in ACW jobs and the Cooperative Education Program. Students are introduced to key concepts of participation and practice that provide a foundation for their life at Antioch College and prepares them for the world of work. In addition to professional skills such as resume development, cover letter writing, financial literacy, and interview techniques, students foster a sense of connection and confidence through their contributions to the community. 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.

The ACW Program provides regular training for supervisors so that they are adequately supported and engaged as educators and mentors in the student experience. Supervisors are expected to be consistent, clear, and intentional in their supervision of student workers.

Onboarding of new supervisors includes practical guidance for implementation of policies, systems and operations within the ACW Program. Training also emphasizes development of soft skills in student learning, mentoring, team building, as well as effective communication to address any issues that arise. Supervisors are expected to familiarize themselves with the Work Program



Antioch College Work Program Handbook 2025-2026

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Supervisors are held to high standards with regard to creating the conditions for workplace learning and student growth and development. To assist in this process, students and the ACW Program provides evaluative feedback to help supervisors continue to grow and improve. Likewise, supervisors also provide evaluations to students as they develop skills and grow in workplace learning.

Examples of Evaluation Forms:

[ACW Supervisor Evaluation of Student](#)

[ACW Student Evaluation of Supervisor, Job, and Self](#)

Additional resources for the Work Program can be found through the [Work Colleges Consortium](#), which provides a network of collaboration between students, faculty, staff and leadership of work colleges. For more information, contact the Dean of Cooperative, International and Community-based Learning.

10. ACW Annual schedule

An outline of the annual schedule that guides the ACW program is provided below and subject to change.

- **August:** new student job placement and job assignments for returning students who have not yet applied for the upcoming academic year.
- **August:** new student orientation
- **August (and ongoing):** new supervisor orientation and supervisor training
- **Fall term:** Course for new students - ANTC 145: Introduction to Meaningful Work
- **Fall term:** Work Progress Committee (WPC) provides ongoing monitoring and communication of progress towards minimum hours worked
- **Fall eighth week:** initial feedback/evaluations
- **End of Fall term:** Work Progress Committee - Work Standing review
- **November/December Block:** make-up hours and limited positions available
- **Winter term:** WPC provides ongoing monitoring and communication of progress towards minimum hours worked
- **Winter term:** Supervisor training



Antioch College Work Program Handbook 2025-2026

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~~Committee - Work Standing review~~

- **Spring term:** WPC provides ongoing monitoring and communication of progress towards minimum hours worked
- **Spring Student Resource Fair:** ACW opportunities in the upcoming academic year are communicated and students apply, if they have not done so already.
- **Spring eighth week:** final feedback/evaluations
- **End of Spring term:** Work Progress Committee - Work Standing review
- **June:** outreach to new incoming students includes the job preference survey
- **Commencement & Reunion:** make-up hours and additional shifts may be available
- **July/August Block:** make-up hours and limited positions available

IV. Cooperative Education Program

1. Program Description Overview

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. Co-op also promotes opportunities for language and cultural immersion learning on campus and around the globe. Antioch students spend up to a third of their undergraduate program—a minimum of three academic terms—engaged full-time with partner organizations generally off campus, where they have the opportunity to distinguish themselves through creativity, commitment, and hard work.

At the core of the co-op experience is professional engagement—meaningful work in diverse contexts where students generally can expect



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.

Information on currently available co-op opportunities is maintained on the [Co-op Partner Opportunities sheet \(Job List\)](#). New co-op student stories are published every quarter on [Antioch Engaged](#), our online journal of social practice & professional engagement for the Antioch community.

2. 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 frame their self-designed majors, and the evolving fields they plan to pursue.

Cooperative Education (COOP) Field Experience courses have the following



Antioch College Work Program Handbook 2025-2026

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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.

See the [Antioch College Curriculum Catalog](#) for more information on Cooperative Education courses.

3. Co-op Requirements

Work and engagement in communities of practice lie at the heart of cooperative education. Documenting and reflecting on the experience are also essential components of the co-op learning cycle. In order to meet the co-op requirement necessary for graduation, all entering first-year students are required to complete three approved co-op field experiences and pass them with a grade of "C" or above (twelve credits each). They thus are expected to earn a minimum of thirty-six



Antioch College Work Program Handbook 2025-2026

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Students who enter as second-year transfer students are required to complete two approved co-op field experiences, and students who enter as third-year transfer students are required to complete one co-op field experience.

Students enroll in a co-op field experience by registering for the appropriate Cooperative Education course that is offered at the time they engage in their cooperative work term, as determined by fulfillment of both the co-requisite and any prerequisites identified.

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

- Full-time 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



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.

4. 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. 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



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.

5. Study / Co-op Sequences

Standard Study/Co-op Sequence

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

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

Study/Co-op Sequence Charts for Transfer Students and Winter Entries

Below are the standard Co-op/Study sequences that allow for students to earn their required co-ops and engage in Language preparation, should they choose to apply for a language/cultural



Antioch College Work Program Handbook 2025-2026

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There will always be some exceptions depending on course of study needs, and these students may petition for a change of sequence.

Note: LANG 340* is the language capstone, which can be taken in Winter or Spring of the 4th year, pending instructor's permission.

FALL ENTRY, 1ST YEAR STUDENT			
		REQ # CO-OPS: 3 / UP TO 4	
YEAR	FALL	WINTER	SPRING
1	STUDY / LANG 101	STUDY / LANG 102	CO-OP
2	STUDY / LANG 201	CO-OP	STUDY / LANG 202
3	STUDY / CO-OP*	STUDY / CO-OP* / LANG 301/303 (Sci/SocSci/Arts CAP 394)	STUDY / CO-OP* / LANG 302/304
4	CO-OP	STUDY (Hum CAP 394) / LANG 340*	STUDY (ALL: CAP 495)
FALL ENTRY, 2ND YEAR STUDENT			
		Language 101 Placement	REQ # CO-OPS: 2 / UP TO 3
YEAR	FALL	WINTER	SPRING
1			
2	STUDY / LANG 101	STUDY / LANG 102 (Science: CO-OP)	CO-OP (Science: STUDY)
3	STUDY / LANG 201 / ANTC 200	STUDY / CO-OP* (Sci/SocSci/Arts CAP 394)	STUDY / CO-OP* / LANG 202
4	CO-OP	STUDY / LANG 301/303 (Hum CAP 394)	STUDY / LANG 302/304 (ALL: CAP 495)
5	CO-OP / LANG 340 CAP option		
FALL ENTRY, 2ND YEAR STUDENT			
		Language 201 Placement	REQ # CO-OPS: 2 / UP TO 3
YEAR	FALL	WINTER	SPRING
1			
2	STUDY / LANG 201	CO-OP (Science: Co-op)	STUDY / LANG 202



Antioch College Work Program Handbook 2025-2026

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4	CO-OP	STUDY (Hum CAP 394) / LANG 340*	STUDY (ALL: CAP 495)
NOTE: 125T may credit prior work experience for one co-op			
FALL ENTRY, 3RD YEAR STUDENT		Language 101 Placement	REQ # CO-OPS: 1 / UP TO 2
YEAR	FALL	WINTER	SPRING
1			
2			
3	STUDY / LANG 101	STUDY / LANG 102 (Sci/SocSci/Arts CAP 394)	CO-OP
4	STUDY / LANG 201	STUDY / CO-OP* (Hum CAP 394)	STUDY (ALL: CAP 495)
NOTE: 125T may credit prior work experience for one co-op	NOTE: 3rd year students are exempt from ANTC 101, ANTC 145 and ANTC 200		
FALL ENTRY, 3RD YEAR STUDENT		Language 201 Placement	REQ # CO-OPS: 1 / UP TO 2
YEAR	FALL	WINTER	SPRING
1			
2			
3	STUDY / LANG 201	STUDY / CO-OP* (Sci/SocSci/Arts CAP 394)	STUDY / LANG 202
4	STUDY	STUDY / LANG 301/303 (Hum CAP 394)	STUDY / LANG 302/304 (ALL: CAP 495)
5	CO-OP / LANG 340 CAP option		
NOTE: 125T may credit prior work experience	NOTE: 3rd year students are exempt from		



Antioch College Work Program Handbook 2025-2026

Updated automatically every 5 minutes

ENTRY, 1ST YEAR STUDENT		REQ # CO-OPS: 3 / UP TO 4	
YEAR	FALL	WINTER	SPRING
1		STUDY / ANTC 145 (LANG 102 placement?**)	STUDY (Science: CO-OP)
2	STUDY / LANG 101	STUDY / LANG 102	CO-OP (Science: STUDY)
3	STUDY / LANG 201 / ANTC 200	STUDY / CO-OP* (Sci/SocSci/Arts CAP 394) Co-op Preferred	STUDY / CO-OP* / LANG 202
4	CO-OP	STUDY / LANG 300 LANG (Arts/Hum CAP 394)	CO-OP (Science: STUDY)
5	CO-OP / LANG 340 CAP option		
*Note: these students would be required to do one of their 3 required co- ops on a flex term in their 3rd year.	**Note: if a student entering in the Winter is able to place into a LANG 102, they can move into a first year student sequence		
WINTER ENTRY, 2ND YEAR STUDENT		REQ # CO-OPS: 2 / UP TO 3	
YEAR	FALL	WINTER	SPRING
1			
2		STUDY / ANTC 145 (LANG 102 placement?**)	STUDY
3	STUDY / LANG 101	STUDY / LANG 102 (Sci/SocSci/Arts CAP 394)	CO-OP
4	STUDY / CO- OP* / LANG 201	STUDY / CO-OP* (Hum CAP 394)	STUDY / LANG 202 (ALL: CAP 495)
**Note: if a student entering in the Winter is	NOTE: 125T is offered in Winter and may be used		



Antioch College Work Program Handbook 2025-2026

Updated automatically every 5 minutes

sequence			
WINTER ENTRY, 3RD YEAR STUDENT		REQ # CO-OPS: 1 / UP TO 2	
YEAR	FALL	WINTER	SPRING
1			
2			
3		STUDY (LANG 102 placement? **) (Sci/SocSci/Arts CAP 394)	STUDY / CO-OP* (Science: CO-OP)
4	STUDY / LANG 101	STUDY / CO-OP* LANG 102 (Arts/Hum CAP 394)	STUDY (ALL: CAP 495)
5	STUDY / CO-OP* / LANG 201-OPI		
NOTE: 125T is offered in Winter and may be used to transfer in one required co-op based on prior work experience			

6. Additional Co-op Option

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



Antioch College Work Program Handbook 2025-2026

Updated automatically every 5 minutes

immersion opportunities through language study, co-op, and post-baccalaureate engagement.

Antioch College promotes socially-engaged intercultural engagement as one of the most significant ways to prepare students for effectiveness in the national and global context. Students may also distinguish themselves in this area through the interdisciplinary pathway of Global Studies and Engagement.

Advanced planning is especially important for students who wish to pursue an international or cultural immersion co-op. While any student is welcome to propose an international co-op, students are required to demonstrate that their language skills are appropriate for the proposed placement. Students planning to deepen their foreign language skills over co-op should embrace the commitment of language learning 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](#).

8. Co-op Policies

a. Student Responsibilities over Co-op Policy

Personal Responsibility:

(1) In order to participate in and earn credit for a Cooperative Education experience, students must be registered as a current student at Antioch College.

(2) Students must register for a COOP course in the academic term in which their co-op position, research opportunity, or other experience is offered.

(3) Any offer of a co-op experience, as well as any agreement, contract, or fellowship associated with the co-op, will be rescinded if for whatever reason a student fails to register for a COOP course or is ineligible to do so.

(4) In alignment with our honor code, students represent the Antioch College community when engaged in a co-op term and must agree to act in an honest, reliable, and responsible manner as



Antioch College Work Program Handbook 2025-2026

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assessing the suitability of the co-op location, conditions, and experience overall as well as assessing their personal well being and safety on an ongoing basis throughout the co-op term.

(7) Through our Co-op Employer MoU, Co-op Program partners are expected to maintain a safe, ethical, legal, and supportive working/learning environment. If a student experiences otherwise they must inform the Co-op Program immediately so that appropriate steps can be taken.

(8) Students are required to notify the Co-op Program immediately if they find that the obligations of their co-op for whatever reason subjects them to unsafe or unhealthy conditions; incidents of racial, gender-based, sexual orientation-based, or other forms of bias; illegal behavior; or activities including but not limited to sexual harassment, disability bias, illegal discrimination, fraud and/or safety code violations.

(9) Students must notify the Co-op Program immediately if there are any changes in their co-op duties, location, or time commitments that are inconsistent with the terms to which they initially agreed.

(10) Students ultimately have the right to leave a co-op experience however they are advised to consult with the Co-op Program in order to make alternative plans.

(11) Students are expected to release an evaluation of their performance to the Co-op Program.

Financial Responsibility:

At the core of the Co-op experience is professional engagement—meaningful work in challenging settings where you generally can expect reasonable compensation for your contributions. In many cases, students are compensated for co-op work directly from the Co-op employer. Compensation packages vary from room and board to stipends or hourly wage. The options are discussed during the co-op advising process.

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



Antioch College Work Program Handbook 2025-2026

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meaningful co-op experiences for all students regardless of their financial means. Students who demonstrate financial need may apply for a fellowship award through the Cooperative Education Program. Fellowship funding is limited and the availability of funds varies per term. Certain fellowship awards may have specific requirements; however, general guidelines apply to students requesting fellowship funding. Students are referred to the [Co-op Fellowship Application](#) form for guidance.

All students who apply for co-op fellowship funding are required to discuss their proposed co-op budget with the Financial Aid Office to inquire if they may be eligible for any additional aid during their co-op term through Financial Aid packaging.

b. 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, become involved in artistic ventures, or experiment with their own endeavors. It is also clear that numerous students are interested in proposing a co-op job that is outside of our jobs list.

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 complete the Self-Designed Co-op Proposal Form. Draft proposals must be submitted by the deadline communicated the quarter preceding the cooperative work term in question. Final proposals with a signed employer/mentor verification form are due by the communicated deadline before the end of the term. Proposals should be approved by the co-op advisor before being submitted to the Dean of Cooperative, International & Community-Based Learning.

All Self-Designed Co-op proposals must identify someone with legitimacy in the proposed field of interest who has agreed to serve as a mentor and provide guidance throughout the co-op. They are required to provide the name, contact



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Proposals will be judged on the following criteria:

- **A safe, ethical, legal, and supportive working/learning environment** – 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** – One of the primary expectations of the co-op model is that the student commits to work in situations where other people have legitimate expectations of them, and thus, those individuals can be reasonably expected to offer compensation, training, or other forms of support for the student. The idea here is that students are in a position to add value to an organization as they further develop their skills.
- **Appropriate preparation and clear definition of activities** – The student should expect to receive appropriate training so that they understand clearly the activities to be performed.
- **Adequate supervision** – It is expected that the student will engage with a supervisor or mentor who will provide support and guidance.
- **Thematic Consistency** - If the student will work in different locations with different sets of people during the co-op, their work should focus to some degree on a consistent purpose in order to afford them a coherent learning experience.
- **Sustained Engagement** - The student must be occupied full-time throughout the cooperative work term. This is defined as a minimum of 10 weeks of full-time work of at least 30 hours per week. Students may have more than one employer but must provide verification from all.
- **Performance Evaluation** – Supervisors or mentors are asked to complete an evaluation form at the end of the co-op and discuss it with the student.

c. International Co-op and Academic Programming Abroad Policy

Antioch College offers a unique liberal arts education that integrates campus-based study with immersive periods of field-based cooperative education. Its curricular emphasis on foreign



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The following are required of students who seek approval of an international co-op or other College-sponsored program abroad:

1. Travel Documents - (1) A passport that is valid at least six months beyond the dates of the proposed trip abroad; (2) an appropriate visa if required.
2. Open for Visit Status - Verification that the country and/or region is open to travelers from the United States.
3. Travel Advisories - Acknowledgement of having read all [US Department of State Travel Advisories](#) and [CDC Travel Health Notices](#) applicable to the proposed travel.
4. Advisory Level - Approval of co-op field experiences and other programming abroad generally conform to the *details* of country specific recommendations communicated through the [US Department of State Travel Advisories](#), the [CDC Travel Health Notices](#), and other sources. Should a particular location where a student is applying to travel be designated by the US Department of State a "Level 4 - Do Not Travel" region *or* if the Center for Disease Control (CDC) issues a "Level 3 - Avoid Nonessential Travel" advisory for issues other than COVID-19, the Cooperative Education Program must consider that location off limits for international co-op or other College-sponsored program abroad, unless the area of concern is the student's country of origin where immediate family members reside and conditions warrant approval of the placement.
5. Language Preparation – Students proposing an international co-op should develop the language skills appropriate for placement in the proposed organizational setting and demonstrate capacity for safe interactions as well as meaningful cultural exchange within the host community.
6. International Health Insurance - Proof of international health insurance that covers the student in all of the locations where the proposed travel will take place.
7. Emergency Medical & Evacuation Insurance – Students are required to hold international emergency medical insurance and evacuation coverage for the duration of time abroad (e.g. <https://www.travelguard.com/travel-insurance/plans/preferred>).



Antioch College Work Program Handbook 2025-2026

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determines that risk factors warrant evacuation.

9. Co-op Student Agreement Forms – As is the case for any co-op placement either domestically or abroad, all students are required to comply with normal co-op placement procedures, adhere to the co-op advising and application deadlines published each quarter, and complete the comprehensive Co-op Student Agreement Forms. This comprehensive form generally includes but is not limited to the following: (a) affirmation of the Antioch College Honor Code; (b) clarify of the co-op sequence; (c) listing of Emergency Contact Info; (d) update of the FERPA Release for prospective employers; (e) communication of special needs or concerns pertaining to co-op; (f) confirmation of planning with the co-op advisor; (g) articulation of proposal for a Self-Designed Co-op (if applicable); (h) verification of co-op position, title, and location; (i) verification of compliance with international co-op requirements; (j) completion of the co-op student agreement; (k) signing the Waiver of Liability, Assumption of Risk, and Indemnity Agreement; and (l) formalization of these agreements with the electronic signature.
10. Students traveling internationally must be in compliance with the host country's vaccination requirements and are encouraged to comply with CDC travel recommendations for every country and/or specific region in which they will travel.

Co-op Program faculty members are committed to working to the best of their ability to support those students who are interested in completing the requirements for planning an international co-op opportunity. In the event that public health, safety, security or logistical conditions preclude placement in a given country, Co-op faculty will work with the student to help them apply for an alternative co-op experience in a different location. Students also have the right to propose changing their co-op sequence in order to go on co-op at a later date if possible.

Students will work with their Co-op Advisor to affirm the components of this policy by completing the Cultural Immersion Co-op Checklist as they prepare.



Antioch College Work Program Handbook 2025-2026

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For an international co-op to be approved, **regular communication with your Co-op Advisor is essential**. For students traveling domestically, some items may not be necessary but are still important to consider. Ensure that all requested documents are placed in your CloudPortfolio folder and labeled appropriately.

Considering Opportunities: Planning Phase I

- ☐ Review and discuss Cultural Immersion Co-op opportunities at Antioch College via current Partnerships.
- ☐ Previous Travel: Have you traveled domestically or internationally before? Where and how long?
- ☐ What is your academic standing and history of success in prior Co-op placements?
- ☐ Language Learning: Have you passed two non-capstone 300 level courses before planning to register in the language capstone course following your Cultural Immersion Co-op? If not, what other language considerations should be considered for your safety and well-being?
- ☐ What passport do you hold? Is it current with **at least 6 months of time remaining after the date** of your return from a potential co-op? ([link](#)) Calculate costs of passport & processing ([link](#)).
- ☐ Is travel restricted to the country that you are considering? Thoroughly review the US Department of State Travel Advisories ([link](#)), learn more before you go ([link](#)), Covid-19 Information ([link](#)), & Health Abroad ([link](#))
- ☐ Review the Co-op International Travel Policy ([link](#))
- ☐ Review visa requirements for entry including duration, cost & renewal requirements as applicable.
- ☐ What support systems are in place for you where you are considering going for your Co-op?
- ☐ Discuss with your Advisor the application process for your Co-op opportunity, including if necessary developing a Resume in the target language and preparing for an Interview.

Considerations for Travel: Planning Phase II

- ☐ Set up a meeting with financial aid to discuss what additional aid may be available to you for your proposed international co-op term (fin.aid@antiochcollege.edu). Discuss with Co-op Advisor.
- ☐ Budget plans including cost of living on location; See Budget Planning Form at the end of this document and consider Financial Aid, Fellowships and personal contribution amounts.



Antioch College Work Program Handbook 2025-2026

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discuss your plans and prepare for filling any medication prescriptions, or over-the-counter medications, that you will need to have for a full 3 months while on co-op?

☐ Do you have a Therapist or Counselor? Discuss your plan to navigate the stress of new environments and how you will continue with your wellness plan while abroad.

☐ Review current Antioch Student Insurance ([link](#)) regarding Health & Travel Insurance. If you do NOT have Antioch Student Insurance, you are required to purchase Emergency Medical & Evacuation Insurance – TravelGuard Preferred ([link](#)).

☐ If you'll be doing a Self Designed Co-op, begin your Self-Designed Proposal, and identify & connect with Mentor/Host for Cultural Immersion.

☐ Develop your initial travel itinerary dates, review flights with your advisor, and include housing plans and local transportation. What will your personal address be while on your Co-op?

Preparation for Travel: Planning Phase III

☐ Purchase international flights following your planned travel itinerary dates.

☐ Purchase Travel insurance

☐ Submit the Co-op Student Agreement Form Online

☐ Register for Co-op & Language Capstone courses for required term

☐ Recommend registration for the STEP program in case of an international emergency ([link](#))

☐ Doctor's Appointment for any needed vaccinations and to fill current medication prescriptions for trip; must be in original containers with enough for 11 weeks; include a paper copy of the prescription.

☐ Download the **TELUS Health** app (formerly called MySSP), which is a service provided to Antioch College students as a backup for mental health support when they are traveling. ([link](#)) As of 9/2/22, the app also works outside of the US & Canada.

☐ Copy of your Passport ID page BOTH in cloud portfolio & in luggage separate from passport in case of emergency.

☐ Contact your personal bank and credit card institutions in order to alert them to your travel plans. This will avoid financial lock-down while on Co-op.

☐ Ensure all required documents are submitted as photocopies into your closed cloud portfolio including:

- Passport ID page Copy
- Travel Itinerary
- Budget Plan



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Departure:

- ☐ Identify Evacuation & Emergency Safety Guidelines for your location
- ☐ Emergency cash and information printed including any extra documentation for your trip
- ☐ Contact your Co-op Advisor upon arrival to your Co-op Location.

d. Awarding Co-op Credit for Prior Experience Policy (COOP 125T)

Students who demonstrate significant post-secondary work, apprenticeship, or service experience prior to matriculation or readmittance at Antioch College may be eligible for the Co-op Field Experience for Transfer Credit course ([COOP 125T](#)). Eligible students complete the course by the end of the second academic year of enrollment. This is a 0-credit course, Pass/No Pass course, which upon successful completion grants the student 12 credits for COOP 245 in the Transfer area of the transcript. The awarded 12-credit Cooperative Education experience may be counted as one of the co-op experiences required for the Bachelor's Degree.

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.

Procedures

This policy is designed to support the COOP 125T course as the mechanism to evaluate, recognize, and award credit for learning acquired through work, apprenticeship, or service experiences outside the formal academic setting, prior to enrollment. This policy details the requirements and procedures for the evaluation of prior experiential learning.

Students seeking to enroll in the course are required to present documentation of their prior experience for evaluation to the Dean of Cooperative, International & Community-Based Learning. In order to verify the 300 hours of prior work or service, students typically complete a [Prior Work or Service Verification Form](#) with the signature of former employers or mentors to confirm prior work experience. If the documentation meets the course requirements,



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