

# B.A. in Liberal Studies

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The individualized B.A. degree program is designed for adults returning to college to complete a bachelor's degree in liberal studies. Antioch recognizes the valuable knowledge that adult learners have gained through life experience and challenges students to reflect on this previous learning and its relationship to their goals, values and interests. Each student develops a design for an educational program that integrates previous college studies, prior life experiences and current work at Antioch within a liberal arts framework. The process of developing and directing one's own learning experiences is challenging and empowering, and helps each student develop a greater sense of personal direction and professional competence.

## Program Faculty and Staff

### Program Director

Janet Tallman, Ph.D.

### Core Faculty

Nada Elia, Ph.D.  
Mary Lou Finley, Ph.D.  
Candace Harris, M.A.  
Anne Harvey, M.S.W.  
Randy Morris, Ph.D.  
Rob Wang, Ph.D.  
Sue Woehrlin, Ph.D.

### Visiting Faculty

Bryan Tomasovich, Ph.D.

### Student Services Coordinator

Carson Marshall, M.A.

### Office Manager

Jack Johnston, M.A.

### Adjunct Faculty

John Abramson, M.F.A.  
Teri Balkenende, Ph.D.  
Doreen Cato, M.A. A.B.S.  
Corliss Harmer, M.A.  
Walter Hudsick, M.A.  
Gwen Jones, Ph.D.  
Bette Joram, Ph.D.  
Marya Sea Kaminski, M.F.A.

would like a more explicit and focused approach to that process.



These courses are open to cross-program enrollment for the entire registration period. If you are planning to take classes in other programs, be sure to check the particular course description for any prerequisites and/or instructor's permission.

*Note: Most courses in the B.A. program are taught for variable credit. Students register for three or four credits in consultation with their adviser, and then follow the instructor's syllabus guidelines for appropriate workloads. Classes are limited to 20 students unless otherwise noted.*

(AT\$) Classes marked with this symbol require a lab fee. Please check italics at end of course for more detail.

## Explanation of Symbols

\*W\* Writing-Intensive Courses place a heavier emphasis on writing in relation to the topic explored. Instructors generally assign more writing but less reading than usual in such courses and may require multiple drafts of a paper.

In discipline-specific courses, instructors spend more time clarifying the methodology of that discipline and academic writing standards for that field of study. \*W\* courses are recommended for students who particularly want to work on the development of their writing skills while engaged in diverse areas of study and who

## The B.A. Thursday evening colloquia

In the B.A. in Liberal Studies program, no classes are scheduled Thursday evenings after 7 p.m. so that students can participate in a range of collective experiences. Some of these meetings are required for some students; others are optional for students wanting to deepen their academic and /or social experience of Antioch.

Students may design and convene their own meetings and events.

Date	Courses	Learning Opportunities
Oct. 5	Educational Design I (Individualized & Structured); II & III (Ind.) Liberal Studies III: Competency Demonstration Liberal Studies IV: Senior Synthesis	
Oct. 12	Learning from Life Experience	First Class Intranet Training Independent Study Support
Oct. 19	Educational Design I (Ind. & Str.); II & III (Ind.) Liberal Studies III: Competency Demonstration Liberal Studies IV: Senior Synthesis	Area of Concentration Gatherings
Oct. 26	Learning from Life Experience	
Nov. 2	Liberal Studies III: Competency Demonstration	
Nov. 9	(open)	Group Registration Advising (all BA LS students strongly encouraged to attend)
Nov. 16	Learning from Life Experience Liberal Studies III: Competency Demonstration Liberal Studies IV: Senior Synthesis	Grad School Preparation Independent Study Support
Nov. 23	Building Closed	
Nov. 30	Liberal Studies III: Competency Demonstration Liberal Studies IV: Senior Synthesis	
Dec. 7	Liberal Studies IV: Senior Synthesis Graduation Tea	

## Core Curriculum/Foundational Courses

### BAC300E-1: Liberal Studies I (3-4)

Janet Tallman and Carson Marshall

Wednesday, 4 to 6:30 p.m.; Limit 20

In this class students begin to formulate an understanding of the purposes of a liberal arts education; explore ways of thinking, knowing and learning required by such an education; and develop an appreciation for and preliminary understanding of issues of diversity, particularly cultural diversity. The course provides students with the opportunity to explore such important elements as the acquisition of voice, whole-person learning, the nature of learning communities and the historical context of the liberal arts. Work in this class helps students to clarify the educational intentions embedded in the Antioch degree process and to identify their educational needs. It also provides background knowledge useful in developing a degree plan. *Offered every quarter, this class is required for all first-quarter B.A. students.*

### BAC300E-2: Liberal Studies I (3-4)

Walter Hudsick

Monday, 7 to 9:30 p.m.; Limit 20

In this class students begin to formulate an understanding of the purposes of a liberal arts education; explore ways of thinking, knowing and learning required by such an education; and develop an appreciation for and preliminary understanding of issues of diversity, particularly cultural diversity. The course provides students with the opportunity to explore such important elements as the acquisition of voice, whole-person learning, the nature of learning communities and the historical context of the liberal arts. Work in this class helps students to clarify the educational intentions embedded in the Antioch degree process and to identify their educational needs. It also provides background knowledge useful in developing a degree plan. *Offered every quarter, this class is required for all first-quarter B.A. students.*

### BAC300F-1: Liberal Studies II: Diversity, Power & Privilege (3-4)

Phoenix Raine

Wednesday, 7 to 9:30 p.m.; Limit 20

This course has an American Studies focus with an emphasis on issues of diversity, power and privilege in American history and culture. Students bridge theory and practice by applying what they are learning from their readings and videotapes to their “real world.” Students explore the historical and contemporary American construction of race, gender, social class and sexual orientation. *This course is offered every quarter. Prerequisite: Liberal Studies I.*

### BAC300G Liberal Studies III: Competency Demonstration (1-2)

Anne Harvey

Thursdays, 7 to 9:30 p.m.; Oct. 5, 19, Nov. 2, 16, 30

Liberal Studies III provides a learning community context for students preparing for and conducting liberal arts core competency and area of concentration demonstrations (that is, showing successful achievement of individualized program learning goals). As part of this process, participants enter into reflective conversation about the meaning of a liberal arts education by engaging a core theme or question together (which changes quarter to quarter). The group explores the focal topic together from a number of disciplinary frames as a case example of collaborative liberal arts inquiry. Additionally, students envision their senior synthesis project and write a formal proposal. *This seminar is taken in the students' penultimate quarter; it is required for structured concentration pathway students, optional for Individualized Concentration pathway students. Prerequisite: Portfolio Assessment Committee (PAC)-approved student portfolio.*

### BAC300H: Liberal Studies IV: Senior Synthesis (1-2)

Sue Woehrlin

Thursdays, 7 to 9:30 p.m.; Oct. 5, 19, Nov. 16, 30, Dec. 7

Liberal Studies IV provides a learning community context for graduating B.A. Liberal Studies students completing senior synthesis/capstone projects—which might take the form of a thesis, presentation, project, performance, special internship, portfolio or gallery show of original work, etc. As synthesis projects and learning are required to be shared at a public/community event, students are helped to learn dynamic and professional presentation skills and are supported in preparing for and presenting at the senior symposium. In addition, the seminar provides a reflective forum as students bring their entire degree programs to a close. *This seminar is taken in the students' final quarter; it is required for structured concentration pathway students, optional for individualized concentration pathway students. Prerequisite for Structured pathway students: successful completion of Liberal Studies III and adviser-approved synthesis project. Prerequisite for Individualized Concentration/degree committee pathway students: degree committee-approved senior synthesis project proposal.*

### BAC391I: Educational Design I (Individualized pathway) (1)

Evaluator: core faculty advisor

Workshops: Thursdays, 7 to 8:30 p.m.; Oct. 5, 19

Students choosing the Individualized pathway learn to self-direct their own educational planning process. Working closely with a core faculty

advisor, the student forms a degree committee, prepares the preliminary self-assessment and educational design documents, and holds the first degree committee meeting. Two group sessions will be held on Thursday evenings (generally, the 1st and 3rd weeks of the quarter) to provide specific support for all students at this phase of the degree process. *Required for Individualized Concentration pathway students.*

### BAC391S: Educational Design I (Structured pathway) (1)

Evaluator: core faculty advisor

Workshops: Thursdays, 7 to 8:30 p.m.; Oct. 5, 19

This workshop/independent study is for students choosing the Structured pathway area of concentration. In consultation with the core faculty advisor, the student chooses one of the pre-approved areas of academic concentration, develops an individualized plan for how to meet the requirements of that concentration, and articulates preliminary program goals and a plan for achieving the program's liberal arts competency outcomes. Two group sessions will be held on Thursday evenings (generally, the 1st and 3rd weeks of the quarter) to provide specific support for all students at this phase of the degree process. *Required for Structured Area of Concentration pathway students.*

### BAC392: Educational Design II (Individualized pathway) (1)

Evaluator: core faculty advisor

Workshops: Thursdays, 7 to 8:30 p.m.; Oct. 5, 19

Through this workshop/independent study the student continues to develop self-directed learning skills. Working closely with a core faculty advisor and her/his committee, the student designs an individualized area of academic concentration, articulates program learning goals, negotiates a plan for achieving and demonstrating the core outcome competencies and holds the second degree committee meeting. Two group sessions will be held on Thursday evenings (generally, the 1st and 3rd weeks of the quarter) to provide specific support for all students at this phase of the degree process. *Required for Individualized Concentration pathway students.*

### BAC393: Educational Design III (Individualized pathway) (1)

Evaluator: core faculty advisor

Workshops: Thursday, Oct. 5, 19, 7 to 8:30 p.m.

Through this workshop/independent study, the student deepens her/his ability to synthesize, present and self-assess program learning. Working closely with a core faculty advisor, the student prepares for and convenes the third degree committee to demonstrate achievement of the liberal arts core competencies and area of

concentration goals. In addition she/he develops a senior synthesis proposal. Two group sessions will be held on Thursday evenings (generally, the 1st and 3rd weeks of the quarter) to provide specific support for all students at this phase of the degree process. *Required for Individualized Concentration pathway students.*

### **BAC445: Senior Synthesis**

This includes an integrative thesis or project intended to help synthesize program learning, usually undertaken in the student's final quarter.

## **Arts, Literature and Writing**

### **\*W\* BAC305C: The Writing Process (3-4)**

Instructor TBA

Wednesday, 7 to 9:30 p.m.; Limit 16

Writing is a way to speak one's truth. Unfortunately, school often trains students to take themselves out of their writing, leaving many with writing blocks. In this course, students learn to tap flow as they respond to readings and life experience, finding words, sounds and rhythms for their intuitions. Reading, research and feedback from colleagues help each person shape and transform his or her thinking. Students learn to create unity and to reach a variety of audiences—including academic and business. In short written responses to readings and two five-page essays, revised and polished throughout the course, students practice skills of describing, identifying patterns and evaluating. Revision and editing then deepen understanding and power to communicate. Wide latitude in choice of writing subjects enables individuals to pursue lifelong goals.

### **BAC320D: Acting Fundamentals (3)**

John Abramson

Wednesdays, 7 to 11 p.m.; Oct. 4 through Nov. 29; Limit 7

Classes are held at the Freehold Studio/Theatre Lab, 1525 10th Avenue on Capitol Hill.

Acting is a process that can be learned and practiced by anyone at any age. In this Intro class, students develop fundamental acting tools: playing an action, living truthfully in imaginary circumstances and working with a partner. No matter what their experience, students learn acting in an exciting and safe environment.

*Please note that classes are four hours long and run for eight weeks.*

### **BAC320E: Acting with Text (3-4)**

Marya Sea Kaminski

Monday, 7 to 11 p.m.; Oct. 2 through Dec. 4; Limit 7

Classes are held at the Freehold Studio/Theatre Lab, 1525 10th Avenue on Capitol Hill.

Working with text and given circumstances, students apply the tools learned from BAC320D: Acting Fundamentals to the crafting of scenes. Students learn how to make strong choices that put the actor at the heart of the conflict and how to keep the spark of spontaneity alive in scripted work.

*Prerequisite: Acting Fundamentals or equivalent training for actors. Please contact Freehold's registrar, 206-323-7499, if you are interested in taking this class. Please note that classes are four hours long and run for ten weeks.*



### **BAC322F: Ceramics I (3-4) (AT\$)**

Ken Turner

Tuesday, 7 to 10 p.m.; limit 6

This course provides an overview of the basic principles of ceramics. Students learn a variety of skills and ways to handle clay. They create work using hand-building techniques and are introduced to wheel throwing techniques. Students learn the basic techniques of glazing and firing. *Note: Check the My Courses folder on First Class for the supply list. Those registering for Ceramics I must pay a \$45 lab fee.*



### **BAC322G: Ceramics II (3-4) (AT\$)**

Ken Turner

Tuesday, 7 to 10 p.m.; limit 6

Students build on the skills developed in "Ceramics I" and creatively apply those skills toward an artistic goal. Students learn advanced hand building and glazing techniques while focusing on techniques they wish to explore further. Students are required to complete an assignment using the potter's wheel. Other assignments are in the syllabi, but self-guided and motivated students may wish to make proposals (in writing, during the first class) to the instructor regarding special projects. *Prerequisites: Completion of Ceramics I, Ceramics-Special Applications-Raku, or Ceramics-Primitive Techniques Today. Note: Check the My Courses folder on First Class for the supply list. Those registering for Ceramics II must pay a \$45 lab fee.*



### **BAC325A: The Making of a Literary Journal (3-4)**

Bryan Tomasovich

Wednesday, 4 to 6:30 p.m.; Limit 20

This course prepares students to grow as writers and editors by learning the history of literary journals, surveying a number of current journals and practicing several key factors of literary journal production: design and layout, editing, publicity, distribution, fulfillment, fundraising, etc. Focus is placed on the literary journal at Antioch, KNOCK, including production of

the current issue as well as plans for expanding key features of the magazine and website. *Note: The instructor acts as faculty advisor for KNOCK. Students are encouraged (but not required) to work on staff for credit during winter and spring quarters. This course can be repeated for credit.*



### **BAC326D: Contemporary US Women Writers (3-4)**

Nada Elia

Thursday, 4 to 6:30 p.m.; Limit 20

In this course, students look at the diversity of American women's voices that make up "Third-wave Feminism," a movement which began in the early 1990s which seeks to challenge and expand common definitions and understanding of gender and sexuality. Traits of third-wave feminism include queer theory, women-of-color consciousness and transnationalism. Students read selections from *Colonize This!*, an anthology of writings by young women discussing issues like gender, racism, nationalism and queer identity, as well as from *The Color of Violence*, the anthology that came out of a 2000 all-women activist conference on ways to end the war being waged on communities of color in the United States and around the world.



### **BAC415A: Visual Literacy Studio: Capturing Mental Images for Creative Thinking (3-4)**

Farouk Seif

Tuesday, 4 to 6:30 p.m.; Limit 20

This studio explores the nature of visual thinking as an essential path to creativity and innovation. The purpose of this studio is two-fold. It is to demystify the ability of sketching, drawing and painting as a "talent," allowing students to acquire visual skills for effective communication. More significantly, it is to honor the mystical quality of self-expression as a way of visual stimulation for enhancing creative thinking. Participants are provided with opportunities for experiential and theoretical exploration of signs and symbolic meaning in the field of visual culture and their application to design communication. Through stimulating exercises and activities, not only do participants gain confidence in their ability to express themselves graphically, but they also experience the power of visual thinking in the process of working out creative responses to design challenges.

## **Leadership & Organizational Studies**

### **BAC405G: Turning the Ship: Organizational Change (3-4)**

Doreen Cato

Monday, 7 to 9:30 p.m.; Limit 20

The courage to change in the face of adversity is often challenged by complexity, which is

why finding sustainable solutions are difficult whether it is in one's family, organization, community or with self. The purpose of this course is to provide students the tools to help them learn how to facilitate change and understand its complexity.

## Natural Science



### **BAC312J: Birds in the Imagination and in the Field (3-4)**

Sue Woehrlin

Tuesdays, 7 to 9:45 pm, and two all-day Saturday field trips, Oct. 14 and 28; Limit 16

Birds have fascinated humans in every culture and throughout the millennia. Taking a multidisciplinary approach, this course views birds through many lenses and avenues. As naturalists, class members observe and identify bird species in a variety of habitats, learn about the patterns in their annual cycles and examine the impacts of human civilization on the ecology of bird life. The symbolic role of birds as expressed through the literature, myth, art and spirituality of several cultures is explored, along with how birds serve as metaphors for one's own relationship with the natural world. The readings include scientific as well as literary texts. Access to a pair of field glasses is highly recommended (but not required).



### **BAC312Y: Environmental Studies (3-4)**

Rob Wang

Tuesday, 4 to 6:30 p.m.; Limit 20

This course explores the physical, biological and social environment from a variety of perspectives. Special emphasis is placed on the role of science in solving complex environmental issues and governmental policies intended to provide solutions. Students research and analyze a complex environmental issue and present their findings to the class.

## Psychology, Spiritual Studies and Human Studies



### **BAC319V: Ideas of Heaven: Introduction to Religious Studies (3-4)**

Candace Harris

Wednesday, 4 to 6:30 p.m.; Limit 20

This class explores the history, foundational beliefs and practices of five major religious systems. From the western traditions, students study Islam and Christianity, from the east, Buddhism and Hinduism, and finally, students investigate the shamanistic traditions. Using foundational texts, autobiography, parable and story from these faith systems, as well as Huston Smith's *The World's Religions: Our Great Wisdom*

*Traditions*, students come to a deeper understanding of these important religions, develop more insight into their own beliefs and increase their capacity to engage in thoughtful dialogue about faith and religion.



### **BAC324A: The Counseling Role (3-4)**

Sandra Meggert

Monday, 7 to 9:30 p.m.; Limit 20

This course is designed to provide students with the opportunity to explore the counseling role with its unique implications and broad based value across a wide variety of personal and professional disciplines. Students develop an understanding of the stages of the counseling relationship and gain insight into one's own strengths, weaknesses and desires as a "helper" and/or a helping professional. Students work with the basic building blocks of the counseling/ helper role through significant practical experience involving large and small group role-playing and feedback. Students also get the opportunity to witness role-playing with several professional counselor/therapists of varied disciplines. The course examines issues related to counseling people from a wide variety of backgrounds, cultures and belief systems with the opportunity to reflect on ethical issues and standards involving the counseling role. This course is designed for students considering a vocation in the helping professions, as well as for students just wanting to increase listening and communication skills and to develop more in-depth knowledge in relationship to these skills.

### **BAC416A: Introduction to Jungian Psychology (3-4)**

Bette Joram

Thursday, 4 to 6:30 p.m.; Limit 20

This course presents an overview of the theory of C. G. Jung, including a model of the structure of personality and the psyche, typology and implications for treatment. Students explore individuation in and out of the therapeutic process. Students examine the differences between the personal and the collective unconscious by looking at four major archetypes: the Shadow, the Anima, the Animus and the Self. Symbolism, myth and metaphor are addressed as fundamental principles in Jungian Psychology. These concepts are illustrated with discussions of relevant dream material as well as specific readings.

## Social Justice, Social Science and History



### **BAC315V: Globalization, Development and Grassroots Movements: Issues in the Global South (3-4)**

Mary Lou Finley

Wednesday, 7 to 9:30 p.m.; Limit 20

Since the meetings of the World Trade Organizations (WTO), international attention has focused on globalization and its impact on communities throughout the world. This course focuses on the countries of the Global South (sometimes referred to as "The Third World") as they struggle with issues of development and "maldevelopment," efforts to maintain and improve local standards of living in the face of globalization, and the influence of institutions such as the International Monetary Fund and the World Bank. Students explore recent responses of the countries of the Global South to WTO debates and the development of the World Social Forum, as well as grassroots efforts in development such as micro-enterprise projects in Bangladesh and inventive village development efforts in South America. The class studies controversies such as corporate efforts to patent seeds (called "biopiracy" by the Indian scientist Vandana Shiva) and privatize ownership of water; local grassroots efforts such as the role of women in protecting forests and struggling with sweatshop conditions, and communities' efforts to cope with the massive dislocations caused by the spread of AIDS in Africa and Asia.

### **BAC317G: American Society and Culture since 1945 (3-4)**

Teri Balkenende

Tuesday, 7 to 9:30 p.m.; Limit 20

Few periods in American history have witnessed as much profound social, cultural, political and economic change as the last sixty years. This course will examine this period of dramatic transformations through four distinct phases: 1) the early Cold War era from the end of World War II to the early 1950s, 2) the years surrounding the civil rights revolution of the 1950s and 1960s, 3) the rise of cultural and political conservatism since the 1970s and 1980s, and 4) the acceleration of the global economy since the 1990s. The course will focus on the impact of movements for social and cultural change and on the forces promoting Globalization. Students will gain a framework for understanding the roots of today's social and political controversies as well as a better grasp of how historians interpret and debate evidence from the past.



### **BAC319P: The African American Experience (3-4)**

Gwen Jones

Monday, 4 to 6:30 p.m.; Limit 20

The historical and socio-political experiences of African Americans have often gone unrecorded and unrecognized. Where these experiences have been noted our understanding of the circumstance of their existence has often been obscured. This course seeks to develop an analysis of the social, economic, political and cultural role to the African in American society, blending historical linkages through chronology (African heritage, slavery, Reconstruction, agrarian expe-

rience, urban migration) with social systems and institutions (family, church, work). Myths and realities of the African American experience are explored through a combination of sources (literature, art, music and video).



### **BAC333N: Community Organizing in Action (3-4)**

Anne Harvey  
Monday, 4 to 6:30 p.m.; Limit 20

This course is designed to meet the needs and explore the interests of students who want to learn more about community organizing as human services advocates, grassroots activists and/or concerned citizens. Students explore specific aspects of community organizing to include social action, grassroots coalition building and democratic/legislative processes. Throughout the quarter, students examine several current examples of grassroots organizing, moving from neighborhood activism to statewide coalition building, choosing one specific grassroots effort to study in depth. Using the work of the selected grassroots effort as a case study, students study the issues involved and explore opportunities for experiential learning through student involvement. Opportunities for student projects are varied to include community education, organizational analysis, study of rural and urban organizing strategies and comparison of organizing in Washington state with similar efforts in other states. Students' interests influence the direction of the course in the second half of the quarter.

## **Experiential Learning**

### **BAC301E: Learning from Experience: Documenting Life Learning (1)**

Tilman Smith  
Thursday, 7 to 9:30 p.m.; Oct. 12, 26, Nov. 16

Adult learners bring considerable life experience to the completion of a B.A. degree. This class provides students the opportunity to learn the skills necessary to translate their life experience into potential prior learning credit. Class assignments take students through the concrete steps needed to accomplish this translation and help them understand how to integrate prior learning into their degree. This class is required for all students intending to document prior learning credits. Attendance at all classes is required. *Eligibility: All B.A. students planning to document prior learning.*

### **BAC301G: Writing Prior Learning Experience (2-3)**

Tilman Smith  
Wednesday, 7 to 9:30 p.m.; Limit 20

This class is designed for students who are actively documenting life learning for college credit and provides them with the opportunity

to write their prior learning documentation packages. Emphasis is placed on learning how to organize prior learning credits into discrete disciplinary categories, write clear class titles, identify specific learning competencies, and construct coherent, articulate and comprehensive learning narratives. Students engage the necessary stages of development, are given constructive feedback on their writing and complete prior learning packages that are ready for evaluation by the completion of the class. *Prerequisite: BAC301E: Learning from Experience: Documenting Life Learning. This course can be repeated for credit.*



### **BAC327G: Service Learning: Women's Education Project (2-4)**

Candace Harris  
Thursday, 8:30 a.m. to noon; **first meeting, Tuesday, Oct. 4, 10:30-noon**; Limit 5

This learning activity provides students an opportunity to participate in Antioch's Women's Education Project. Through this class, students learn about the lives of homeless women in our community and find ways to assist participants who are seeking to improve their lives during a difficult time. All students are involved in setting up breakfast and assisting with a variety of learning activities, including computer tutoring, art projects and discussion and writing groups. Students registering for 2 credits are assigned one text and write a short reflective paper in addition to attending each Thursday morning. Those taking this class for 3 credits are responsible for designing and facilitating an educational project of their choosing after planning and discussion with the instructor. Students registering for 4 credits develop a research proposal and write a research paper which focuses on issues surrounding poverty and homelessness. *Eligibility: Registration only with signed approval of instructor.*

### **BAC394: Prior Learning Credits**

Candace Harris  
Students submitting prior learning work for evaluation register for the individual classes they intend to have evaluated by filling out the Prior Learning Registration Agreement (available on FirstClass) and attaching that to their registration card. The exact title of each prior learning class is to be listed with the requested number of credits. Before registering for prior learning classes, the student's work must be pre-approved by the prior learning coordinator and his or her adviser. Prior Learning classes cannot be dropped.

## **Individualized Study Options**

The B.A. program encourages a wide range of individualized study options. Each requires an approved evaluator, negotiated learning contract and adviser permission, and can be arranged for

variable credit, depending on the scope of the intended learning. Drafts of all individualized learning contracts need to be developed in the quarter prior to the one in which the learning will take place. Please consult with your faculty adviser to design any of the following:

### **BAC396: Student Leadership**

There are many opportunities for B.A. students to gain leadership skills through involvement in campus activities and initiatives. Examples include organizing quarterly performance salons or an educational forum, advertising/marketing student events, participation in campus governance system as an elected or appointed representative, involvement in program development or strategic planning initiatives.

### **BAC397: Service Learning**

This includes learning in conjunction with a volunteer/service project in the community.

### **BAC398: Internship/Practicum**

This includes learning related to developing practitioner skills either in one's current workplace or in a new professional role or setting one is considering and/or preparing to enter.

### **BAC399: Independent Study**

This includes all manner of other independent learning beyond the scope or format of what the B.A. program curriculum offers. It includes but is not limited to guided readings, independent research, special writing projects, studio work in the fine arts, music and theater, and even completion of a course syllabus on an individualized basis.

## **Other Courses**

Students may take courses in other programs at Antioch. See cross-program registration listings and note if instructor permission is required. If permission is required, obtain an email from the instructor granting permission to be filed with the registration form. Under certain circumstances, students may take courses at other colleges and universities in the area, and then transfer those credits. Check with the Financial Aid Office about Consortium agreements.

B.A. students may apply for voucher funds to help cover the costs of off-campus classes and workshops.

Talk to your adviser if you have questions about any of these individualized study options.