

Academic Policies and Procedures

This section of the Course Catalog covers academic policies and procedures, including degree requirements and curricular regulations that apply to all Kenyon students. The "Academic Program at Kenyon" and "College Curriculum" describe the College's curriculum and graduation requirements. The Course Catalog also provides information regarding enrollment procedures, grades, academic standards, transfer credit and off-campus study.

Preface

This catalog presents a comprehensive picture of the academic program at Kenyon College. Listed here are all of the regular courses taught by the Kenyon faculty. Note that not all courses are offered every year. In any given year, faculty members will teach a number of "special topics" courses that do not appear in the Course Descriptions section because they are not regular parts of the curriculum. To see which courses are being offered in the current or upcoming year, [visit the Office of the Registrar website](#).

The Course Catalog is organized in two sections. The first covers academic policies and procedures, including degree requirements and curricular regulations that apply to all Kenyon students. The 'Academic Program at Kenyon' and 'College Curriculum' describe the College's curriculum and graduation requirements. The Course Catalog also provides information regarding enrollment procedures, grades, academic standards, transfer credit and off-campus study.

The second section presents the academic departments and programs of study, in alphabetical order. Each of these academic department and program pages sets forth specific requirements associated with the field of study — for example, a list of the requirements for majors and a description of the Senior Capstone. Each academic department and program also lists courses, in numerical order. Questions about courses should be addressed to members of the department or program in question.

Great care has been taken to assure the accuracy and completeness of the information contained in this publication. Note that Kenyon College reserves the right to discontinue or modify courses or programs; or to change policies, procedures, fees, and other regulations without prior notice.

Important Note on Requirements

Please pay special attention to the material covering curricular requirements and rules governing course enrollments. Read these regulations carefully; not only are students presumed to know them but also the regulations are revised from time to time. Ignorance of a rule does not qualify a student for exemption from that rule.

Equal Opportunity Policy

Kenyon College does not discriminate in its educational programs and activities on the basis of race, color, national origin, ancestry, ethnicity, sex, gender, gender identity, gender expression, sexual orientation, disability, age, religion, medical condition, veteran status, marital status, genetic information, or any other characteristic protected by institutional policy or state, local, or federal law. The requirement of non-discrimination in educational programs and activities extends to employment and admission. The following person has been designated to handle inquiries regarding the non-discrimination policies, including Title IX, Section 504, and Title VI, is:

Kevin Peterson

Director of the Office for Civil Rights and Title IX Coordinator

Stephens Hall, 24

Gambier, Ohio 43022

740-427-5245, peterson2@kenyon.edu

Inquiries may also be directed to the United States Department of Education's Office for Civil Rights, 1350 Euclid Ave., Suite 325, Cleveland, Ohio 44115.

Degree Completion Rates

The following figures indicate the degree completion rates for Kenyon students in relation to their year of enrollment:

Entering class	After four years	After six years
Fall 1998	81%	83%
Fall 1999	80%	83%
Fall 2000	85%	87%
Fall 2001	82%	84%
Fall 2002	85%	88%
Fall 2003	85%	88%
Fall 2004	84%	86%
Fall 2005	82%	86%
Fall 2006	86%	89%
Fall 2007	86%	89%

Fall 2008	85%	89%
Fall 2009	83%	87%
Fall 2010	89%	90%
Fall 2011	86%	90%
Fall 2012	86%	88%
Fall 2013	86%	90%
Fall 2014	85%	88%
Fall 2015	82%	85%
Fall 2016	83%	87%
Fall 2017	67%	
Fall 2018	66%	

Those students taking longer than four years to complete their programs have done so because they have withdrawn from the College for one or more semesters.

Accreditation

Kenyon College is accredited by the Higher Learning Commission. The address and phone number of the association are:

Higher Learning Commission
230 South LaSalle Street, Suite 7-500,
Chicago, Illinois 60604-1411
800-621-7440

Reaccreditation 2020

Missing accreditation mark

Kenyon College Mission and Values

Our Mission

At Kenyon, we build strong foundations for lives of purpose and consequence. We harness the transformative power of a liberal arts education — engaging in spirited, informed, and collaborative inquiry — to form a deeper, more nuanced understanding of the world and all who inhabit it.

Our Values

Intellectual Empowerment and Creativity

We cultivate intellectual courage and humility in equal measure. We confront enduring and emerging questions with honesty and imagination. In the tradition of the liberal arts, we seek greater self-awareness and equip ourselves to learn for a lifetime.

Embracing Differences

We commit to engaging a wide range of viewpoints, developing compassionate thinkers who value and embrace diverse cultures and identities. We believe equitable access to opportunity is essential to fostering a community in which every person has a sense of full belonging and the tools to reach their full potential.

Kindness, Respect, and Integrity

We treat one another with respect and kindness, speaking with sincerity and acting with integrity, for we recognize the fundamental dignity of all. This unifies us across our backgrounds, identities, and positions. Practicing these challenging ideals connects us to the best parts of what makes us human. We support a culture in which we contribute to the well-being of others while we also care for ourselves.

Enduring Connections to People and Place

Our residential environment promotes rich collaborations and lifelong connections. We form a close-knit and lasting community with strong ties to the village, county, nation, and world. Our natural setting shapes the way we learn and live, and we recognize our vital role in stewarding the environment.

Adopted February 2020

Approved by the faculty and the Board of Trustees

Endorsed by Student Council and Campus Senate

Kenyon College Goals and Objectives

I. General Liberal Arts Education

Kenyon is institutionally committed to promoting a liberal arts education. Skills are promoted and developed that are not only useful to any career but essential for a fulfilling and valuable life.

a) Students acquire knowledge and understanding of fine arts, humanities, natural sciences, and social sciences.

- b) Students learn to gather information from a variety of sources and evaluate its quality.
- c) Students learn to formulate ideas rigorously and communicate them effectively, in speaking and in writing.
- d) Students learn languages and engage with diverse cultures.
- e) Students address ethical questions and make informed qualitative judgments.
- f) Students acquire quantitative skills and analyze data.
- g) Students develop an aesthetic sensibility through practice and critical examination of the fine, performing, and literary arts.
- h) Students learn to work creatively.
- i) Students learn to work collaboratively and across disciplines
- j) Prepare for leadership and for civic and community engagement

II. Overall Academic and Major Program

The academic program provides freedom within a common structure to promote balance and coherence, so students design truly liberal educations which are focused, expansive, and useful in the future.

- a) Students develop expertise in at least one discipline or area.
- b) Students organize courses so that study of one subject illuminates and is illuminated by study of another.

III. Relationships, Community and Security

Fundamental to the Kenyon experience is that students and professors develop personal and long-term relationships. The personal contact between students and faculty that characterizes

Kenyon stands as central to the Kenyon undergraduate experience. The consequence of student-faculty interaction is that student experience is not one of anonymity. The scale and rural location of the residential community heighten the importance of these relationships. Kenyon provides an environment that is aesthetically conducive to study and is safe and secure, so that students may direct their attentions to their academic life and extracurricular activities unhindered.

IV. Participation and Involvement

The opportunity to participate in campus life and the ease and comfort of participation are characteristic of Kenyon. The atmosphere at Kenyon promotes student involvement. Discourse among students is frequent, on both academic and nonacademic issues, and that discourse is enriched by the diversity of the faculty and student body. Students are active in producing their own experience, rather than being primarily receivers or observers. Doing, by oneself and with others, is Kenyon's recipe for learning.

V. Satisfaction and Accomplishment

Accomplishment of the first four goals translates into high levels of student satisfaction both at Kenyon and years later when former students reflect back on their Kenyon experience. It also translates into high levels of accomplishment for Kenyon graduates.

Academic Administration

The following members of Kenyon oversee the administration of the College curriculum and assist students in forming individual curricula as they progress through Kenyon.

Provost

The provost is the College officer in charge of all academic affairs. The provost's responsibilities include matters pertaining to the faculty, curriculum, instruction, academic records, and academic facilities. Students may consult the provost on policies in these areas. The provost's office is located in Bailey House.

Associate Provosts

The associate provosts assist the provost with a wide range of matters relating to the faculty, curriculum, and teaching. They supervise the Office of International Education, the educational outreach program, grade appeals, synoptic majors, faculty reviews, the Writing Center, summer science scholars, early-graduation petitions, and the Academic Infractions Board. Their offices are located in Bailey House.

Dean for Academic Advising and Support

The Dean for Academic Advising and Support is responsible for academic advising for students across class years. The dean collaborates with various campus units on programs and initiatives that will empower students to access information and resources in order to make informed decisions. The dean provides counsel to students on academic, social, and personal matters, directing students to additional resources on and/or off campus as appropriate. Most importantly, the dean supports faculty and students in developing meaningful and effective faculty-student advising relationships.

Registrar

The registrar maintains the academic records of Kenyon and publishes the *Kenyon College Catalog* and other enrollment information. The registrar's office should be contacted on matters such as the following:

- Accessing grades
- Course enrollment
- Course schedule
- Classroom assignments
- Deadlines
- Declaration or change of major, minor, or concentration
- Diplomas
- Enrollment verifications

- Examination schedules
- Graduation requirements
- Petitions
- Summer school credit
- Transcript requests
- Transfer of credit

Petitions for waivers or substitutions of the academic policies of the College should be directed to the registrar for consideration by the petitions subcommittee of the academic standards committee. Advice on preparing a petition may be sought from the dean for academic advising, or the student's faculty advisor.

Faculty Advisors

New students are assigned a faculty advisor to assist in designing their programs of study, including curricular planning and postcollegiate plans. The faculty advisor also supports students' personal development and welfare by directing them to appropriate campus resources.

When a student declares a major course of study within a department or program, they request a faculty member from that department or program to serve as faculty advisor. Forms for declaring a major are available from the Office of the Registrar.

If students wish to change their faculty advisor before they are ready to declare a major, change of advisor forms are available from the registrar's office. The signature--physical or electronic--of the faculty advisor must be obtained before a student can enroll in a course or make any further adjustments to their class schedule.

New students are also assigned a volunteer upperclass student who works as a liaison with the students, their faculty advisors and the New Student Programs Office. The upperclass students

help new students become acquainted with Kenyon and are available to provide assistance throughout Orientation.

Requirements for the Degree

NOTE: While faculty members and administrators stand ready to counsel students about degree requirements, the final responsibility for meeting the requirements rests with each student.

Students must fulfill the following requirements in order to [earn a bachelor of arts degree at Kenyon](#).

In keeping with Kenyon's mission and values, we advocate a rich and diverse curriculum, firm in its commitment to the liberal arts. A liberal arts education fosters intellectual curiosity, develops diverse skills and competencies, and provides a foundation for lifelong learning. To accomplish this, Kenyon encourages breadth of engagement with multiple fields (through the diversification requirement) and a focused engagement in one single field (the major requirement).

1. Major

In order to encourage in-depth understanding of one particular field of study, a Kenyon student must successfully complete all requirements of one major course of study including the Senior Capstone. (See The College Curriculum)

2. Credits

Kenyon credits are measured in Kenyon units/semester hours, sixteen (16)/one hundred and twenty-eight (128) of which are required. Of these, a minimum of 8.00 units/64 semester hours must be earned at Kenyon on a letter-grade basis. Above this minimum required, the student may include a maximum of 3.00 units/24 semester hours earned at summer school, a maximum of 0.50 units/4 semester hours of credit from physical education courses, and a maximum of 3.00 units/24 semester hours earned on a student-chosen pass/D/fail and credit/no credit basis. (See also Transfer Credit and Grades and Credit)

3. Residency

Kenyon is a residential college committed to the value of a community to scholars studying, learning, and engaging in education together. Therefore a Kenyon degree requires eight semesters of full-time undergraduate enrollment (1.50 units/12 semester hours or more). A minimum of four of these semesters, including the senior year, must be completed at Kenyon College, on the Gambier campus.

4. Grade point average

In order to demonstrate the successful completion of 16.00 units/128 semester hours, the student must earn an overall minimum grade point average, at Kenyon College, of 2.00 ("C") to graduate. A minimum of 2.00 is also required for each major course of study. Like most other colleges and universities, Kenyon is concerned only with the grade point average earned in residence with Kenyon faculty, not with the average earned elsewhere. (See Transfer Credit)

5. Credits outside the major

Just as the College requires students to focus in a major, they must also demonstrate engagement with a range of other subjects and field. Therefore, a student must earn 9.00/72 or more units/semester hours outside the major department; or, if there is more than one discipline in the department, the student must earn 7.00/56 or more units/semester hours outside the major department as well as 9.00/72 or more units/semester outside the major discipline. (A discipline is a traditional area of academic study.)

6. Diversification

In order to broaden their education beyond the major, students must encounter fields and disciplines across the College. To focus this engagement within diverse fields, the College distributes this requirement across four divisions — the fine arts, the humanities, the natural sciences, and the social sciences. By the time a student graduates, they must complete at least 1.00 unit/8 semester hours, within at least one department, in each of the four divisions of the College. Taking two courses within the same department intends to give students more depth in that subject matter and a better sense of the field that the department represents.

In fulfilling this requirement, students should pay careful attention to the relationships among disciplines, departments, interdisciplinary programs, and divisions. For example, 0.50 units/4 semester hours in MUSC (music) and 0.50 units/4 semester hours in ARTS (studio art) will not together satisfy a distribution requirement, because these two disciplines, though in the same division, are in separate departments. These [charts](#) summarize the distinctions among disciplines, departments and divisions.

Students may earn 1.00 unit/8 semester hours in a division by combining a course from an interdisciplinary program with an appropriate departmental course — but only if the interdisciplinary course is "cross-listed" in a department in this catalog. For example, ENVS 112, Introduction to Environmental Studies, is listed not only in the environmental studies section of the catalog but also in the biology section; thus, ENVS 112 may be paired with any 0.50 unit/4 semester-hour biology course to satisfy the natural science requirement. In cases where all of the courses in an interdisciplinary major or program fall clearly within a single division (neuroscience within the science division, gender and sexuality studies within the social sciences division) 0.50 unit/4 semester-hour of course credit within that interdisciplinary program may be used to satisfy the divisional requirement. For specific interdisciplinary courses that count toward the fulfillment of diversification requirements, please refer to the [Registrar's Office webpage](#).

Courses taken to satisfy the quantitative reasoning requirement or the second language requirement (see these requirements described below) may count toward the satisfaction of the appropriate diversification requirement. Courses that count toward the completion of one diversification requirement may not be counted toward a second diversification requirement.

Advanced Placement courses will not satisfy this requirement.

7. Second language

As our mission statement underscores, Kenyon is committed to providing an education that promotes an understanding of the "world and all who inhabit it." One step toward this goal is our

advocacy of learning a second language. Therefore, students must demonstrate a level of proficiency in a second language equivalent to one full year of introductory college study. They may meet this requirement in any of the following ways:

(a) by earning language credit in a course in the Kenyon Academic Partnership program

(b) by earning a score of 4 or 5 on any Latin Advanced Placement examination; or by earning a score of 3 or better on the College Board Advanced Placement test in a second language or literature

(c) by achieving a satisfactory score on a placement exam administered during Orientation

(d) by completing an introductory-level modern or classical language course at Kenyon

(e) by obtaining transfer credit for coursework that completes the equivalent of a year or more of language study at the transfer institution as determined by the registrar and the relevant department(s). Students may complete the equivalent of a year or more of language study at the transfer institution by transferring credit for the last semester (or final session) of a one-year (or longer) sequence. Transfer credit must be pre-approved by the registrar and the chair(s) of the relevant department(s), who must confirm in advance that the proposed course meets the departmental standard.

(f) by providing documentation that is satisfactory to the registrar and/or the Committee on Academic Standards, such as an [ACTFL Oral Proficiency Interview](#) certificate or STAMP test, that indicates they have achieved proficiency equivalent to one year of introductory college-level study

(g) by earning a score of 4 or higher on an International Baccalaureate HL or SL exam in any language.

If the student seeks to meet the requirement through the study of a language that is not offered at Kenyon, the student is responsible for providing documentation that is satisfactory to the

registrar. Likewise, if a student seeks to meet the requirement through an off-campus study (study-abroad) program other than one of the Kenyon-approved programs, the student must provide documentation that is satisfactory to the registrar. Because Kenyon's introductory modern languages courses are taught as a single, year-long curriculum, it is not possible to take one semester of a language at another institution and complete the requirement by taking a second semester at Kenyon.

Kenyon considers achievement of language proficiency important for many reasons, among them:

- Language study forms part of the traditional foundation to the liberal arts because it leads to the rigorous study of texts in the original across many disciplines.
- Language study increases understanding of one's native language and of language in general.
- Language study provides insight into other cultures and cultural differences.
- Language study enables students to function in a global context.
- Knowledge of a foreign language increases one's desirability as a job candidate, particularly for leadership positions.
- Foreign language study requires structured learning and can therefore improve study skills.

8. Quantitative reasoning

The student must earn a minimum of 0.50 unit/4 semester hours of credit in a course, or courses, designated as meeting the quantitative reasoning (QR) requirement. These courses are marked "QR" in the course catalog. Advanced Placement courses will not satisfy this requirement.

In order to transfer credit to fulfill the QR requirement, a student must present to the Kenyon registrar evidence that the proposed transfer course is equivalent to a specific Kenyon QR course (a list of descriptions of which are available on the registrar's Web page). For any

proposed transfer course that does not correspond directly to a Kenyon equivalent, the student must supply explicit evidence that the course meets the specific criteria established for QR courses at Kenyon (e.g. it teaches students "to use statistical methods to analyze and interpret data," "to make inferences and decisions based on quantitative data," "to design experiments, and learn and apply data-collection methods," etc.) as a continuing theme in the course. In turn, the registrar will consult with the chair of the relevant department(s) to evaluate whether the proposed course is in fact equivalent to a Kenyon QR course or whether it adequately meets QR guidelines. The registrar, acting on behalf of the Curriculum Policy Committee, reserves the right to deny the transfer of QR credit. *In every instance, the burden of proof falls to the student to present evidence that the QR criteria have been met; this evidence should take the form of course descriptions, syllabi, copies of assignments, and examinations.*

Note: A course will satisfy the QR requirement only if it is designated a QR course for the semester in which it has been taken. Students should be aware that a particular course may change in character from one year to the next, so that it may count as a QR course during one semester but not during another.

Quantitative-reasoning courses may focus on the organization, analysis, and implementation of numerical and graphical data; or they may involve learning mathematical ideas, understanding their application to the world, and employing them to solve problems. In QR courses, students will learn some or all of the following:

- To use statistical methods to analyze and interpret data.
- To make inferences and decisions based on quantitative data — for example, by developing and testing hypotheses.
- To critically assess quantitative information — for example, by reading and critiquing journal articles with quantitative information and analysis.
- To design experiments, and learn and apply data-collection methods — for example, by developing data in laboratory exercises.

- To use mathematical reasoning and the axiomatic method — for example, by using systems of symbolic logic.
- To develop and use mathematical models — for example, to predict the behavior of physical, economic or biological systems.
- To learn and apply the basic ideas of probability, chance and uncertainty.
- To understand and apply concepts in algorithms and computer programming.
- To communicate quantitative information and mathematical ideas — for example, by constructing and interpreting graphical displays.

A given QR course probably will not include all of these abilities, but every QR course will engage students in some of them. In courses identified with the QR tag, the use of quantitative reasoning is a major and continuing theme. Although the subject matter of QR courses will vary by department and discipline, the quantitative knowledge and skills developed will be applicable in a wide variety of settings.

The College Curriculum

The liberal arts education that is reflected in Kenyon's mission and values necessitates that students not only experience the breadth of knowledge offered across the college (through our diversification requirements described above) but also engage deeply in at least one specific field. Therefore, we require all students to select a major course of study — a curriculum established by a department or program that focuses on depth. Additionally, Kenyon provides students with other opportunities to focus their education through minors or concentrations. Below is a description of the Kenyon curriculum through its major requirement and optional minor and concentration programs.

An Academic Major Program (required of all students)

The Kenyon academic experience is based both in the exploration of the liberal arts and sciences as well as in the focused academic study of a well-designed major curriculum. Kenyon

offers 35 majors and all students are required to choose a major as a critical component of the Kenyon degree.

The major requirement is organized in one of the following ways:

An academic major in a disciplinary department or an interdisciplinary program

The major program constitutes focused academic work undertaken in a single department or an interdisciplinary curriculum. The majors at Kenyon are diverse and take on different forms as constituted by each department. It is the responsibility of the department to determine the work necessary for the successful completion of the major. An outline of major requirements may be found in the academic curriculum pages in this catalog. The department may prescribe courses in other departments or disciplines as part of the major program. In order for the student to complete the declared major course of study, a minimum grade point average of 2.00 in the major department or prescribed coursework is required. All majors culminate in a capstone experience described below.

A joint major (combining a disciplinary major with an interdisciplinary program)

A joint major program combines an interdisciplinary program with a major from a participating disciplinary department. This combination provides a solid grounding in the methodology of a discipline while incorporating the thematic and integrative perspectives of an interdisciplinary program. A joint major provides academic depth and breadth in a cohesive thematic curriculum. Joint majors are created through a cooperative agreement between departments and interdisciplinary programs and require the student to complete coursework in both the interdisciplinary concentration and the departmental major as specified in the cooperative agreement. To complete a joint major, the student will complete a single senior capstone project that fulfills the requirement for both departments and programs based on the format of the disciplinary department.

The synoptic major

In exceptional cases, however, a student may have a well-thought-out and strong interest in coherent studies that do not quite fit into existing programs. In such cases, it is possible for the student to propose a synoptic major. It is the responsibility of the student to initiate such a proposal, gather faculty advice, and write and justify the proposal for a synoptic program. The proposal must be approved no later than the end of the sophomore year.

Developing a synoptic major program will require the student to do considerable synthesis in thinking through how material from the selected courses fits together. Consultation with faculty (advisor or others) should initially consider whether one or more of the established programs could not meet the needs of the student. A meeting with one of the associate provosts at an early stage will most likely be useful. A synoptic major is likely to prove more demanding to carry out than a major chosen from existing programs. Therefore, a student proposing a synoptic major must have a cumulative GPA at or above the average GPA of Kenyon students.

A synoptic major program must be deep as well as broad. It must be coherent. The program must consist primarily of courses that are offered in the established programs, together with a limited number of individual-study courses when such courses are really needed. Normally, not more than 2.00 units/16 semester hours of an 8.00 units/72 semester-hour synoptic major program should consist of independent-study coursework. Faculty members from at least two of the departments in which the student will work must agree to serve on the advisory committee for the student's synoptic major. Since each department may designate the core course or courses it deems necessary for all synoptic majors choosing work in that department, the student's proposal for the synoptic major must also be approved by the chairs (or members designated by the chair) of the departments of the faculty advisors.

The final form of the student's proposal for the synoptic major program is the responsibility of the student and should be submitted to one of the associate provosts, who will engage with the student and the faculty advisors in a discussion and review of the proposal. Final approval of the program will be made by the associate provost in consultation with the chairs of the

departments of the student's faculty advisors (or with senior members of the departments designated by the chairs).

Declaring a major

Students may declare a major at any time, but not later than September 30 of their junior year. The deadline for declaring a second major is April 1 of the junior year. Normally, students declare their majors as sophomores before spring break. To declare a major, students consult their academic advisor or an academic advisor in their proposed major and then submit a form available from the Registrar's Office webpage reflecting their plans for the major or joint major. Students who plan to participate in an off-campus study program must declare a major before submitting their off-campus study application due at the end of January of the sophomore year.

Students may opt to complete two academic majors, which some students call a "double major." This requires completing all requirements for each major including required senior capstone experiences. Students may not declare more than two majors. A joint major is considered a single major.

The Senior Capstone Experience

The Senior Capstone experience is a hallmark of the Kenyon degree. It provides students the opportunity to see the culmination of their academic work and all that they have achieved within their major. Each department has designed a specific capstone experience that is meaningful for that field. Programs may require credited coursework, work that is not credited, or a combination of the two for completion of their Senior Capstone. In general, the purpose of the senior capstone is to promote coherence within the major program for each student and, particularly, to offer all students the opportunity to articulate that coherence for themselves. Although each Senior Capstone is determined by the goals of the individual department and therefore may vary on that basis, a collegiate aim of the Senior Capstone is to encourage the student to achieve the following:

- Develop and demonstrate the ability to think and read critically, and to distinguish the essential from the trivial.
- Explore and refine individual interests through independent research or creative projects.
- Develop and demonstrate writing ability by the completion of a meaningful piece of newly written work.
- Develop and demonstrate speaking ability--through public presentations, roundtable discussions or symposia with peers, or through oral exams, etc.
- Develop and demonstrate the ability to synthesize prior work, and to use and critique methodologies pertinent to the discipline through exams, written papers, or special projects.
- Grapple with new ideas.
- Collaborate with others — faculty members and peers — at various stages of the Senior Capstone.

Each department must regularly inform all of its majors of the nature and purpose of the Senior Capstone and must discuss the capstone with its senior majors prior to its administration or due date(s). A student who fails the Senior Capstone will be given another opportunity to pass it before the Commencement in his or her senior year. Failure on the second opportunity means that the student may not graduate or participate in the Commencement ceremonies that year. The student will be given an opportunity to satisfactorily complete the Senior Capstone after Commencement at a time mutually agreeable to the student and department.

Concentrations and Minors (optional)

In addition to the required academic major students may also pursue an optional minor or concentration in a field in which they have an additional strong intellectual interest. Minors and concentrations are curated clusters of courses shaped by faculty in departments and programs — not as in-depth as a major — but intended to demonstrate an engaged experience with the field. At Kenyon, we use the term minors when this cluster of courses comes from a disciplinary

program and we use the term concentration when the cluster of courses is in an interdisciplinary program. Students may choose to complete a minor course of study or a concentration.

Policies for minors

Students declare a minor course of study by completing a form on the Office of the Registrar's website.

- A minor consists of a minimum of 2.00 units/16 semester hours and a maximum of 3.50 units/28 semester hours. A minimum of 2.00 units/16 semester hours must be from within the discipline itself.
- Courses that count toward a student's major requirements may not also count toward the minor, nor may a student undertake both a major and minor in the same discipline.
- Neither the College nor a department will plan course availability in a given year so as to enable a particular student or students to complete a minor. Students may not be given preferential admission to a course on the basis of their minor.
- Students' transcripts will note majors (at least one required), concentrations (optional), and minors (optional).
- Specific information and requirements regarding minors may be found under the section of the department or discipline in question.

Timeline for declaring a minor

Although coursework may begin prior to the declaration, students can declare a minor only after they have declared a major. To elect a minor, students submit a form available on the Office of the Registrar's webpage. Students who wish to elect a minor must do so before November 30 of their senior year.

Policies for concentrations

- A concentration will require a minimum of 2.50 units/20 semester hours and up to a maximum of 4.00 units/32 semester hours of prescribed academic credit.

- Academic coursework undertaken for such a program may consist of work offered by departments and other concentrations, as well as coursework offered by the concentration.
- Directors of concentrations certify students' successful completion of their programs to the registrar, who will note completion on the students' records.

Timeline for declaring a concentration

Although coursework may begin prior to the declaration, students can declare a concentration only after they have declared a major. To elect a concentration, students must submit a form available from the Office of the Registrar's webpage. Students who wish to elect a concentration must do so before November 30 of their senior year.

Honors

The degree with college honors

Students may receive the Bachelor of Arts degree with collegiate honors (cum laude, magna cum laude, summa cum laude) by attaining a cumulative grade point average in the following ranges:

- cum laude 3.50-3.69
- magna cum laude 3.70-3.89
- summa cum laude 3.90 and above

Students in full-time residence at Kenyon for only four semesters will be considered for honors by the Committee on Academic Standards. The student's Kenyon grade average shall be the prime determinant. However, the committee will also examine the student's record at other institutions and may alter the degree of honors indicated by the Kenyon average.

The degree with departmental or interdisciplinary honors

Students may apply to read for the degree with honors in a major. Applications should be made to the chair of the department or the director of the program. (Students who have developed a

synoptic major, may apply to the Committee on Academic Standards if they propose to read for honors and should contact an associate provost about the procedures.) At any time, the department or program may deny the student the opportunity to continue in honors. Students reading for honors are usually required to pass a special examination administered by an outside examiner.

There are three classes of honors in a major: Honors, High Honors and Highest Honors. The class of honors that the student receives will be determined jointly by the outside examiner and the faculty of the student's major. A student who fails to achieve the degree with honors may be awarded the degree without honors, provided they successfully complete the equivalent of the Senior Capstone.

Collegiate standards for honors in the major

To undertake senior honors work in a major, a student must ordinarily have a minimum 3.33 grade point average overall. In addition, each department or program determines its own minimum requirements, whether a minimum grade point average or some comparable standard. These standards are listed in the sections for the various departments and programs in this catalog.

In cases where a department or program deems a student worthy to undertake honors but the student does not meet minimum standards, the student may petition the Academic Standards Committee for acceptance into the honors program. Ordinarily, such a petition will be submitted no later than April 15 of the junior year. The committee will consider at least the following criteria:

- Is the student's proposal persuasive and is it supported enthusiastically by the department or program?
- Are there extenuating circumstances around the lower grade point average? Is there upward movement in the grade point average from a poor start? Or are there extenuating circumstances in a particular semester?

Year of Graduation

A student's year of graduation, or class, is determined by the registrar based on semesters of full-time study completed. The year of graduation will be set back as appropriate for students returning after having withdrawn, unless we receive the transcript with the evidence that they have earned credit as full-time students elsewhere. Students who fall behind the normal pace of 4.00 units/32 semester hours per year by 2.00 units/16 semester hours will have their year of graduation and class set back as appropriate. The class year will reflect the graduation ceremony in which the student will be eligible to participate.

Questions about a student's year of graduation should be addressed to the registrar.

Early Graduation

The Kenyon degree is based on work accomplished during four years of full-time academic work (See Residency under Requirements for the Degree). Early graduation is rare and infrequent, granted only in extenuating circumstances. Petitions for early graduation are submitted at least one year in advance of the proposed date of graduation. Detailed information about criteria and procedures is available from the Office of the Registrar.

A Guide to Courses of Study

The following tables are a handy guide to the majors, minors, interdisciplinary majors, and concentrations available in the various academic departments.

Drawing from the options presented in the tables, students, in consultation with their faculty advisors, will develop and implement their chosen courses of study. In brief, the requirements and options are as follows:

- All degree candidates must successfully complete a minimum of one major course of study including the Senior Capstone.
- Students may choose to complete one or more minor.
- Students may choose to complete one or more interdisciplinary concentrations.

Division	Department	Majors	Minors
FINE ARTS	Art and Art History	Art History; Studio Art	Studio Art; Art History
	Dance, Drama and Film	Drama; Dance; Film	Dance
	Music	Music	Music
HUMANITIES	Classics	Latin and Greek; Latin; Greek; Classical Civilization	Classics
	English	English	English
	Modern Languages and Literatures	Track I; Track II; Track III in Arabic, Chinese, French, German, Italian, Japanese, Russian and Spanish	Arabic, Chinese, French, German, Italian, Japanese, Russian and Spanish
	Philosophy	Philosophy	Philosophy
	Religious Studies	Religious Studies	Religious Studies
NATURAL SCIENCES	Biology	Biology	Biology
	Chemistry	Chemistry	Chemistry
	Mathematics and Statistics	Mathematics	Mathematics; Statistics
	Physics	Physics	Physics; Astronomy
	Psychology	Psychology	
SOCIAL SCIENCES	Anthropology	Anthropology	Anthropology
	Economics	Economics	

	History	History	History
	Political Science	Political Science	
	Sociology	Sociology	
	PROGRAM	MAJOR	CONCENTRATION
INTERDISCIPLINARY	African Diaspora Studies		African Diaspora Studies
	American Studies	American Studies	American Studies
	Asian and Middle East Studies	Joint major with Art History, Modern Languages & Literatures (Arabic, Chinese, Japanese), History, Religious Studies	Asian Studies Islamic Civilizations and Cultures
	Biochemistry	Biochemistry	
	Computing		Computing
	Environmental Science	Environmental Science	Environmental Science
	Gender and Sexuality Studies	Gender and Sexuality Studies	Gender and Sexuality Studies
	Integrated Program in Humane Studies		Integrated Program in Humane Studies
	International Studies	International Studies (Multiple Tracks)	
	Latine Studies		Latine Studies

	Law and Society		Law and Society
	Molecular Biology	Molecular Biology	
	Neuroscience	Neuroscience	Neuroscience
	Public Policy		Public Policy

Preprofessional Programs

Information and advice on professional studies in architecture, business, clinical psychology, education, engineering, health-care professions, law, library and information science, the ministry, and social work are offered by designated faculty and staff members who are knowledgeable in these fields. Informational sessions are held throughout the academic year, beginning during Orientation. The preprofessional advisors are also available for individual discussions and consultation. For a list of the current preprofessional academic advisors, see Sara Stasko, graduate school and preprofessional advisor, or the director of the Career Development Office (CDO).

For Pre-Med course suggestions see:

Medicine

Kenyon College/Capital University Secondary Teacher Licensure Partnership

Partnership Details

The Kenyon/Capital partnership provides a four-year framework allowing students to graduate with a bachelor's degree from Kenyon while completing the requirements to attain an Ohio teaching license to teach in the public school system (Ohio teaching licenses may be transferable to other states).

Participating students will complete a combination of required teacher education courses available at Kenyon; pedagogy, methods and experiential courses through Capital University; and content area courses related to the subject(s) the student wishes to teach at Kenyon. Licensure is available for grades 4-9 and grades 7-12. Certification for teaching grades pre-K-5 requires additional courses not listed below.

Eligibility

Students must:

1. have completed at least 4.00 units/32 semester hours of coursework at Kenyon
2. have a minimum cumulative grade point average of 2.75
3. be in good academic standing and disciplinary standing at Kenyon
4. be enrolled as a full-time, degree-seeking student at Kenyon
5. pass all required FBI and BCI background checks for the licensure program
6. be accepted by the Capital University liaison

Costs associated with the program

Students will be billed the Capital University summer rate per credit hour. Students who receive financial aid should discuss options with the pre-teaching advisor before planning their courses.

Required Coursework

Teacher Education Courses Available at Kenyon

1. AMST 330 Sankofa Project: Theory and Practice of Urban Education (6 sem hours)
2. PSYC 224* Educational Psychology (4 sem hours)
3. PSYC 307* Language Disorders (4 sem hours)

*PSYC 100 (or equivalent) is waived for PSYC 224 and PSYC 307 for students in the partnership

Pedagogy, Methods and Experiential Courses at Capital University

1. EDUC 101* Foundations of the Education Profession (1 sem hour)
2. EDUC 201 Developing as a Professional Educator (4 sem hours)
3. EDUC 374 Content Area Reading (4 sem hours)
4. One pedagogy course in the area of expertise (2 sem hours) from EDUC 352, EDUC 353, EDUC 354, EDUC 355, EDUC 356, EDUC 357, EDUC 358, or EDUC 359**
5. EDUC 401*** Developing as a Professional IV (2 hours) - fee
6. One student teaching course from EDUC 410, EDUC 420, EDUC 430, EDUC 440, EDUC 441, EDUC 442 or EDUC 450 (10 sem hours)- fee

*This course can be taken if AMST 330 is not being offered.

**This course can be taken online. Prior consultation with the pre-teaching advisor is needed to arrange placement.

*** EDUC 401 and the student teaching course are usually taken concurrently. Students planning to complete the student teaching course during the fall or spring semester must do so through the [off-campus study application process](#).

Content Area Courses at Kenyon

Content area courses prepare the student for content area licensure exams. Completing courses for the major will satisfy this requirement.

Coursework must be completed to cover the topics listed in the content area frameworks; Capital University representatives will advise students. Working closely with the pre-teaching and faculty advisors for course choices will be necessary.

Possible Content Areas for Licensure

- English Language Arts
- Mathematics

- Science (dual-focus and integrated)
- Social Studies

Sample Sequence of Courses

First Year at Kenyon

- AMST 330 (Kenyon) or EDUC 101/150 (Capital)
- Content area courses

First Summer - Capital University Courses

- EDUC 201
- EDUC 374

Second Year at Kenyon

- PSYC 224 or PSYC 307 if not already taken
- Content area courses
- one course from EDUC 352-359 (Capital) — course requires 70-90 classroom hours throughout the semester

Second Summer - Capital University Courses

- EDUC 374 if not already taken
- one course EDUC 352-359 if not already taken

Third Year at Kenyon and Capital University

- Content area courses

- PSYC 224 or PSYC 307 if not already taken
- EDUC 401 and one student teaching course — these courses must be taken as an off-campus study program either junior year or fall of the senior year; student teaching may be possible through summer placement or after graduation if a suitable location is identified.

For more information about the Kenyon College/Capital University Secondary Teacher Licensure Partnership, please contact Gordon Loveland at lovelandg@kenyon.edu or 740-427-5364.

Course Enrollment and Schedule Change Procedures

Semester Enrollment Requirements

Normally students enroll in 2.00 units/16 semester hours of credit each semester. A student must enroll in a minimum of 4.00 units/32 semester hours of credit each academic year, up to a maximum of 5.00 units/40 semester hours. In any semester, a student may enroll in a minimum of 1.75 units/14 semester hours so long as the minimum enrollment for the year is satisfied. A student may register for a maximum of 2.50 units/20 semester hours of credit in a semester. Seniors may register for as few as 1.50 units/12 semester hours either semester, so long as they register for 3.50 units/28 semester hours for the year and will have earned the necessary 16.00 units/128 semester hours for graduation.

Summer units earned by completing courses at Kenyon during the summer prior to the first year (i.e. KEEP program, STEM program) apply to the minimum enrollment of 4.00 units/32 semester hours for the first year. However, any student receiving these summer units will be expected to meet the minimum enrollment of 1.75 units/14 semester hours in each academic semester (i.e., fall, spring).

Students who fail to meet this requirement will find the notation "Underenrolled: Below minimum units for the year/term" on their academic record.

A student must be enrolled in at least 0.50 unit/4 semester hours of credit in at least two departments in every semester until the student has earned 9.00/72 or more units/semester hours outside the major department; or, if there is more than one discipline in the department, the student must earn 7.00/56 or more units/semester hours outside the major department as well as 9.00/72 or more units/credits outside the major discipline (a discipline is a traditional area of academic study). Any of the interdisciplinary courses do serve as a "department" in this regard. Please note that one may not register for, for example, two French courses and two Spanish courses, as these are in the same department. The same would be true for studio art and art history courses.

Students who fail to meet this requirement will find the notation "Irregularly enrolled: Enrolled in only one dept" on their academic record.

Course Registration Procedures

During the first seven class days of each semester, the drop/add period, students may come to the Office of the Registrar to alter their course registrations (or status within courses), with the approval of their advisor. If students wish to add a course that is at or over its enrollment limit or that requires the instructor's permission for enrollment, then, in addition to the advisor's signature, the instructor's approval is required as well.

Students may register for an Individual Study (IS) up to the seventh class day in any given semester. Before a sponsoring faculty member or department chair approves an Individual Study, the student (consulting with the instructor) must complete a form for the IS based on the guidelines articulated in the department /program policy. A student may not create an individual study on the same content as a course being offered in a given semester.

Course registrations are finalized at the end of the drop/add period (seventh day of classes). Students are fully accountable for all courses for which they are registered from that point on, and all will remain on the permanent record.

If students attended a course in which they were not registered, no record of or grade for the class will be available.

If a student never attends or stops attending a course but fails to withdraw properly in the registrar's office, an F is recorded.

Fees for late course changes

All enrollment changes after the first seven class days of each semester are subject to the late course change fee unless otherwise noted. These fees apply to all enrollment changes including those accomplished through petition and are found under Explanation of Fees and Charges on the web page.

At the discretion of the registrar, payment of all or part of these fees may be waived. Students may appeal the registrar's decision to an associate provost, whose decision is final. Students may request that these fees be added to their College accounts.

Course Changes After the First Seven Days of Classes

Although the regular drop/add period ends with the seventh day of classes, music lessons and ensembles may be added until the eleventh day of classes. Beyond these regular deadlines, late addition of courses is possible until the end of the third week of each semester. Adding a course late requires submission of an enrollment change request form (with signature approvals from the course instructor and the faculty advisor) and payment of a late processing fee.

Courses that begin during the second half of the semester (e.g., physical education, second-half physics courses) may only be added through the first week of the session.

Changes in Grade and Credit Status (Audit and Pass/D/Fail)**Audit**

Students may change to audit status beginning the first day of the semester through the first seven days of classes, provided such change leaves them properly enrolled. This change requires the signature of the instructor and advisor.

Pass/D/Fail

A student may change status in a course to or from pass/D/fail only through the end of the eighth week of classes. Students are specifically required to maintain a consistent grading option over both halves of a year long course. This change requires the signature of the instructor and advisor.

For more information see the Grades and Credit section.

Withdrawing from Individual Courses Before the End of the Semester**Withdraw after the seventh class day**

A student may withdraw (WD) without petition from a course only within the first eight weeks of each semester, provided the student remains enrolled for at least 1.75 units/14 semester hours of credit in the semester and 4.00 units/32 semester hours for the year. Students may withdraw (WD) from a

year long course (a credit overload) only through the eighth week of the first semester, or from the second half of a year long course through the eighth week of the second semester. The withdrawal requires the signatures of the instructor and the faculty advisor. A late course change processing fee will be charged. Students may not withdraw from the course if an academic infractions case is pending. A "WD" will appear on the student's record.

Withdrawing from a year long course at mid-year

Students are allowed, with signature of the advisor and the instructor, to withdraw from a year long course with half credit and a final grade. The instructor may require a final examination. Students who withdraw after tentative grades have been submitted must understand that the final grade for the first semester need not necessarily be the same as the tentative grade.

Forms for dropping the second half of year long courses at the end of the first semester are available at the Office of the Registrar and should be returned there no later than the seventh class day of the spring semester. The final grade must be received in the Office of the Registrar within two weeks (ten class days) of the effective date of the drop. Otherwise a grade of F will be recorded.

Withdraw, illness or incapacity

A student may petition to withdraw from a course because a serious illness or other personal circumstance beyond the student's control has prevented him or her from meeting the requirements of his or her courses. If approved, this will appear as a "WI" (withdrawal because of illness or incapacity) on the student's transcript. The student should consult with the instructor of the course, their faculty advisor and the Dean for Academic Advising and Support. The petition will be reviewed by the Committee on Academic Standards. Students eligible for WI are exempted from payment of a late fee. The Petition Committee requires support from a healthcare provider or other professional support person to consider the petition.

Withdraw late

A student may withdraw late from a course and drop below 1.75 units/14 semester hours one time only. Students may withdraw late (WL) from a year long course during the first semester only. Students may not withdraw late from the second half of a year long course. A "WL" (withdraw late) will be recorded on the student's transcript. A student may use this option even if it leaves the student below 1.75 units/14 semester hours, with the understanding that the WL may not be used if it will leave the student enrolled in less than 1.50 units/12 semester hours for the semester. In addition, students must still accumulate 16.00 units/128 semester hours to graduate and seniors must complete their 3.50 unit/28 semester hour annual minimum enrollment after using the WL. Use of the WL must be discussed with the student's instructor, the faculty advisor, and the dean for academic advising before a decision is made to use the option. Students are expected to continue to attend class and participate until the required signatures are obtained and the WL form is submitted to the Office of the Registrar. Students should obtain signatures in the following order: course instructor, faculty advisor, and dean for

academic advising. This option must be exercised before 4:30 on the last day of classes for the semester.

Students may not withdraw from a course where Academic Infractions Board sanctions are pending or have been imposed. Similarly, students may not withdraw from a class after they have been expelled from the class and the "X" grade has been submitted.

Conduct of Courses

Academic Rights and Responsibilities

Academic freedom of students

Students are guaranteed academic freedom; they make known their views, confident that these will be judged by their instructors only with regard to their academic merit.

Specification of course requirements

So that students may plan their work for each semester, instructors should provide at an early class meeting a syllabus clearly stating the goals of the course and its requirements. The syllabus should specify the attendance policy of the instructor, and the number and anticipated due dates of major tests, papers and other significant assignments..

The instructor must explain how the final grade will be determined, describing the relative weights to be given performance on the final examination, papers, tests, and so on, and whether the final grade will be influenced by participation in class discussion, class attendance, and the like. In making assignments, instructors will have in mind the accessibility of materials or equipment and will be considerate about requiring students to leave Gambier to carry out their academic work. However, this must not be so narrowly construed as to preclude, for example, honors students from obtaining material from other libraries or from doing occasional research off campus, or art students from going to Mount Vernon to obtain materials.

Examinations

Grace periods

The College provides grace periods during the year to ensure that 1) students have adequate time, free from extraordinary pressures, to prepare for final examinations, 2) students have winter and spring breaks free from substantial assignments, and 3) the routine work in classes during the final week of the semester is not disrupted. During grace periods, instructors may not offer final examinations. Also, instructors should not require assignments beyond what is necessary for normal daily participation in classes, seminars and laboratories during grace periods. Instructors may only schedule more ambitious assignments during grace periods if there is a pedagogical rationale for doing so, and they must inform the class of these assignments at the beginning of the semester. The grace periods are seven calendar days before the beginning of the final examination period in each semester and two days following winter and spring vacations.

Reading periods

The College provides reading periods at the end of each semester prior to final examinations. The dates of the reading periods are part of the official College calendar established by the Calendar Committee and supervised by the registrar. The purpose of reading periods is to provide time for preparation for final examinations. Instructors may not hold required meetings of classes, give tests, assign work, or schedule alternative final examination times during these periods. An exception is made in the case of honors examinations, which may be scheduled during reading periods.

Final examinations

Final examinations in semester courses are typically two or three hours in length. Examinations may be three hours in length if the instructor has specified such at the beginning of the semester. Final examinations in year-long courses are given in the spring and are three hours in length.

Instructors may not accept for credit work submitted after the last day of the semester unless the student has been granted permission by the dean for academic advising and support for an incomplete. The last day of the semester is specified on the College calendar.

Scheduling of final exams

When an instructor examines all members of a class simultaneously, they must do so at the time and place announced by the registrar, except by permission of an associate provost. If an instructor wishes to cancel the original time of the examination and substitute another time, even if the entire class agrees, the permission of an associate provost must be obtained.

Instructors may schedule an alternative final examination time for the entire class as long as it falls within the final examination period, excluding reading periods. In such cases, the instructor must give the examination twice, at the time originally scheduled and at another time.

Instructors who wish to schedule alternative final examinations are encouraged to indicate this on the course syllabus. If an instructor chooses to allow one student to take the examination at a different time, the entire class should have that option, even if the rescheduling occurs late in the semester.

However, if the dean for academic advising and support, in consultation with the instructor, gives a student permission to take an exam at an irregular time in accordance with established guidelines — for example, if they have more than two exams on one day or are experiencing health problems, a personal crisis, or for religious observances — there is no obligation on the part of the instructor to offer the option to the entire class.

Rescheduling exams for health or personal issues

The dean for academic advising and support, in consultation with the course instructor, may reschedule examinations for individual students in instances involving the health of students, personal or family crises, or other extenuating circumstances on a case-by-case basis.

However, the examination schedule is published well in advance so that students may plan accordingly. Therefore, problems arising because students plan travel without accounting for the

examination schedule are not sufficient grounds for setting special examinations. If the dean for academic advising and support, in consultation with the course instructor, gives a student permission to take an examination at an irregular time in accordance with established guidelines, there is no obligation on the part of the instructor to offer the option to the entire class.

Failure to appear for a final exam

When a student fails to appear for a final examination, the instructor may prepare and administer a special examination. In such cases, the instructor is obliged to exact a grade penalty on the examination, unless the absence is excused by a dean for extenuating circumstances.

"Take-home" final examinations

When an instructor requires a "take-home" examination, it must be due at the scheduled time of examination set by the Office of the Registrar. Instructors who wish to reschedule the due date for a take-home examination must follow the procedures described above under "Scheduling of final examinations." As is the case for other examinations, instructors may offer alternative due dates in addition to the time scheduled by the Office of the Registrar. Take-home examinations may not be due during grace periods or on reading days.

Other assignments during exam week

Instructors may assign work other than examinations and take-home examinations (such as papers, projects, or presentations) during examination week, but these assignments must be due at the scheduled time of examination set by the Office of the Registrar. In instances where the scheduled three-hour time slot is not sufficient to accommodate a final assignment (such as presentations, performances, and individual oral exams and critiques), instructors may schedule additional times without obtaining permission of the associate provost so long as they avoid creating conflicts with the regularly scheduled exams of students in the class. As is the case for examinations, instructors may offer alternative due dates in addition to the time scheduled by

the Office of the Registrar. As is the case with all other paper and project assignments, instructors may also grant extensions to individual students where appropriate and fair.

Multiple exams or assignments on the same day

Students who are scheduled for three or more examinations on the same examination day (or two examinations at the same time) are entitled to relief. Students who have three or more total assignments (exams and/or other assignments) on an exam day may be entitled to relief. In both cases, students should first notify their instructors at least two weeks in advance of the conflict to make arrangements. For additional assistance, they should contact an Associate Provost.

Class Attendance**Attendance policies**

Faculty members are responsible for announcing their attendance policy at the first meeting of the course or including such a statement in the course syllabus. Students are subject to attendance regulations as determined by the instructor of each course. Excessive absence is a valid reason for an instructor to expel a student from a course. Students receiving financial assistance from the Veterans Administration are required by law to attend all classes unless excused.

Students are expected to attend all lectures, laboratories, and other scheduled course meetings. Faculty members are expected to monitor the regular attendance of first-year students and those on conditional enrollment. Absence from a class meeting is inevitably a loss both to the student and to classmates. Students who are absent from a class meeting bear full responsibility for minimizing such loss.

It is especially important for students to attend classes in a regular manner for the first two weeks of each course; during this period instructors must develop accurate class rosters in order to allow additional interested students into their courses. Students who do not attend classes during the first two weeks may be expelled by the instructor (see Expulsion). Instructors

will define "regular attendance" to suit their individual circumstances, and students must know that many faculty members will remove those who do not attend from the very first class meeting. Students who have been so removed from a course roster will still need to drop the course from their schedule as they add another in its place at the registrar's office.

Absences

Policies and practices with regard to class absences are generally defined, communicated to students, and enforced by individual course instructors. Instructors will receive notification of student absence due to the following reasons: 1) curricular or extracurricular activities sanctioned in advance by the College, 2) infirmity as determined by the College Health and Counseling Center, 3) compelling and unavoidable personal circumstances as determined by the dean of student development or the dean for academic advising or 4) chronic illness or other disability as determined by the director of student accessibility and support services that may occasionally impact a student's ability to attend class. In these cases, students may not be penalized for the absence, but they should be held responsible for all course assignments. The rescheduling of examinations or assigned work must be initiated by the student.

Excused Absences and Considerations for Religious Observances

As part of Kenyon College's commitment to diversity and inclusion, the College will support students who observe religious and faith holidays.

At the start of each semester, students should notify faculty members of any scheduled class meetings, assignments, or examinations that may conflict with their religious observances. Students will not be penalized for observing the holiday(s), but they are responsible for making up any missed work and for making the necessary arrangements to do so with their faculty. Some religious observances require considerations other than class absences. For example, students fasting during daylight hours may need to break their fast during class time, if sundown occurs during an evening class or exam.

Coaches and athletes are expected to make similar arrangements concerning religious observances as they relate to athletic contests and practices.

Maximum Class Absences

Though students may not be penalized for individual excused absences, minimal standards of attendance are usually necessary for students to achieve a class's essential learning outcomes. Unless the instructor provides their own policy on the maximum number of allowed absences in the course, the following policy applies: in order to meet the minimal academic standards of a class, a student may not miss more than 25% of class meetings, through any combination of excused and unexcused absences. Depending on the number of excused and unexcused absences in a given case, the instructor should either initiate the procedure for expelling the student from the course, or instruct the student to petition for a withdrawal for illness or incapacity (WI). A student who has reached the maximum number of absences may also choose to use a WL, if it remains available, to withdraw from the course

Instructors who wish to set their own thresholds for course attendance (other than 25%) should state their policy on total permitted absences in their syllabi. When determining the maximum number of absences, instructors will consider at what point absences prevent a student from meeting course requirements and achieving the essential learning goals of the class.

Instructors, therefore may allow different rates of absence (somewhat less or more than 25%) before a student is considered unable to achieve the class's essential learning goals.

The cap on total absences can be waived only with the approval of the instructor, the dean for academic advising and support, and the dean of student development.

Expulsion from a Course

An instructor may expel a student from a course for cause at any time provided that, a reasonable time beforehand, they have given the student written warning and have, by copy, informed the dean of student development, an associate provost, and the registrar and dean for academic advising. Valid causes include excessive absences and disturbances in class. Poor performance in a class or failure to submit written work does not constitute reason for expulsion. If a student is expelled from a course, X is recorded on the permanent record and is treated in the same manner as an F.

Student Appeals of Academic Policy

Occasionally, students may encounter situations in which a policy in a course is apparently in conflict with the academic policies of the college. In some of these circumstances, students may be permitted relief from the course policy. For advice about these situations, students should consult their faculty advisors and/or the dean for academic advising and support. When students believe that a course policy is not in compliance with the academic policies of the college, they should discuss the matter with the instructor first, then the chair of the department or program that lists the course, and finally a member of the administration (an associate provost or the provost). (See Right to Petition)

The Right to Petition

The College has no wish that any of its academic rules and requirements should impose needless hardship or manifest injustice upon any of its students. It therefore reserves to every student the right to petition faculty members on academic matters.

Petition Procedures

A description of petition procedures, instructions and the link to the online form is available on the Office of the Registrar's Office Web site.

The petition must be a clear and detailed statement containing the specific regulation(s) under consideration. Petitions will not be considered without recommendations from the student's advisor and from any other person (course instructor, Health and Counseling Center staff members, etc.) who may be affected by or have special knowledge bearing on the petition. Such recommendations will be considered with the petition.

Every petition will be dealt with on its own merit. The registrar will write the student concerning the decision and place a copy of the email along with the petition in the student's file. Students submitting petitions must not assume that the petition will be granted. Therefore, a student should continue with class attendance and preparation until results of the petition are known.

Decisions of the petitions subcommittee of the Committee on Academic Standards may be appealed to the full committee within three business days.

Maintenance of Academic Standards

Graduation Requirement Review

To ensure they are aware of degree requirements they still need to complete, students are required to complete a Graduation Requirement Review (GRR). Students must fill out the GRR form provided by the Registrar’s Office, meet with their advisor, and submit the form by the deadline. Juniors who are on campus will complete the process during the spring semester prior to registration for the Fall semester of their senior year. Juniors on off-campus study programs during the spring semester will complete the process before the end of the Fall semester of their senior year. Students who do not submit the completed forms by the published deadline will register for classes after the rest of their class has completed the registration process.

Satisfactory Progress Toward the Degree

Satisfactory progress toward the degree is defined as the maintenance of at least a 2.00 cumulative average by the end of the fourth semester, and earning credit at the normal rate of 4.00 units/32 semester hours per year. The cumulative average for the first, second, and third semesters may be no lower than 1.60, 1.80, and 1.90 respectively.

SEMESTER	CUMULATIVE GPA REQUIREMENT
End of first semester	1.60
End of second semester	1.80
End of third semester	1.90

End of fourth semester	2.00
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Committee Actions

The academic record of any student who does not accomplish a 2.00 (C) average during any semester in the College raises serious questions about the likelihood of the student’s graduation from Kenyon within eight semesters. Likewise, the academic record of any student who is more than 0.50 unit/4 semester hours behind his or her class, or has multiple withdrawals and incompletes in any one semester, raises similar questions.

In its deliberations, the committee strives to weigh all pertinent factors before reaching a decision about the student's likelihood of making satisfactory progress toward graduation. In addition to the reports mentioned above, positive or negative trends in the student's record are taken into account.

The following are the most common actions taken by the committee.

Conditional enrollment. A letter setting conditions on continued enrollment at the College will be sent to the student. Some of the more common conditions include: a limit of 2.00 units/16 semester hours of course enrollment, a requirement of full attendance, and a specification of minimum grade point average necessary for the student to continue at Kenyon. Students placed on conditional enrollment for more than one semester or who successfully appeal an academic suspension are not in good standing until they are removed from conditional enrollment.

Academic suspension. When a student is not making satisfactory academic progress towards the degree, and their current academic trajectory is negatively impacting their ability to graduate, CAS may impose academic suspension. The period of suspension is typically two semesters. In extreme cases, the committee may require withdrawal indefinitely or permanently.

Records of Committee Actions

Copies of letters concerning actions taken by the Committee on Academic Standards are placed in the students' electronic folders. Summary records of the committee's actions are maintained by the Office of Academic Advising.

A note of the committee's actions is kept as a part of the student's permanent academic record, but it is confidential and not listed on the transcript with grades and course information. No indication that a student has been placed on conditional enrollment appears on copies of the student's transcripts, which are sent from the College.

In the case of academic suspension the student's permanent record and transcript will indicate the date of withdrawal, with no indication of cause.

Progress Reports from Instructors

Instructors submit progress reports throughout each semester for students with excessive absences, delinquent work, and/or academic deficiencies. An academic deficiency is defined as a level of performance at C- or below. At the end of each semester, instructors are required to comment in cases of academic deficiency. Progress reports are also submitted at mid-term and the end of the semester for students on Conditional Enrollment to provide regular feedback on academic progress, even when academic performance is not deficient. Improvement and exceptional work by any student can also be reported. Progress reports are sent to the student's advisor, the dean for academic advising, and additional sources of support. The advisor and/or dean for academic advising use these reports to counsel the student. Progress reports are reviewed by the Committee on Academic Standards and considered in its deliberations at the end of each semester.

Procedures for Taking a Leave from the College

Leaves from the College

Students who plan to leave Kenyon for the remainder of a semester, for a semester or more (except students studying under the auspices of the Center for Global Engagement), or

permanently, must declare their intentions to the dean of student development by completing a Declaration of Leave form before their departure.

Grades and credit

Grades and credit for students taking a leave from the College depend on the time of the leave as noted below.

Before the end of the 12th week: W (no credit or grade) in all courses.

After the 12th week: W in all year-long courses*; F in all semester courses, unless the courses have been completed (in which case grade and credit are recorded), or unless the dean of student development find that the leave is justified (e.g., because of medical illness), in which case WI is recorded.

Between the beginning of the second semester and the end of the 12th week: W in all year-long courses* and all second-semester courses.

After the 12th week of the second semester: F in all courses* unless the dean of student development finds that the leave is justified.

Types of Leave

Personal Leave

Students in good standing may request a personal leave of absence from the dean of student development and, if granted, take time off from the College. Such time away, often as a period of reassessment and self-evaluation, can prove to be educationally beneficial. A personal leave typically begins at the start of a semester and may be granted for that semester or more.

Voluntary Medical Leave of Absence

The College provides a range of support services to address the medical needs of students, including mental health needs, within the context of the campus community. On occasion, students may experience health needs requiring a level of care that exceeds what the College can appropriately provide. In such circumstances, students may take a voluntary leave of absence. Students with medical and/or psychological conditions that warrant a leave from the

College may request a leave from the dean of student development and if granted, take a leave from the College. Verification of the condition, along with a recommendation for the leave, must be provided from an appropriate treating healthcare professional.

Students will be provided a written letter outlining the expectations of the medical leave and what will need to be accomplished for an approved return to the College.

If a student withdraws for medical and/or psychological reasons, the transcript will indicate the date of the leave of absence and WIs (withdrawal due to illness) for each course.

Mandatory Medical Leave of Absence

In situations where a student is unable or unwilling to carry out substantial self-care obligations, where current medical knowledge and/or the best available objective evidence indicates that a student poses a significant risk to the health or safety of others, or where a student poses an actual risk to their own safety not based on mere speculation, stereotypes, or generalizations about individuals with disabilities, and the student does not want to take a leave voluntarily, the dean of student development has the authority to place the student on a mandatory leave of absence. Before placing any student with a disability on a mandatory leave of absence, the College will do an individualized assessment to determine if there are reasonable accommodations that would permit the student to continue to participate in the College's campus community without taking a leave of absence. Such decisions may be appealed in writing to the vice president for Student Affairs.

Academic Suspension

In some instances, students are suspended due to academic deficiency. Explanations on this status and procedures can be found at

kenyon.edu/directories/offices-services/registrar/course-catalog-2/administrative-matters/maintenance-of-academic-standards.

Disciplinary Suspension (Conduct)

In some instances, the College may require the student to leave campus due to a disciplinary suspension for academic infractions or conduct violations. Explanations on this status and procedures for the Academic Infractions board can be found under [Academic Integrity at Kenyon College](#); student conduct procedures can be found in the [student handbook](#).

Readmission to the College

A student who has been granted any type of leave or placed on disciplinary or academic suspension must complete the following readmission procedures before the student is allowed to return to Kenyon College.

Students on a leave of absence will receive an invitation to submit materials to the readmission committee. Requested materials include a letter documenting how the student has spent their time away from the College, the resources they have in place to facilitate success in their return to the College, and the College resources that they anticipate utilizing upon their return to campus.

The Readmission Committee comprises the following seven staff members:

Dean of Student Development

Dean of Academic Advising and Support

Associate Dean of Student Development/Director of Diversity, Equity and Inclusion

Director of Housing and Residential Life

Director of Student Access and Support Services (SASS)

Associate Director of the Cox Health and Counseling Center - Counseling

Associate Director of the Cox Health and Counseling Center - Health

The committee will review the student's request and any supportive materials to determine whether the request for readmission will be granted. The decision of the committee is final.

The Readmission Committee convenes once each semester to review requests for readmission received by the deadline (early November for spring semester, and mid March for fall semester), and reconvenes approximately 4 weeks later to address any unresolved issues. Once the Readmission Committee has reached a decision, the student will be notified by the dean of student development.

Return from medical leave

In addition to the letter to the Readmission Committee, students who have taken either voluntary or mandatory medical leave will be required to provide completed [Readiness to Return from Medical Leave](#) form(s) from physicians and/or other medical providers regarding readiness to return to the full-time demands of the Kenyon experience. This documentation will be reviewed by the staff in the Health and Counseling Center who sit on the Readmission Committee.

Readmission from either voluntary or mandatory medical leave is contingent upon the medical condition being sufficiently resolved or managed successfully so as to enable the student to resume successful progress toward the degree. While on medical leave, students are expected to seek necessary or appropriate medical attention and to document the steps taken and progress made. This information will be requested and made part of the readmission process along with assessments from appropriate medical and/or psychological professionals.

Additional information may be sought and might include a personal interview (coordinated by the dean of student development or their designee) and/or input from family members, employers, or others who interacted with the student during their leave.

The Readmission Committee will review the information provided by the student and evaluate the appropriateness of the student's return. If applicable, the Committee may request further information from the student's medical or mental health providers, transcripts from other institutions, letters from employers or other mentors.

If the student is readmitted, the committee or the dean may impose special conditions on the returning student's enrollment.

Return from academic leave

Students who were suspended for academic reasons will typically be expected to spend up to one year away from the College. During that time, students are encouraged to demonstrate their readiness to return to full engagement with Kenyon classes. This may be done by successfully completing coursework at an accredited college or university, or by undertaking significant work or volunteer obligations. Successful completion of such coursework can be a demonstration of readiness to re-engage with academics. Students should consult their faculty advisors for guidance in selecting courses, and must submit a transfer pre-approval form to the registrar's office to ensure that the credits will be accepted.

After four semesters of leave, students who have not either: a) petitioned for readmission via the approved process, or b) requested an extension of their approved leave, shall be permanently withdrawn from the college.

Academic Implications

Transfer of credit. Students who enroll at other institutions during their absence from Kenyon must note this in their letter for readmission. Official transcripts of such work must be sent directly to Kenyon's registrar. The registrar may grant Kenyon transfer credit for pre-approved work successfully completed (with grades of C- or better) elsewhere during the student's absence in accordance with the regulations guiding the transfer of credit-- see the section of the Catalog on [Transfer Credits and Special Programs](#).

Certain study-abroad programs and courses are explicitly prohibited for transfer credit — see the Transfer Credits and Special Programs section of the Course Catalog . Students who fail to follow College procedures regarding off-campus study, or who withdraw from Kenyon in order to circumvent existing College regulations regarding off-campus study, will not receive credit for work done off campus.

Course Registration. Once a student on medical, academic or disciplinary leave has been readmitted to the College, they will be able to participate in course registration.

Financial Implications

Financial Aid. Any student not in attendance for one or more terms should be aware that their leave from the College may affect any financial aid they are receiving and/or federal loans borrowed while enrolled. The student is advised to 1) review any loan obligations that may come due during the leave, and 2) understand the deadlines and form requirements for aid application for return to the College.

Tuition and Fee Refunds. Tuition and fee refunds for any medical leave taken during the course of a semester are made in accordance with the College's Refund Policy. For more information, consult the Refunds section of the Kenyon College Web page.

Tuition Insurance. Tuition insurance is available, but it must be purchased prior to the start of the semester in which the student takes the medical leave.

Financial Arrangements. Students who take a leave during the academic year are subject to tuition charges as stated in the [Fees and Charges webpage](#). Students who return to campus are subject to tuition charges as stated in the Fees and Charges for the academic year. The general fee, other fees, and book charges are not refundable. Rebates for board may be granted on a weekly prorated basis.

Housing Implications

Students on medical or academic leave or disciplinary suspension are not eligible to participate in the housing lottery. Upon readmission, such students will be contacted by the Office of Residential Life to discuss housing availability and options. If a student applying for readmission has a documented need for housing accommodations, they should complete the Housing Accommodation Request form by the appropriate deadline (February 5 for fall readmission, November 5 for spring). Further information about the [housing accommodation policy](#) can be found online.

Students taking medical or academic leave or placed on disciplinary suspension are required to make arrangements to have their belongings packed and shipped or stored within five days of the effective date of their leave. Failure to do so will result in charges for time spent packing and making arrangements for shipping or storage.

Other

Presence on Campus. While a student is on a leave of absence, a disciplinary suspension, or a term of academic suspension, they are not permitted to visit campus without prior written permission of the dean of student development or their designee. Permission will be granted for certain pre-approved educational purposes only.

Academic Integrity at Kenyon College

Honesty in Academic Work

Kenyon College is, at the core, an intellectual community of scholars — students and faculty — engaged in the free and open exchange of ideas. Simultaneously, we are part of a larger world of writers and artists, scientists, innovators and researchers, all participating in wide-ranging conversations that sustain us intellectually and develop new knowledge. Critical to this lively exchange and deep engagement with ideas is the academic integrity of our work, both inside and outside the classroom.

As students in this community, all your work — tests, papers, artistic projects, experiments, etc. — is part of this common intellectual pursuit. Therefore, every piece of work you produce is your own contribution to our collective scholarly conversation. It must represent your own research, ideas, data, words and analysis. For all of us, learning from other scholars, artists, scientists, or fellow students is essential to the process of education. While engaged in that process, it is critical to recognize the sources and bases from which you have derived your work and ideas. You must therefore take personal responsibility for all of your work and give appropriate acknowledgement and credit to all sources from which you have drawn information, ideas, or language. These are sentiments common across academic communities and, indeed, these

paragraphs are inspired by statements of academic integrity made by many of peer institutions such as Grinnell College, Denison University, Ohio Wesleyan University, Williams College, Davidson College, and the College of Wooster.

At Kenyon, we expect all students, at all times, to submit work that represents these standards of academic integrity. It is the responsibility of each student to learn and practice the proper ways of documenting and acknowledging their sources. Ignorance and carelessness are not excuses for academic dishonesty. Maintaining a climate of academic integrity requires all members of our intellectual community to abide by these principles and to hold one another accountable by reporting those who violate our standards of conduct.

At the outset of all courses, Kenyon faculty and staff should clearly specify some of the more common forms that academic infractions may take in the particular kinds of work required in their courses, and should always respond to student inquiries about these matters. Faculty members who assign work to be done collaboratively or otherwise encourage collaboration among students should be clear about their expectation for collaborative efforts, especially group writing assignments, presentations, and homework. Faculty members who assign work involving artificial intelligence should clarify the parameters for allowable uses of it. Detailed information regarding these expectations should be provided by faculty members, and students should take note of particular policies in each course. Instructors are responsible for detecting instances of academic infractions, and for dealing with suspected instances according to the procedures adopted by the faculty and described below. These procedures are designed to make the responsibility of judging and penalizing those who commit academic infractions a collegiate matter.

Alleged instances of academic infractions can be reported by any member of the community. A student who suspects an academic infraction presents the evidence to the instructor or department chair who will then act on the information as described below. A staff member or an instructor who suspects a student of an academic infraction presents the evidence to the chair of the department or program. (If the instructor is the department chair, they shall select another

member of the department — preferably a former chair — to act as chair for the purpose of these procedures.) In the case of Tier 2 and Tier 3 offenses, if the chair concurs that suspicion of an academic infraction is warranted, they report the alleged violation to the chair of the [Academic Infractions Board](#) (AIB) and the dean for academic advising and support. Tier 1 offenses may be handled within the department unless the student prefers an AIB hearing instead. Defined below are the kinds of work that violate our principles.

Violations of Academic Integrity

Cheating

Cheating is the use of unauthorized, prohibited or unacknowledged material in an academic exercise. It includes obtaining copies of a test, quiz, etc. in advance, copying someone else's paper, having someone else do your assignment, using notes, calculators, books, artificial intelligence or other resources to complete an assignment without permission of the instructor, changing an assignment after it is marked and then misrepresenting that fact to an instructor.

Fabricating

Fabricating is making up data, results, information, or numbers and recording and reporting them (Tricia Bertram Gallant, "Academic Integrity in the 21st Century," Jossey-Bass, 2008, p. 10). It also includes changing data to meet your hypothesis, faking sources, claiming to have consulted sources you did not consult, manipulating illustrations or dates on sources, or using standard results found on line.

Plagiarizing

Plagiarizing is the representation of words, ideas, figures or material from other sources (print, digital, audio, and visual, including material generated by artificial intelligence) as one's own.

Plagiarism may be as small as five words or as much as the entirety of an assignment. It includes the cutting and pasting of language from the internet, or any other source, into a paper without proper acknowledgment. Material inadvertently used without citation is still plagiarized, even if accidentally plagiarized. Material generated by artificial intelligence and used without

citation or contribution is plagiarized unless otherwise specified by assignments, syllabi, and/or instructors. Preventing plagiarism requires correctly citing all direct quotes, paraphrases, and ideas taken from other sources.

(See also plagiarism.org/plagiarism-101/what-is-plagiarism)

Facilitating Academic Dishonesty

Allowing one's own work to be used by others or aiding others, in any manner, in the commission of an academically dishonest act is also a violation of academic integrity. This includes any act that helps someone else "cheat," "fabricate" or "plagiarize." It also includes selling your work to anonymous users or letting others you know use your work. Examples are sharing test questions or answers (without faculty permission), completing an assignment for someone else, providing written papers for others, and allowing or assisting others to copy answers.

Unauthorized Collaboration

Unauthorized collaboration results from working with others without the specific permission of the instructor on assignments that will be submitted for a grade. This includes sharing the task of writing up a lab without the explicit permission of the instructor. It also includes collaboration on take-home tests and assignments without the knowledge of the instructor. Unauthorized collaboration can be a form of cheating or plagiarizing.

Multiple Submissions

This refers to submitting the same work to two instructors without their permission. This can include the submission of your own work written in a previous semester without the professor's knowledge or submitting the same work to two different professors for similar assignments ("self plagiarism").

Penalties for Violations to Academic Integrity Policy

The goal of this policy is to provide a clear and just process for upholding the academic integrity standards of Kenyon College. It is designed to be both fair and formative, balancing education

with appropriate sanctions. The process starts when a faculty member, staff, or student believes that a violation may have occurred. All members of the community have a responsibility for maintaining the high academic standards of our institution.

Outlined below are the guidelines for handling violations of the Academic Integrity policy.

Tier 1 Cases

Tier 1 cases result from a student's misinterpretation or misunderstanding of instructions or citation procedures, minor lapse in judgment, and/or lack of knowledge of proper academic procedures.

Examples include but are not limited to:

Inappropriate collaboration on minor assignments (as defined by the instructor and chair)

Minor, careless or inadvertent use of information, text or images from any source-- including (but not limited to) books, journal articles, blog posts, online exhibitions, websites, or artificial intelligence generated texts.

Inadequate or careless acknowledgment, attribution, or citations of information, a quotation, or an idea from any source.

Close paraphrasing or verbatim use of a brief passage from any source without attribution or citation

An instructor who discovers a possible Tier 1 case should bring it to the attention of the department chair as soon as possible, typically within 24 hours. The instructor and chair should together determine whether the case meets the Tier 1 criteria. If the chair and instructor decide that the case meets the Tier 2 or 3 criteria, then the case must be immediately advanced to the [Academic Infractions Board \(AIB\)](#).

First-time Tier 1 cases are handled by the department and the Associate Provost. The chair should notify the student as quickly as possible (typically within 48 hours after conferring with the faculty member) about the concerns raised over the assignment(s), and schedule a meeting

as expeditiously as possible with the faculty member and the student to discuss the case. In Tier 1 cases, the student has the right to request a hearing before the AIB rather than the recommended meeting with the instructor and the department chair. If a student fails to attend a scheduled meeting with the department chair and instructor or otherwise fails to participate in the Tier 1 process, the case will go immediately to the AIB. Students may consult with their faculty advisor or another faculty or staff member of their choice about their options, and/or request their attendance at the meeting. Until the case is resolved, the student may not seek to drop, withdraw from, or change the grading status of the course in which the actions occurred.

At the meeting, all evidence should be shared with the student, and the student should be given an opportunity to respond. Because the purpose of the meeting is to educate the student about academic procedures and integrity, the chair and instructor should discuss importance of academic integrity and explain how the student can avoid making similar mistakes in future assignments. At the end of the meeting, the chair will provide the student with the Tier 1 Warning Form, explain to them the consequences of a Tier 1 Warning, and inform them of their right to request a hearing before AIB instead of signing the Tier 1 Warning Form. If the student opts for an AIB hearing, the case goes to AIB. Otherwise, the student, instructor, and chair should all sign the Tier 1 Warning form as a record that the meeting has been held. Within three (3) days of the meeting, the online Tier 1 Warning form must be filed by the instructor and chair with the Office of the Provost, indicating when the meeting took place, who attended, and the sanction assessed.

All evidence must also be submitted to the Office of the Provost. Following the meeting, if the chair and instructor decide that a warning is not warranted, the chair should notify both the student and the Associate Provost.

The Associate Provost will review the form, evidence, and sanction for procedure and consistency among other cases of this type. If the nature of the offense makes its assignment to Tier 1 unclear, then the case should be referred to the AIB. If the Associate Provost determines that the case meets Tier 1 criteria, the Associate Provost will confirm the department's decision

in an email to the student, the department chair, and the instructor. Within three days of notification of the decision by the Associate Provost, the student must either reply to the email to indicate that they accept the sanction or appeal to the Provost. In the case of an appeal, the student carries the burden of establishing that the decision is patently unfair or unjust. The Provost may decline to hear an appeal that fails to state specific grounds for review of the department's decision. The purpose of Tier 1 cases is to educate the student about academic integrity and proper citations or procedures. Thus, a Tier 1 Warning is not treated as a formal violation of academic honesty policies but functions instead as a cautionary warning to the student about the importance of academic integrity. If a student is alleged to have committed any further Tier 1 offenses, the Associate Provost overseeing AIB, in consultation with the instructor and chair, may decide to refer the case to the AIB directly. Given its educational purpose, the appropriate sanction for a Tier 1 case will be up to a score of zero for the assignment in question. In addition to the sanction, the student may be required to attend/complete an educational activity. Because Tier 1 cases result in warnings rather than formal findings of an academic integrity violation, they remain confidential in the absence of a subsequent academic integrity infraction. A Tier 1 Warning will not appear on the student's transcript. In the absence of a subsequent violation, records of the Tier 1 offense will be expunged when a student graduates or transfers. The college does not report Tier 1 Warnings to outside parties nor does it expect students to report such warnings.

Tier 2 Offenses

Tier 2 offenses are those that indicate a more significant breach of trust. Examples include but are not limited to:

- Copying work of others on an exam or allowing other students to copy your work
- Using unauthorized sources, resources or assistance in completing an exam, paper, or project, including (but not limited to) calculators, reference books, apps, smartphones, or artificial intelligence generated text, information, or images or providing unauthorized sources, resources or assistance to another student
- Reproducing large portions of work, text or images without proper attribution

Fabrication of source material or data

Multiple submissions of the same work for two courses without explicit approval from both instructors (“self-plagiarism”)

Multiple or repeated offenses that would ordinarily be classified under Tier 1

Suspected Tier 2 offenses will be presented to the AIB. The typical penalties for a Tier 2 offense will be more severe than a zero on the assignment up to failure of the course and placement on conditional enrollment. Because students who participate in collegiate activities are representatives of the College, penalties for Tier 2 offenses *may* include: prohibition from student leadership positions, Greek affiliation, varsity athletics, off-campus study, and/or nominations for fellowships.

Tier 3 Offenses

Tier 3 offenses reflect egregious or repeated acts of dishonesty. Examples include but are not limited to:

False appropriation of major work (e.g., extensive plagiarism, purchasing a paper from another source; extensive unattributed use of artificial intelligence generated text, information, or images; presenting another student’s previously submitted work as your own; or providing your own work for another student to submit)

Unauthorized acquisition of current exam material

Multiple Tier 2 offenses in a single course or repeated academic infractions

Suspected Tier 3 offenses will be presented to the AIB. The typical penalty for such blatantly unethical acts will be suspension or dismissal from the college.

Appeals

A student who believes the verdict or the penalty is unfair has the right to appeal to the Provost within three days of receipt of the letter notifying them of their penalty. The scope of the appeal ordinarily shall be limited to whether the decision is supported by the manifest weight of the

evidence contained in the record of the charges and subsequent hearing or departmental discussion.

Procedures for Handling Academic Infractions

Multiple Tier 1 offenses, Tier 1 offenses that the student prefers to have heard by the AIB rather than the department, and all Tier 2 and Tier 3 offenses will go before the AIB. The procedures below apply for all AIB cases.

If the infraction accusation is accepted for a hearing by the AIB during a period in the academic calendar when the full Board cannot be constituted, the accused student may choose (1) to have the case heard and decided by the available faculty members of the Board, or (2) to have the case heard and decided by the full Board when that body can be fully convened. If the accused student chooses this latter procedure, for the interim their transcript will show an "NG" for the course for which an academic infraction case is pending. In rare situations where a Board member has a conflict of interest (e.g., a friend or an advisee is being accused of an infraction, the accusation is from the same department as a faculty member, etc.), the Board member will recuse themselves and an alternate will be selected from among other AIB members or, when not possible, from the Conduct Review Board.

In exceedingly rare instances when a case could not ever be heard by the full Board — when, for example, the student is on the verge of graduating — the Associate Provost in charge of supervising the work of the AIB, in consultation with available members thereof, may hear cases.

The student must decide whether or not to address the alleged infraction. The student has the right to appear before the Board to provide a rebuttal to the charges or offer an explanation regarding the alleged infraction. If the student chooses not to address the accusation, then the AIB will base its judgment on only the material from which the charges arise and the collegiate records of the accused student. If the student wishes to present any other information to the AIB, then the student must answer the allegation and go through the full hearing as outlined,

below. Answering the allegation, then, is not necessarily to "plead innocent," but only to exercise the right to present information that may be relevant to either the question of guilt or the question of appropriate punishment.

Initial consideration of an allegation by the AIB

When making a formal allegation of a Tier 2 or 3 infraction, the department chair will submit to the Provost's office all evidence that bears on the infraction: the student's work and available documentation supporting the allegation. The Board, using only the evidence submitted, will decide whether or not there is reasonable cause to believe an academic infraction has occurred. This process should be completed within one week of receiving the allegation and documentation.

The Board may decide that there is reasonable cause to proceed with a formal hearing. In this case, the AIB chair will notify the student, the department chair, the instructor, the Dean of Academic Advising, and the Associate Provost of the conclusion. The notification letter will ordinarily include the formal charge and a description of the student's responsibilities going forward. It will also specify the date, time, and location of the hearing and of the pre-hearing meeting (see below).

Alternatively, the Board may find that the evidence does not provide reasonable cause to believe that a Tier 2 or 3 infraction has occurred. In this eventuality, the case can be either returned to the department for consideration under Tier 1 guidelines or dismissed outright. In either case, the department or program involved will be informed of the outcome in writing. A report of the deliberations and the conclusions reached will be sent to the Associate Provost charged with overseeing the work of the AIB.

1.1 The Hearing Process

1.1.1 The pre-hearing meeting.

Following notification of the allegation, the Dean for Academic Advising and Support will hold a meeting with the accused student and the AIB chair. The purpose of this meeting is to thoroughly review each step of the entire process, from allegation through the hearing, and to address potential consequences and the right to appeal the Associate Provost's decision. The student should have ample opportunity to ask procedural questions of either the Dean or the AIB chair. The student has 48 hours following the meeting with the Dean to submit the name of a hearing advisor chosen from the faculty or staff in the academic division or student affairs division. If the student names no hearing advisor, the Dean will either serve in this role or select someone else to do so.

1.1.2 The hearing

1.1.2.1 Phase I of the hearing

In the first phase of the formal hearing, members of the AIB will meet together with the student, the department chair, the instructor, and the student's hearing advisor (either the faculty advisor or another faculty of the student's choice). Other participants may also be called by the AIB to provide information bearing on the case. All participants will answer questions asked by members of the AIB. It is the student's obligation to present a response. The role of the hearing advisor is to ask clarifying questions and to advise the student, not to present a defense. Similarly, the instructor and department chair respond to the queries of the AIB; they are not to conduct an examination of the student. The hearing will be closed to anyone not listed above, and neither the student nor the College may be represented by legal counsel at AIB proceedings.

Phase I of a hearing will be recorded with an audio recording device by the AIB chair, and the recording will be sent to the Office of the Provost. The primary purpose of this audio recording is to maintain a complete and accurate record of the hearing, especially for clarifying details in the event of an appeal. The recording is not maintained as part of the record of proceedings. If an appeal is filed, the audio recording will be destroyed after the final decisions by the Provost.

When no appeal is filed, the audio recording will be destroyed one week after notification of the Associate Provost's decision.

1.1.2.2 Phase II of the hearing

In the second phase of a hearing, the AIB must determine whether an academic infraction has occurred. The Board will deliberate in private and decide (1) whether the student is guilty of an academic infraction and (2) the degree of culpability. A finding of guilt must be established by a preponderance of the evidence, which can include the testimony of the involved parties and any other information or testimony the Board deems relevant.

For each hearing of the AIB, the Associate Provost will prepare a sealed letter containing the student's academic transcript and stating the student's previous violations of academic integrity, if any, and whether the student is on conditional enrollment. The AIB may consider this information in assessing penalties. The Board may, in assessing a penalty, consider whether such a penalty will have any practical effect upon the student's academic record and recommend such action that it deems just and appropriate, consistent with guidelines specified above. A report of the hearing, including any recommended penalties, will be sent to the Associate Provost charged with overseeing the work of the AIB as soon as possible after the hearing. (If the Associate Provost charged with overseeing the work of the AIB is involved in the case itself, an Associate Provost who is not otherwise a participant in the case will assume responsibility in their stead.)

1.1.3 Events following the hearing

That Associate Provost will review the Board's report to ensure that appropriate procedure and precedent were followed in the case. If all is in order, the Associate Provost will issue a formal decision letter announcing the outcome of the case. If not, the Associate Provost will consult with the Board about their objections to the recommendation and will seek to reach a new consensus prior to issuing the decision letter. The formal decision letter will be sent to the student as soon as possible, typically within one week of the hearing date.

In addition to the written notice to the student concerning results of any hearing, copies of the decision letter conveying such notice will be sent to the AIB members, the student's hearing advisor, the student's faculty advisor, the instructor(s) of the pertinent course, the pertinent department or program chair(s), and the administrative assistant to the Associate Provosts. Copies of the decision letter will be sent to the Dean of Student Development, the Dean for Academic Advising and Support and the Registrar. For students in F-1 and J-1 status, the Director of the Center for Global Engagement will be notified immediately after a hearing date has been set. The primary reason for this notification is to enable a College representative to work with the students to understand the possible immigration consequences of being found guilty of an academic infraction.

It is the responsibility of the Associate Provost to see that the final decision of the AIB is carried out. A student who believes that the verdict or the penalty is unfair has the right to appeal to the Provost within three business days of the receipt of the letter from the Associate Provost. The scope of the appeal to the Provost ordinarily shall be limited to whether the decision of the Board is supported by the manifest weight of the evidence contained in the record of the charges and subsequent hearing. The student carries the burden of establishing, whether by information previously made known to the Board at the hearing or through newly discovered evidence, that the decision is patently unfair or unjust. The Provost may decline to hear an appeal that fails to state specific grounds for review of the Board's decision. When an appeal occurs, the chair of AIB should be informed of the appeal and the results of the appeal.

Materials collected for an academic hearing will be delivered to the Office of the Provost, where they will remain at least until all students charged have graduated or withdrawn from the College.

A student accused of a Tier 1 case may not drop the course in question while the charges are pending. The student may elect to drop the course after the conclusion of the Tier 1 case as long as the student receives permission from all of the following individuals: the course

instructor, the department or program chair, the Dean of Academic Advising and the Associate Provost overseeing the AIB.

However, in Tier 2/3 cases, a student against whom charges have been brought for an academic infraction may not, while such charges are pending nor after being found responsible for an infraction, seek to drop, withdraw from, or change the grading status to a pass/D/fail basis in any course for which charges were brought. If a student withdraws from the College before the rendering of a final decision in an academic infraction case, the academic infractions process will be suspended, and the academic transcript entry for the current semester will include the notation "Institutional Action Pending" when the Registrar posts the semester grades. At that point, the student will receive "NG" (No Grade) for the course in which the infraction was alleged. The academic infractions process will resume if and when the student returns to the College. A student's withdrawal from the College while charges are pending, or any time after the rendering of a decision in an academic infraction case, will not preclude the addition of such information to the student's records maintained by the College.

The Office of the Provost will summarize infractions and actions recommended, and that information can be used, without reference to specific students, in reports to the Committee on Academic Standards, in training sessions for new members of AIB, and in annual releases to campus media. Notifications to students of results will be kept permanently; however, a winnowing of all other materials will generally occur after four years.

Library and Computing Policies

[Chalmers Library](#) is the conduit to all tangible and electronic resources available to students while studying at Kenyon. [Ksearch](#) is the primary tool for discovering thousands of books, articles, videos and more, as well as unique special collections and archival materials. Library staff are readily [available to assist](#) in finding and utilizing these materials.

Library Resources

The library houses Kenyon's collection of books, films, journals, newspapers, videos and more. Kenyon's unique and historical collections — the College archives, Digital Kenyon and special collections — are also housed in the library.

The library catalog, CONSORT, gives students access to the collections of three other colleges. Kenyon is a member of [OhioLINK](#), a network of colleges and universities in Ohio. The College subscribes to more than 200 general and subject-specific databases. Librarians will assist students in locating any information that cannot be found in the library.

Some study areas welcome a reasonable level of noise, while others, which serve as a workspace for activities requiring deep concentration, require significant quiet. Please see the [library policies pages](#) for information. Our food and noise policies exist to protect you and the library.

Information Services | Technology Resources and Services

The Library and Information Services division supports and maintains the campus computer networks, the telephone program, classroom technology, and the computers, printers, and other technology in offices, laboratories and public sites. LBIS supports the administrative services and websites of the college and manages all computer and network accounts necessary to access these resources. Help for using these resources can be found on the website (lbis.kenyon.edu) and through the Helpline (1-740-427-5700)

The campus computer environment is generally open, allowing students and community members to connect personal computers, tablets, smartphones and game devices to the network and to the internet. Access to the College's information services requires an intellectual environment based on mutual respect and trust, information-sharing, collaboration with peers, free inquiry, the free expression of ideas and a secure information infrastructure.

Transfer Credits and Special Programs

Transferring Credit to Kenyon

Credit from courses taken at other institutions of higher education may be transferred to Kenyon (i.e., counted as meeting a part of the College's degree requirements) if the following conditions are met: (1) advance approval is obtained (forms available from the Registrar's Office); approval sought retroactively requires a petition; (2) an official transcript is sent directly to the [Kenyon registrar](#) from the credit granting institution; (3) courses are taken for letter grades and the grades earned are C- or above; (4) the other institution is fully accredited by a recognized accrediting agency, or the Committee on Academic Standards has specifically approved the program for off-campus study purposes; and (5) the subject matter of the courses is liberal arts in nature. Grades for transfer credit are recorded on the student's record as "TR" except off-campus study courses. These grades do not affect a student's grade point average, except for certain portions of Kenyon programs — see the section explaining off-campus study.

The registrar determines whether the above criteria are met, the amount of credit that is transferable, and the distribution requirements that are fulfilled. Credit is accepted in transfer to the College on a *pro rata* basis: one Kenyon unit equals eight semester hours or twelve quarter-hours of credit. Kenyon will not accept transfer credit for which transfer credit would be granted more than one year after the completion of the coursework (except in the case of a student admitted to Kenyon as a transfer student). Test scores must be received no later than December of a student's sophomore year to have the credit applied to the student record.

Students should also be aware of the residency requirements as outlined under Requirements for the Degree.

Online and Distance Learning Courses

In special circumstances these may be approved by the registrar and the chair of the credit granting department at Kenyon.

Summer School Credit

Because summer school credit is credit transferred to the student's permanent record, the provisions listed above regarding all transfer credit also apply toward summer school credit. Students wishing to take courses at a summer school and receive transfer credit for work done there must obtain a transfer credit pre-approval form at the Office of the Registrar and then consult with their faculty advisor and for the courses for the major with the chair of the corresponding department at Kenyon for approval of the course(s). These approvals, along with any pertinent information from the summer school brochure or catalog, must then be submitted to the Office of the Registrar. Upon receipt of the summer school transcript, the credit will be transferred to the student's permanent record if all conditions are met.

No more than 3.00 units/24 semester hours of summer school credit may be credited to the Kenyon degree. Credit earned in summer school may not be counted as a substitution for a semester of residence at the College.

Off-Campus Study

Students who are applying for off-campus study (OCS) must present compelling academic reasons for this option, and they will be required to articulate how the proposed OCS work will be closely linked to their Kenyon curriculum.

The process for approval to study off campus is highly competitive and the number of spaces available for off-campus study is limited. Students applying for a year must present a very strong case for this longer option. Some year-long applications may be approved for a semester only.

Requirements

The minimum cumulative GPA for participation in an OCS program is 2.75. This GPA is a requirement but not a guarantee for OCS approval. Academic performance across the semesters will also be a factor in the OCS advising process and the evaluation of the application.

Participation in OCS is ordinarily limited to students with junior standing.

Students participating in OCS programs in a country where the official language is not English must take a language course while on OCS. This course must either be the primary language of the country or one that is prominently spoken in the locale of the OCS program. *This policy applies to each semester of OCS participation.* Failure to take this language course will result in no credit for any coursework from the OCS semester transferring back to Kenyon.

Deadlines

Students planning to study off campus during their junior year must apply no later than February 1 of their sophomore year. This will ensure that students will have planned well in advance for the integration of OCS coursework and their Kenyon academic work. No late applications will be accepted.

Approved programs

Students must participate in approved programs. Programs are approved by the director of the Center for Global Engagement and the faculty subcommittee on international education. Enrollment in U.S. colleges or universities is excluded, with exceptions for the historically black colleges and universities as well as specific U.S. programs. Participation in approved programs requires College approval.

Prohibited programs

Certain OCS programs and courses that do not meet Kenyon standards are explicitly prohibited. Students who fail to follow College procedures regarding off-campus study, or who withdraw from Kenyon and thus circumvent existing College regulations regarding off-campus study, are prohibited from receiving credit for coursework and semesters of residency completed off-campus.

Transfer of off-campus study credit

Before starting an off-campus study program, students are required to follow the course pre-approval procedures outlined during the predeparture meeting. As part of these procedures, students must list any courses they may be taking on the program, meet with their advisor, and

meet with the chairs of their major/minor departments and with their concentration directors to get approval for the courses. Requests made retroactively require a petition.

Students will have letter grades recorded for work done off campus whenever the course is taught and graded by a member of the Kenyon faculty and the course is given credit in the department where the member is appointed. These grades will factor into the student's GPA at Kenyon. All other OCS grades will be posted on the transcript with the grade preceded by 'T' (e.g. TB+), and will not be calculated into the College GPA.

Courses with grades below a C- will be posted, but no credit will be awarded. Courses taken on off-campus study programs that do not satisfy the transfer credit criteria will be listed with a grade of 'NT' and with no credit.

Kenyon programs

Kenyon-Exeter: All grades earned in courses (taught by the Kenyon resident director) and all grades earned in Exeter's Department of English courses, translated into U.S. letter grades, will be listed on the official Kenyon transcript and figured into a student's cumulative Kenyon GPA. However, any grades posted from the University of Exeter, but earned in departments other than English, are simply treated as transfer credit, following the practices for transfer of grades from off-campus study programs not sponsored by Kenyon. Credit from Exeter will be transferred back at the rate of 32 ECTS = 2.00 Kenyon units/16 semester hours.

Kenyon-Rome: All grades earned in the Kenyon seminar (taught by the Kenyon resident director), will be listed on the official Kenyon transcript as Kenyon courses and will figure into a student's cumulative Kenyon GPA. Courses taken from the program provider will be treated as transfer credit, following the practices for transfer of grades from off-campus study programs not sponsored by Kenyon.

Advanced Placement Credit Awarded

Up to 3.00 units/24 semester hours of Kenyon credit may be awarded to students who have received scores of 4 or higher on CEEB Advanced Placement (AP) tests. See the website of the

Office of the Registrar for recommendations regarding credit and placement. Official score reports must be received by the Office of the Registrar no later than December of a student's sophomore year.

AP credit counts toward the 16.00 units/128 semester hours required for the degree. However, no diversification requirement (i.e., four divisions) may be satisfied with test score credit. AP credit cannot be used to satisfy the quantitative reasoning (QR) requirement.

AP credit may serve as a prerequisite for specific courses in a department, toward requirements for the major, and as advanced placement, depending on each department's decision. Students who enroll in courses for which the AP placement is equivalent will have the AP credit removed from their record by the registrar.

Advanced placement, as opposed to credit, is determined by each department. AP credit may not be substituted for a semester of residence at the College.

Baccalaureate Programs Credit Awarded

Students who satisfactorily complete an International Baccalaureate (IB) program in high school and who send the results to the registrar may have up to 3.00 units/24 semester hours of Kenyon credit awarded. At the discretion of individual departments, .50 unit/4 semester hours of credit may be earned for each score of 6 or 7 on Higher Level examinations. Official score reports must be received by the Registrar's Office no later than December of a student's sophomore year.

Up to 3.00 units/24 semester hours of Kenyon credit may be awarded to those who have satisfactorily completed certain other Baccalaureate programs, including the French Baccalaureate, the British A-Levels, and the German Abitur. Upon receipt of the official transcript, the registrar will determine, in conjunction with faculty members of specific departments, the awarding of the allowable 3.00 units/24 semester hours. Placement in courses is determined by the department's faculty.

Pre-college Credit Maximum Limit

Students may earn a maximum of 3.00 units/24 semester hours of credit from Advanced Placement, International Baccalaureate, French Baccalaureate, German Arbitur, college courses taken while completing high school or any combination of these programs. Credit will not be granted for scores from two programs which appear to be equivalent.

As with the College's advanced placement policy, baccalaureate credit cannot be used to fulfill residency or diversification requirements.

Completing a degree after leaving the college

A student who fails to graduate by the anticipated degree date may transfer credits necessary to graduate from Kenyon for up to seven years afterward. After seven years a student may petition the Committee on Academic Standards to complete the degree.

Kenyon Academic Partnership (KAP)

Founded by Kenyon and six independent Ohio secondary schools in 1979 as the School-College Articulation Program (SCAP), the Kenyon Academic Partnership (KAP) is dedicated to improving the transition of students from high school to college. KAP is designed (1) to reduce the amount of course duplication some students find in college; (2) to give students an introduction to the rigors of college work in familiar, supportive settings; and (3) to offer students more advanced and varied courses than are normally not found in high school.

KAP course offerings have increased from four to twenty five, and participating students have increased from 120 to more than one thousand per year.

Participating schools offer one or more courses cooperatively developed by the school and Kenyon faculty members. The courses are fully equivalent to the introductory courses offered in each of the College's participating departments. The teachers in the secondary schools present these courses to eligible students according to collegiate standards, reproducing as closely as possible a college environment. Kenyon's standards are maintained in a number of ways: the College appoints KAP teachers in the schools, Kenyon departmental representatives visit and

evaluate classes in the schools, and teachers at both levels periodically exchange student papers for cross-grading. At the end of a course, a student's final grade is posted in the same manner as for other College students, and a transcript may be sent to any college to which the student may wish to apply. KAP credits have been accepted in transfer to approximately two-thirds of the colleges attended by KAP students.

KAP students who attend Kenyon and who wish to include KAP credit toward the B.A. must visit the Office of the Registrar to request that the KAP credit be applied to their undergraduate record.

Annual FERPA Notification

Access to Records by Students

Student education records are protected by the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g, 34 C.F.R. Part 99. Students may inspect all education records directly related to them that are maintained by Kenyon within 45 days of the date the inspection request is received. A student should submit to the Registrar, Dean, head of the Academic Department, or to the official who keeps the record a written request that identifies the record(s) the student wishes to inspect. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be made.

[Student requests for transcripts](#) can be made online to the Office of the Registrar.

For purposes of this policy, "education records" do not include: records kept in the sole possession of the maker, used only as a personal memory aid, and are not revealed to any other person except a temporary substitute for the maker of the record; Title IX or other Civil Rights records where confidentiality has been requested by the complainant and no official action is taken; records of the Campus Safety Office; records created or received by Kenyon

after an individual is no longer a student and that are not related to the individual's attendance as a student; confidential letters placed in files before January 1, 1975; financial records of parents; and letters of recommendation to which students have waived the right of access.

Treatment records maintained by the Health and Counseling Center and the College chaplains are also not "education records" for purposes of this policy. Students interested in accessing these records should contact the Health and Counseling Center directly.

Access to Student Records by Others

Education records may generally be accessed by the student to whom which they relate and by College officials with legitimate educational interests. A College official typically includes a person employed by the College in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff), a person serving on the board of trustees, or a student serving on an official committee such as the Student Conduct Review Board. A College official may also include a volunteer or contractor outside of the College who performs an institutional service or function for which Kenyon would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of personally identifiable information from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another College official in performing his or her tasks. A College official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the College.

Aside from disclosure to the student and disclosures to College officials, typically student consent is required to disclose education records. However, the College may disclose education records without consent of the student as follows:

To parties in connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid,

determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid.

To parents of a student regarding the student's violation of any federal, state or local law, or of any rule or policy of the College, governing the use or possession of alcohol or a controlled substance if it is determined the student committed a disciplinary violation and the student is under the age of 21.

To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer.

To certain federal, state and local educational authorities in connection with an audit or evaluation of federal or state programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs.

To accrediting organizations to carry out their accrediting functions.

To comply with a judicial order or lawfully issued subpoena.

To persons conducting educational or research studies about colleges and students, with the provision that only aggregate (not personally identifiable) data will be released.

To appropriate officials in connection with a health or safety emergency.

To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of federal regulations.

To the general public, the final results of a disciplinary proceeding, subject to the requirements of federal regulations, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school's rules or policies with respect to the allegation made against the student.

To parents of a dependent student for IRS tax purposes. More information on when Kenyon may share information under this provision can be found via the [Parent Notification](#).

“Directory information” may be released without the consent of the student. Directory information takes two forms. Public directory information (i.e., name, class year, email address, majors, status for the semester, the degree in progress or degree awarded, dates of attendance, date of graduation, and honors) is available to the public unless the student expressly prohibits their publication in writing to the Office of the Registrar. On-campus directory information (including all of the public directory information, as well as home address and campus address) is available to students and employees with Kenyon network accounts.

Documentation of Requests for Access to Student Records

Kenyon maintains, as a part of the educational record of the student, a record of all requests for access (whether or not the requests were granted). This record includes: the name of the party who requested the information, the date of the request, and the legitimate interest this party had in requesting the information. Such records are not maintained when: the student personally inspects his or her records, disclosures are made at the request of the student, or disclosures are made to Kenyon employees or agents with a legitimate educational interest in the records.

Questions about Record Accuracy: Challenges to Content

Students have the right to question the accuracy of their records and request interpretations of the contents of their records. The following College officers should be consulted:

Admissions: Vice President of Enrollment Management and Dean of Admissions

Accounting: Controller

Student Affairs: Dean of Student Development

Financial Aid: Director of Financial Aid

Registrar's Office: Registrar

Each of these officers will answer questions and interpret information in student records as appropriate.

If a student believes that education records relating to the student contain information that is inaccurate, misleading or in violation of the student's rights of privacy, the student may ask the College in writing to amend the record. The request should be given to the appropriate administrator listed above or, if the appropriate administrator cannot be identified, to the Registrar, who shall forward the request to the appropriate administrator that can address the request. The request should include information regarding the record or specific portions of a record that the student wishes to amend, the desired amendment, and the reasons for which the amendment is sought, including any evidence the student believes is relevant. The administrator to whom the request is made shall issue to the student a written decision within a reasonable time after the request is received. If the record will not be amended, the administrator shall provide the student with written notice of the right to a hearing before the president or the president's designee.

The student shall provide the president or designee with written notice of their request for a hearing within five (5) business days of receiving the decision on their request to amend the record. The president or designee shall thereafter schedule a hearing at which the student may explain their reasons for requesting the amendment and present any written evidence they may have to support the request. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

Enforcement of Student Rights

Students who believe that Kenyon has violated their rights under the Family Educational Rights and Privacy Act may file a complaint with the U.S. Department of Education's Family Policy Compliance Office, 400 Maryland Avenue, SW, Washington, D.C. 20202.

Student Records Maintained by the College

Admissions Office

Students' applications, secondary school reports/transcripts, letters of recommendation, SAT and ACT scores, and similar materials are maintained by the admissions office until an

admission decision is reached. Letters of recommendation are destroyed, and applications and secondary school reports/transcripts of those accepted who decide to enroll are made available to professional staff in the student affairs division and the Office of the Registrar as electronic documents in the student's electronic student record.

Financial Aid Office

The financial aid office maintains correspondence dealing with loans, scholarships, and related topics. All materials except parents' confidential statements are available for inspection by the student.

Dean of Student Development

Admissions information forwarded by the admissions office forms the basis of these records. Besides correspondence with and about students, non-academic disciplinary records are maintained. The registrar routinely makes all student records available to the dean of student development. Upon graduation, the dean of student development's student folders are reviewed. Only summary records of activities, awards, honors, and related topics, are kept.

Registrar's Office

The registrar maintains the academic records of all students. Two types of academic records are kept: permanent and nonpermanent.

Permanent academic record

The permanent academic record includes the student's name, ID number, name of secondary school, date of Kenyon entry, date(s) of withdrawal and re-entry, major(s), minor(s), concentration(s), senior capstone completion, College degree and date granted, any credit for advanced placement tests and/or courses from other institutions accepted as transfer, and Kenyon courses, grades, credits, and quality points, as well as semester and cumulative averages.

- **Recording of suspensions and dismissals on academic records.** The following policies govern the recording of suspensions and dismissals on the student's permanent academic record:
 - Suspensions for disciplinary, social, or academic infractions are recorded on the student's permanent academic record as "Suspended: *date*." If the student is the subject of a student conduct proceeding, but voluntarily withdraws from Kenyon before completion of the judicial process, "Date of withdrawal: *date* Institutional Action Pending" will appear on the student's transcript. Similarly if the student is the subject of an Academic Infractions Board (AIB) process, but voluntarily withdraws from Kenyon before completion of the AIB process, "Date of withdrawal: *date* Institutional Action Pending" will appear on the student's transcript.
 - If a student is dismissed for disciplinary, social, or academic infractions, the student's transcript will indicate "Dismissed: *date*." If a student is suspended or dismissed for disciplinary, social, or academic infractions during a semester, the sanction will be enacted immediately following the expiration of the appeal deadline, and no grades will be issued for that semester. "In Progress" courses will read "NG" (no grade) on the student's transcript, and there will be no opportunity to negotiate incomplete grades or complete these courses.
 - Kenyon's Title IX and Intimate Partner policy requires that an adjudicated sanction goes into effect as soon as the student is notified of the sanction. Therefore, the Title IX Coordinator will immediately notify the registrar of any suspension or dismissal determinations, including the date the sanction was imposed. The registrar will immediately enter the notation on the student's transcript. The student may opt to appeal the decision. Should the student's appeal be successful, the Title IX coordinator will notify the registrar of the change. The notation will be removed.

- If a student is academically suspended from Kenyon because of substandard academic performance, the student's transcript will indicate "Date of withdrawal: *date*."

Nonpermanent academic record

While the student is enrolled, an electronic folder containing correspondence with and about the student as well as forms submitted by the student is maintained. Such records may be destroyed after the student has graduated or withdrawn.

Reproduction of Records

Transcripts

All requests for transcripts should be addressed to the Office of the Registrar and must be authorized by the student (or former student) by their signature. There is a per copy cost for transcripts supplied by the College. Transcripts are not provided for those who have overdue financial obligations to the College.

NOTE: The unauthorized altering of an academic record is a crime punishable by law. Students or graduates who fail to respect and maintain the integrity of their academic record, or copies thereof, will be prosecuted. The College reserves the right to limit or discontinue transcript service for such individuals.

Other records

When copies of other records are provided, a charge will be assessed at the rate of one dollar per page. Federal law prohibits the College from providing copies of transcripts from secondary schools and other colleges or universities.

Non-degree Status Students

Guest Student Status

The guest-student category applies to students who wish to take courses on a part-time, occasional basis and whose immediate intention is not to earn an undergraduate degree from Kenyon. Ordinarily, to be eligible for guest-student status, a candidate must never have been a degree candidate at the College. Exceptions may be made in unusual cases. Ordinarily, guest students may not enroll in a full-time course load and may enroll in a cumulative total of 8.00 units/64 semester hours of course work for credit.

Admission. Candidates wishing to enroll as a guest student apply to the registrar at least fifteen business days prior to the first day of class in each semester in which they wish to undertake one or more courses. More information regarding guest-student status is available from the Office of the Registrar.

Credit. Guest students may enroll in courses for credit or as auditors.

Fees. Tuition for courses taken for credit or as an auditor is indicated each year in the *Explanation of Fees and Charges* updated by the controller. Guest students are not eligible for financial aid from Kenyon.

Privileges. Guest students are entitled to full library and computing services and may attend seminars, lectures, and campus events open to all students. Ordinarily, guest students do not live in College residences.

Responsibilities. Guest students are held to the same standards, policies and deadlines as other students.

Residence. For guest students who become degree-seeking students, the residency requirement for the College degree may be met by taking a minimum of three courses in each of four semesters (not necessarily successive semesters). Exceptions to this may be requested by petition to the Committee on Academic Standards after consultation with the registrar.

Change of enrollment status. Students who initially enroll as guest students may apply for a change in enrollment status if they wish to become a degree candidate. Guest students must complete a minimum of 2.00 units/16 semester hours of credit to be eligible for a change of enrollment status. Applications for admission are made to the vice president, enrollment management and dean of admissions and are governed by the policies pertaining to transfer admission.

Visiting Students

The visiting-student category applies to students who wish to enroll at Kenyon for a specific purpose for a specific period of time and who do not intend to earn the baccalaureate degree from the College. Students previously enrolled as degree candidates at Kenyon are not eligible for visiting-student status. Ordinarily, visiting students enroll as full-time students and are governed by all regulations of degree candidates. Visiting students are required to reside in College housing.

Admission. Candidates wishing to enroll as a visiting student apply to the office of admissions. Applications are reviewed by a committee chaired by the dean of admissions. Decisions are governed by the policies pertaining to transfer students.

Credit. Visiting students ordinarily enroll for a minimum of 1.50 units/12 semester hours of credit each semester.

Fees. Visiting students pay full fees and tuition, including student activities fees and health and counseling fees as indicated in the *Explanation of Fees and Charges* updated by the controller.

Privileges. Visiting students are entitled to full library and computing services and may attend seminars, lectures and campus events open to all students. Visiting students are required to live in Kenyon residences.

Responsibilities. Visiting students are held to the same standards, policies, and deadlines as other students.

Change of enrollment status. Students who initially enroll as visiting students may apply for a change in enrollment status if they wish to enroll as degree candidates. Visiting students must complete a minimum of 2.00 units/16 semester hours of credit to be eligible for a change of enrollment status. Such applications are made to the office of admissions and are governed by the policies pertaining to transfer admission.

Credit Hour Policy

The typical Kenyon College course is awarded four semester hours of credit. Kenyon students earn a total of 128 semester hours minimum for a bachelor's degree.

The usual semester course meets over the course of 14-15 weeks for three hours of direct instruction per week: either three 50-minute periods per week; two 80-minute periods per week; or one three-hour seminar. Students should expect to spend a minimum of two hours of preparation time for each hour of direct instruction (8 hours per week for a 4-semester credit course). In addition, courses entail the equivalent of one additional hour of direct instruction per week; this instruction, provided by faculty members or qualified instructors, includes, but is not limited to the following;

- required office hours with faculty- e.g. required group meetings
- required film viewings or experience with other media
- required attendance at outside speaker lectures, concerts or other events
- required student implementation of detailed and instructive written feedback for future work
- required participation in field trips on or off campus
- faculty-student preparation and attendance at conferences or colloquia
- required review sessions outside of regular class hours
- required library instruction held outside of regular class hours
- required discussion sessions held outside of regular class time
- required Writing Center consultations or meetings with Writing Center liaisons

- required Math Science Skills Center sessions
- required language tables and departmental discussion tables in the dining hall or departmental brown bag events
- required participation in a discussion forum moderated by a faculty member
- required viewing or listening sessions to recorded lectures by the faculty member or a qualified instructor, as in the partially "flipped" classroom.
- required guided or structured collaboration with peers outside of class

Some classes require relatively more hours of in-class instruction for an equivalent number of units of credit. This difference reflects the different nature of classwork and the need for studio or laboratory space specific to that "hands-on" type of learning. Studio Art courses and science labs are prime examples of courses which require more hours in class for the same amount of credit or the same number of hours for less credit. Credit for some performance-related instruction will typically vary from 1 semester hour to 2 semester hours of credit, for example, depending on the time of direct instruction and the amount of class preparation usually required for the course.

Example: 4 semester hour courses

In accordance with the federal definition of a credit hour, 4 semester hour courses require at least 12 hours (i.e., 3 hours of work per credit x four credits per course = 12) of classroom, direct instruction, and/or indirect or out-of-class student work per week for fourteen weeks, for a total of 168 hours per semester.

Generally, this would break down as follows:

For a 4 semester hour classes that meet three hours per week (e.g., three hour-long sessions, two eighty minute sessions, or one three hour session once per week)

Classroom time (3 hrs/week) + Direct instruction (1 hr/week) + Indirect work (8 hrs/week) = 12 hrs/week

12 hrs/week x 14 weeks/semester = 168 hrs/semester.

Example: 2 semester hour courses

Two semester hour courses require at least 6 hours (i.e., 3 hours per credit x two credits per course = 6) of classroom, direct instruction, and/or indirect or out-of-class student work per week for fourteen weeks, for a total of 84 hours per semester.

Generally, this would break down as follows:

For a 2 semester hour classes that meet three hours per week

Classroom time (2 hrs/week) + Indirect work (4 hrs/week) = 6 hrs/week

6 hrs/week x 14 weeks/semester = 84 hrs/semester.

Example: 1 semester hour courses

Eighth-unit courses require at least 3 hours (i.e., 3 hours per credit x one credit per course = 3) of classroom, direct instruction, and/or indirect or out-of-class student work per week for fourteen weeks, for a total of 42 hours per semester.

Generally, this would break down as follows:

For a 1 semester hour classes that meet three hours per week

Classroom time (1 hrs/week) + Indirect work (2 hrs/week) = 3 hrs/week

3hrs/week x 14 weeks/semester = 42 hrs/semester.

Special Academic Initiative: Food For Thought

Where does our food come from? Most of us can provide little more of an answer than "from the grocery store." Yet media headlines and public debates often emphasize pressing issues involving food, from eating disorders and mad cow disease to genetically modified food and

threats of ecoterrorism. Increasingly, it has become difficult and even unwise to take for granted the foods that we eat.

Understanding our food sources raises many questions of national and global significance. How will rising petroleum costs affect the availability and cost of food? What is the impact of current farming practices on the environment? How do the cultural meanings we associate with food influence eating habits? Does the loss of small landholding farmers diminish the foundation of a democratic society?

Food-related issues are particularly salient in the local community, a region rich in agriculture as a way of life and a basis of the economy. For example, the shift toward industrial agriculture has made it difficult for family farmers to compete in the global marketplace; a number of Kenyon employees hold jobs at the College in order to provide the income necessary to keep their farms financially viable. As aging farmers sell out to developers, the cornfields and livestock pastures that mark a rural landscape soon give way to residential sprawl and strip malls.

Food for Thought is a special initiative to explore food, farming, and rural life. As the accompanying list of courses suggests, these subjects touch virtually every aspect of the curriculum. For students, taking several of these courses represents an opportunity both to enrich understanding and to forge the cross-disciplinary connections that are central to liberal education. Many of these courses offer the additional opportunity to engage the surrounding community through original scholarly and creative work, broadening students' horizons beyond Gambier Hill and deepening their connection to this place.

Much of the work accomplished in these courses will contribute to an ambitious public project to build a sustainable market for foods produced in and around Knox County. Students and faculty are conducting research on local food supplies and consumer buying habits, developing a local food warehouse and retail outlet in Mount Vernon, and creating exhibits to raise public understanding about the many ways our food choices affect us as individuals and as a society.

For additional information about Food for Thought, visit the Kenyon [Rural Life Initiative website](#).

To learn more about becoming involved in this initiative, contact Professor Bruce Hardy, professor of anthropology.

Courses

Each of these courses addresses themes relevant to Food for Thought. In some cases, the subject matter is central to the entire course; in others, it represents a distinct unit. Please refer to the brief description accompanying each listing, which notes the particular topics examined in the course. Complete course descriptions may be found in the listings for each department or program. For additional information, please contact the relevant faculty member. Independent study and summer research offer additional opportunities for academic work; see Professor Hardy for details.

ANTH 320 Anthropology of Food

Credit: .5 unit

Through cross-cultural comparisons, this course investigates the central role food plays in human biology and culture, including the effects of social, political, and economic issues on human nutrition.

CHEM 108 Solar Energy

Credit: .5 unit

Modern agricultural methods are heavily dependent on petroleum and natural gas; this course explores our global energy challenges from fossil fuels to solar energy alternatives.

ECON 336 Environmental Economics

Credit: .5 unit

This course uses economic analysis to better understand the nature of environmental issues such as pollution and the allocation of natural resources. It specifically examines the economics of fisheries. Examines the economics of fisheries.

ENVS 112 Introduction to Environmental Studies

Credit: .5 unit

This course examines sustainable development, particularly sustainable agriculture, as an important component of our general investigation of the effects of human population size on the environment.

ENVS 240 Permaculture and Homestead Winter Farming

Credit: .5 unit

This course intends to explore the principles of permaculture that link ecology, sustainability and community to farming.

ENVS 253 Sustainable Agriculture

Credit: .5 unit

Students will work five hours a week on a local farm and meet weekly with the instructor to discuss readings and their farm experience.

ENVS 342 Disease Ecology

Credit: .5 unit

To understand the impacts of disease, this course examines the effects of disease on ecosystems (including humans) and explores the ecological and evolutionary processes that

drive disease dynamics. This course looks at the role of domestic animals (and their production) and human — wildlife — domestic animal infectious disease.

ENVS 461 Seminar in Environmental Studies

Credit: .5 unit

A portion of this class will be devoted to exploring patterns of changing land-use, including the conversion of agricultural land to suburban and commercial development, and how this leads to a host of environmental effects including loss of biodiversity, changes in soil quality, and a breakdown of the rural community.

HIST 360 Corn, Farming and the Roots of American Cultures

Credit: .5 unit

This course evaluates the ways in which North American peoples (Natives and not) have evolved through corn in terms of population growth and cultural values from pre-Columbian America to the rise of large agribusinesses such as Cargill.

HIST 481 Feast, Fast, Famine

Credit: .5 unit

This course explores the cultural, economic, and ecological significance of food in premodern Europe, touching on topics ranging from the religious significance of food, to medieval women, to the economic and demographic consequences of famine.

PHIL 115 Practical Issues in Ethics

Credit: .5 unit

Factory farming, vegetarianism, and the ecology of rural life are among the ethical issues discussed in the course.

SOCY 104 Identity in American Society

Credit: .5 unit

The course focuses on rural life in examining issues of identity and society in contemporary America.

SOCY 233 Sociology of Food

Credit: .5 unit

This course examines the social world we live in by examining what we eat, how we eat it, where we buy it, how much it costs, who prepares it, who produces it, and how.

Special Academic Initiative: Health and the World

The courses included in the "Health and the World" Special Academic Initiative (SAI) will give students a liberal arts approach to medicine and health. Many courses in this collection will have a broad intersectional and cultural approach to health, shedding light on how health, healthcare, and access to medicine are often shaped by one's social position. In other words, courses within this collection could help you explore the various ways in which "health" is shaped by the intersections of race, class, gender, sexuality, religion and ethnicity.

Some broad questions that may be explored in the context of the classes include:

- How are health and medicine related to society?
- How might medicine be viewed as a social practice? In other words, what is the relationship between medicine, illness and society?
- How might we historicize medical practice?

- If medicine is often viewed in the realm of science, how might we understand medical practice in more humane terms?
- How might an understanding of public health concerns contribute to a better understanding of health?
- How might we understand the debates surrounding women's reproductive health in broader, intersectional terms?
- Similarly, how might we understand transgender health concerns?
- How might we explore the relationship between ethics and bioethics in more humanistic terms?
- What is the relationship between religion, suffering and illness?

Through these courses, you may learn to:

- Acquire knowledge about various questions in relation to health and care-giving
- Learn to critically assess texts and communicate thoughtfully about the complex world of medicine, health, well-being and illness.
- Expose students to alternate health care practices
- Expose students to the world of writing physicians
- Cultivate empathy, persuasion and the ability to communicate effectively in the field of medicine and other health professions
- Help students craft a direction for moving through their interests in the health professions

Courses with Health Related Aspects

Please note that some courses have pre-requisites and others do not.

*Courses that will (or are expected to) be asking for "permanent" status.

ANTH 113 Biological Anthropology

This course studies the biological diversity of our species and the evolutionary history that has led us to our present condition.

ANTH 320 Anthropology of Food

This course investigates the central role food plays in human biology and culture.

ANTH 324 Human Ecology: Biocultural Adaptations

Although biological anthropology relies heavily on an evolutionary perspective, it is also concerned with understanding the interactions between human biology and culture and this perspective seeks to appreciate how humans adapt to their environment through a combination of biological, cultural and physiological adjustments.

ANTH 358 Medical Anthropology in Biocultural Perspective

Medical anthropology is an interdisciplinary approach to understanding the influences of both biology and culture on the human experiences of disease.

BIOL 211 Health Service and Biomedical Analysis

In this community-engaged learning course, students participate in and reflect upon a volunteer internship at a local health-care facility, placing their observations and experiences in the context of the primary biomedical literature.

BIOL 375 Virology

In this course, students examine the form and function of viruses through current research papers and documentaries on viral disease. Specific viruses are examined in depth, exemplifying their roles in human and animal health, biotechnology and global ecology. Topics may include human papillomavirus, a DNA virus causing cancer; hepatitis C virus, a growing cause of liver failure; Ebola virus, an RNA virus with extraordinary virulence; influenza virus, an RNA virus of humans and animals with pandemic potential; and human immunodeficiency virus (HIV), the cause of AIDS. We investigate the use of HIV-derived viral vectors for gene therapy.

DANC 322 Dance Kinesiology

"Dance Kinesiology" explores the vital, integrative connections between the body, the mind, and movement through the study of musculoskeletal anatomy, exercise physiology and somatic techniques.

ENGL 104.06 Health and Healing

In this course, we examine the relationship between medicine, illness and healing through an intersectional and transnational approach to literature.

ENGL 291 Literature, Medicine and Culture

An introduction to health humanities and disability studies. We'll be thinking about how different genres — film, novels, poetry, short fiction — grapple with the problem of translating illness and disability into narrative form.

ENVS 342 Disease Ecology

Hosts, pathogens and vectors are parts of complex ecosystems. To understand the impacts of disease, this course examines the effects of disease on ecosystems (including humans) and explores the ecological and evolutionary processes that drive disease dynamics. Diseases do not follow national boundaries, but disease incidence and mitigation approaches differ dramatically by country and continent. Thus, exploring ecological systems and disease dynamics requires a global approach. This course includes case studies, problem-based learning and discussions that focus on the global aspects of disease. Also emphasized are global change (climate change; urbanization and development; movement of people, animals and pathogens; and habitat loss and alteration) and impacts on emerging and re-emerging diseases.

HIST 342 History of Public Health

This course follows the historical evolution of medical ideology and the growth of public health from the 16th to 21st century, tracing the relationship between disease, inequality, and the state.

HSPS 171 Human and Sport Nutrition

This course will teach the student the basics of human nutrition and nutrition for sport, focusing on individual nutrition as well as nutrition across the lifespan and global issues of nutrition.

HSPS 184 Wilderness First Aid

This course focuses on patient assessment, care, and evacuation from remote settings as well as basic survival skills.

INDS 160 Community Health Coaches

In partnership with Knox Community Hospital, this course trains students to become health coaches with the hospital's Community Care Network.

***PHIL 191 The Bioethics of Birth, Illness, Sex, and Death**

A first-year seminar that introduces students to the ethical dilemmas that arise during the four biomedical experiences that all human beings share.

PHIL 201 Philosophy of Science

This course is concerned with the issue of whether or not, and upon what grounds, the scientific method generates knowledge. The course investigates the following conceptual elements of the scientific method: discovery and observation; evidence and confirmation; law, prediction, and explanation; data modeling; replication; peer review; and objectivity writ large.

PHIL 260 Philosophy of Mind and Brain

We use very different language to describe the workings of the mind and the workings of the brain. But clearly the mind and the brain are deeply related. In this course, we examine various ways in which the mind and the brain are taken to be related.

PHIL 262 Philosophy of Perception

This course examines perception, with an emphasis on visual perception. We examine the ways in which perception works (and what we mean by that) and the many ways perception breaks

down. The class focuses on the three main theories that attempt to systematize our understanding of perception.

PSCI 476 Rules for the World: International Organizations' Role in World Politics.

As part of this course, students will learn about the role that international organizations (particularly the World Health Organization) play in global health efforts.

PSYC 331 Positive Psychology

A course that considers the numerous elements of life (e.g., relationships, education, religion/spirituality) that can impact an individual's psychological well-being and their ability to live "the good life."

PSYC 321 Abnormal Psychology

An introductory course to the study of psychopathology that examines what makes us unwell for a variety of perspectives (e.g. psychological, sociocultural, biological and social).

PSYC 327 Cross Cultural Psychology

A course that examines the influence of culture on psychology and includes such topics as the study of health and illness.

PSYC 342 Clinical Psychology

The study of the assessment and treatment of distress.

SOCY 224 Sociology of Health and Illness

A course that examines social determinants of health and illness, social interventions that affect health and illness and the social experience of health outcomes.

***SOCY 491 Health Identities and Inequalities.**

A course that examines health inequalities across social identity categories such as race, class, gender, sexuality and embodiment.

WGS 391 Disability in America: History, Theory, Activism

From the Spanish Flu to COVID-19, from Eugenics to the Disability Rights Movement, this course will use key events of the past century to explore disability — a socially constructed category that includes physical and cognitive impairments, mental illness, and neurodivergence — as an oppressed and empowering identity that overlaps with other complex forms of embodiment (sex, race, etc.).

Special Academic Initiative: Science and Nature Writing

[Science and Nature Writing](#) at Kenyon empowers students to become skilled storytellers who effectively communicate about complex topics in science, nature and technology to general audiences. In this interdisciplinary initiative, students write artfully, creatively and with precision about the natural world.

Science and Nature Writing cultivates a vibrant literary science community and situates scientific knowledge and its discovery within disciplines across the college. In Science and Nature Writing courses, students explore genres ranging from ecopoetry and creative non-fiction to popular science writing and biomedical narrative. Working closely with faculty and each other, Kenyon students learn to communicate the narratives that underpin STEM research and enrich the stories they tell with scientific detail.

In the Science and Nature Writing initiative, we interpret “science,” “nature” and “writing” broadly, responding to the interests and ambitions of participating faculty, staff and students. This approach leads us to the following description of SNW at Kenyon that welcomes a diversity of approaches. Science and Nature Writing as taught and practiced at Kenyon:

- Reaches a wide audience, including engaged general readers.
- Manifests graceful, even literary language, while at the same time being precise and clear.

- Finds opportunity in the tension between accuracy and creativity.
- Embraces many forms and genres, from poetry and science fiction to creative nonfiction and journalism.
- Extends beyond the written text to include visual and auditory media.
- Integrates scientific knowledge and its discovery with disciplines across the college.
- Connects human and scientific narratives, enriching both and breaking down false boundaries between them.
- Surprises, delights, informs and persuades readers.
- Seeks general insights that extend beyond a specific topic.

Courses

Core Courses

- ENGL 206: Introduction to Science and Nature Writing
- ENGL 391: Intermediate Science and Nature Writing

Additional Courses

- ANTH 150: Science and Pseudoscience
- ANTH 323: Bioarchaeology of Africa
- ANTH 421: Neanderthals
- BIOL 241: Evolution
- BIOL 243: Animal Physiology
- BIOL 247: Comparative Vertebrate Anatomy
- BIOL 261: Animal Behavior
- BIOL 391: Ornithology
- CHEM 110: Environmental Chemistry
- CHEM 291/ENGL 291 Properties & Possibilities: the Entanglement of Poetry and Polymers

- ENGL 103: Science, Fiction and Science Fiction
- ENGL 103: Waste Lands
- ENGL 103: Denaturing "Nature"
- ENGL 103: Health and Healing
- ENGL 103: Time and Science Fiction
- ENGL 267: Literature, Medicine, and Culture
- ENGL 265: Plant Poetics
- ENGL 268: Climate Emergencies
- ENGL 379: Environmental Regionalism (Literatures of the Mississippi River Valley)
- ENGL 391: Neurodiversity and Literature (fall 2025)
- ENVS 106: Reading the Ohio Landscape
- ENVS 231: Earth Systems Science
- ENVS 342: Disease Ecology
- HIST 238: The Scientific Revolution and the European Enlightenment
- INDS 291: ST: Science and Nature Fiction Writing
- MATH 128: History of Mathematics in the Islamic World
- NEUR 471: Current Topics in Neuroscience
- PHIL 245: Philosophy of Natural Sciences
- PHIL 291: Philosophy of Biology
- PHIL 291: The Bioethics of Birth, Illness, Sex and Death
- PHYS 106: Astronomy – Planets and Moons
- PHYS 107: Astronomy – Stars and Galaxies

The specific SNW content of courses on the additional courses list may vary depending on the instructor. Students should consult with the director of the initiative for more information.