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Mission

Bard Academy at Simon’s Rock is the nation’s first 9th and 10th grade boarding and day program designed specifically to prepare talented, motivated young people to start college early. Our curriculum in the liberal arts and sciences, taught by a college faculty noted for engaging younger scholars, provides intellectual challenge while nurturing curiosity, creativity, and character.

High School. Reimagined.

Bard Academy at Simon’s Rock is the nation’s first independent boarding and day school where students prepare to start college after two years. At the end of the 10th grade, they begin full-time study at Bard College at Simon’s Rock. After two years at the College they earn an Associate of Arts degree and can choose to stay for their Bachelor of Arts degree after two more.

We offer an ambitious, involved Liberal Arts and Sciences curriculum to answer and challenge the serious intellects of our students. In each discipline, our classes integrate foundational knowledge with new and evolving understandings. We ask our students to read and write critically, to question the unquestioned, to appreciate and respect the diversity of human experience, and to seize the opportunities for research and connection that the digital age affords.

The faculty at Bard Academy are college professors credited with redrawing the line between secondary and higher education in the United States and providing a model for the growing early college movement. They invite students to ask how we make and understand history, how the patterns of power and revolution emerge in different historical contexts, how to engage scientific methods and perspectives for addressing climate change, how the principles of logic operate in algebra and geometry, and how American literature builds and evolves from early oral traditions to the experimental poetics of the 21st Century. Students take immersion-style language classes in Spanish, Chinese, or German and have the opportunity to study the theories and practices of the visual arts, music, performance, and film.

Life at Bard Academy is full of activity and conversation and also countless occasions for quiet reflection in a beautiful setting. Our 275-acre campus includes wooded paths and open fields. Students can spend time in the community garden, helping to grow food for a dining hall that offers delicious, healthy choices for every diet. On weekends they can join hiking and canoeing excursions in the summer, skiing and snowshoeing adventures in the winter. They can play soccer, join the swim team, or tackle the climbing wall in the Kilpatrick Athletic Center. Competition in Debate and Model U.N. offers mental exercise – or students can start clubs of their own. Best of all, going to
high school on a college campus means there is always a reading, theater performance, or concert to attend.

Along with these opportunities, we also offer significant guidance and support. The dormitory is staffed with live-in residence directors whose role is as much to advise as to supervise. Full health and counseling services are available, and we promote a healthy lifestyle for all of our students both in individual advising and in regular wellbeing seminars. College students act as mentors, tutors, and role-models in making the transition to life away from home.

For 50 years, the students and faculty at Bard College at Simon’s Rock have demonstrated that for committed, forward-looking students who are ready to explore their intellectual and creative potentials, college should start early. At Bard Academy, where we create a clear path and seamless transition to early college, reimagining the educational experience starts even earlier.

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**Learning at Bard Academy at Simon’s Rock**

**The Academic Program**

The skills that help students succeed in the classroom are the skills that will enrich the rest of their lives. In learning to bring an independent, questioning mind to reading and writing, to begin to challenge and analyze assumptions and the ideas of others, to infuse discussions and debates with a global perspective, students make profound transformations in themselves and their experience of the world—a world that will benefit in turn from their participation in it.

Those skills are at the center of the Bard Academy program. Each student undertakes a series of core requirements with opportunities for more advanced inquiry in certain subjects. The Academy courses are designed and taught by the faculty of Bard College at Simon’s Rock. Our professors are active scholars and artists in their fields, which means they have a stake in what they teach. They are also experienced teachers of younger students. Bard Academy students are immersed in courses that ask them to work and think in new and invigorating ways in a range of disciplines and to draw connections between those disciplines. They will build strong habits as writers, engaging in the writing process as a way of thinking rather than merely a tool to express thoughts, while also gaining experience in the new expressive and exploratory technologies of the digital age.

Courses at the Academy ask students to engage in real and meaningful discourse and problem solving in Literature, Social Studies, Sciences, Mathematics, Languages, and the Arts. (All course offerings listed below depend on enrollment and staffing.)
Writing and Thinking

The Writing and Thinking Workshop is a multi-day immersion in the practices of inquiry and discourse essential to learning at Bard Academy and Bard College at Simon’s Rock. The Workshop takes place in the week before the start of 9th grade and again, in an advanced form, before entry into the early college program. Drawing on the methods of the Bard College Institute for Writing and Thinking, students engage with the writing process as a scaffold for clear thinking. Workshop sessions are devoted to the exploration of techniques for generating ideas, refining initial concepts, revising and editing, and asking critical questions. Sections are led by faculty members drawn from across the institution’s academic divisions and are characterized by highly personalized instruction and collaborative work.

Literature

The program in Literature introduces students to a wide range of genres, historical periods, and authors, from both the Western literary canon and non-Western literary traditions. Over the course of two years, students develop a familiarity with a variety of texts and the kinds of strategies necessary for engaging them both critically and imaginatively. In addition to close reading and interpretation, students explore historical contexts and cultural perspectives as well as forms and theories of narrative, poetics, and rhetoric. The study of literature challenges students to grow as readers, writers, and critical thinkers, enhancing skills that are applicable to all academic disciplines and needed for understanding and acting in a world increasingly characterized by the proliferation and exchange of verbal information.

**LIT 01 – Global Literature: What Is a Text? (2 Semesters)**

When asked what he reads, Hamlet replies, “Words, words, words.” This course in global literatures invites students to begin thinking about language, literature, and what constitutes a text on these elusive yet essential grounds. In asking what texts are (acknowledging that at a primary level, they are merely words, words, words, inscribed upon and within various media), students are also invited into an exploration of texts as scaffolds for experience and identity; as a machinery preserving cultural knowledge; as unstable records of the past; as material objects; and as expressions of imagination. We will interweave readings of literatures from a range of places and times with excursions into the history of the book, philosophies of language, and consideration of the differing functions of texts within diverse cultural contexts. This writing-intensive class also emphasizes the fundamentals of grammar and encourages students to develop their individual voices as writers in a variety of forms and genres – analytical, critical, and creative.

**LIT 02 – American Literature: Voices And Contexts (2 Semesters)**
Studying American Literature in the twenty-first century means engaging with the history of an ever-changing literary tradition. From the country’s indigenous peoples through each successive wave of immigration and settlement, the country has embodied an array of voices and identities. Americans have thus had to constantly redefine what is meant by “American Literature.” This course examines the diverse scope of the country’s literature, from its beginnings in the oral traditions of pre-colonial times through the various experiments in form and content characteristic of the modern period. Consideration is given to the biographical, historical, cultural, and social contexts in which these texts (oral and written) were produced. Through exploring a diverse range of genres, voices, and periods, the course allows students to begin interrogating the meaning of the American literary tradition and the ways in which it both reflects and has contributed to the country’s evolving and complex cultural identity.

Social Studies

In Social Studies, knowledge of human experience is gained from both historical approaches and contemporary perspectives. Taken together, the disciplines of anthropology, economics, geography, history, philosophy, politics, and psychology propose a systematic study of the human condition. These fields develop knowledge of the behavior, aspirations, accomplishments, feelings and thoughts of human beings in the aggregate, and as individuals, and inquire into the ways these factors have interacted through time to produce the cultures, societies, polities, philosophies, and economic configurations of today. Students become aware of the institutional and intellectual forces promoting social stability, the dynamics of social change, and the range of human responses to the challenges of their environment, the various worldviews that have both divided and united them, and the nature of the conflicts that have periodically erupted between them.

SOCS 01 – Tricks We Play on the Dead (2 Semesters)

Can one person “change the course of history,” or are we all merely characters in a grand historical script authored by forces beyond our control? What is more important to learn about the past: the ways people made love, or the ways they fought wars? Voltaire’s irreverent definition of history as “the tricks we play on the dead” calls attention to the ways that we, not people in the past, make history, writing their stories to suit our current needs. Our task, then, is to produce a history that informs our understanding of the present while doing justice to the lives of our forbearers. This course begins with a brief outline of human experiences from the Paleolithic era to the early twenty-first century, which is then questioned and elaborated through consideration of a series of issues important for the study of world history on a macro and micro level (e.g. gender relations and sexuality, industrialization, peaceful and hostile cross cultural encounters, etc.). Students weigh evidence, enter into debates with scholars, and write several pieces of original historical analysis. In their study of specific problems, students also consider the “big questions” that historical
investigation can illuminate: Does human nature change over time? How can human action effect change? How can we appreciate rather than fear the differing ways humans cope with the challenges of their day? Where do we turn for practical knowledge and ethical grounding in our own era when it seems that rapid obsolescence is the only sure thing?

SOCS 02 – Power and Change (1 Semester)
This interdisciplinary introduction to Social Studies explores spaces, places, peoples, and times through a common thematic lens: What is power and why does it have the habit of changing hands? How are ethnic and national identities consolidated within revolutionary moments? In what ways does the impulse to revolution mark a shared human experience, and in what ways do the different motives and outcomes in revolutionary efforts reveal differences across historical contexts? Beyond consideration of political and social events, what epistemological revolutions (what we might call “revolutions in knowing”) have the social studies themselves produced? The course will critically examine selected topics in the past and present from the perspective of the various disciplines within social sciences and cultural studies, presenting their particular methodologies and considering the insights they can provide into the human condition. Drawing broadly upon the faculty in the Division of Social Studies as instructors or guest teachers, each section of the course will cover at least three of these disciplines.

SOCS 03 – What is America? (1 Semester)
A shining City upon a Hill, “teeming with people of all kinds living in harmony and peace” (President Reagan), where the doors of opportunity are open to all? A beacon of freedom for the world, which defends the rights of the downtrodden? If the United States is these things, and there are many persuasive arguments to support such a view, how is it that it is also a place where African Americans were enslaved and women disenfranchised for a substantial part of its history, in contradiction to proclaimed values of equality and individual freedom? Internationally, how did America come to be described by some as “the Great Satan,” a supposedly godless country driven by greed, and hungry for a power that seeks to dominate, not liberate? This course seeks answers to these questions through an exploration of political, social, economic, and intellectual development in the United States from the colonial period to the present. Among the topics covered will be the American system of government, born in revolution and premised on radical ideals of equality and democracy, which has survived the trauma of civil war, economic depression, two World Wars, and a perilous fifty-year conflict with the U.S.S.R. The course will also focus on the rifts and fissures within the U.S. society throughout its history and today, despite the advances of the liberation movements and prosperities of the mid-twentieth century, and the trajectory of U.S. relationships with other nations and people. Activities will include analysis of primary texts, exploration of the
rich material culture of Berkshire County, Massachusetts, and engagement with scholarly debates on controversial historical issues.

Sciences

The study of natural and physical sciences at the Academy fosters curiosity, observation, and real world problem solving, while also laying a groundwork for more advanced study in biology, chemistry, physics, and the environmental sciences. Through hands-on design, regular lab work, and analysis of experiments, students develop a deeper appreciation of the scientific process. Courses in climate change and the science of food are positioned at the intersection of the branches of science, inviting students into authentic investigation of urgent themes, problems, and questions.

NATS 01 – Climate Change (2 Semesters)
At the intersection of physics, chemistry, and environmental science, this course introduces the scientific method and perspective by taking on one of the most urgent topics of our age. Students will seek both to understand the causes of climate change and to imagine solutions to its challenges, while building the foundation in chemistry and physics needed for further study in the sciences. The thematic organization of the learning process promotes scientific inquiry both as a set of skills and as a critical form of citizenship.

NATS 02 – What Is Food? (2 Semesters)
What is “food”? A simple answer would be “what we have for dinner.” But why do we need to eat every day? How do our bodies make use of the components of our food? How was the food produced? And how does eating (or being eaten) fit in to a bigger picture? To delve into the nature of food requires building a foundation in the biological sciences, including physiology, chemistry, ecology, and environmental science. Students will explore this subject through hands-on learning in the campus garden, at local farms, and through other field experiences. In addition, students will begin addressing questions related to food by designing their own experiments, and collecting, analyzing and presenting their data. The goal of the class is to encourage observation, curiosity, questioning, and an understanding of the scientific process, while simultaneously building a deeper understanding of the concept of food.

Mathematics

Starting in 9th grade, students will learn that math is a language useful for describing the world quantitatively, a set of tools to solve complex problems, and a logical and analytical way of thinking. Instead of following predetermined steps to get answers as quickly as possible, students will develop critical thinking skills that will allow them to find their own paths to solutions of challenging problems. Upon successful completion of the 9th and 10th grade math curriculum, students will be prepared to take calculus
at the college level. College math courses are open to more advanced Academy students.

**MATH 01 – Algebra I with Geometry (2 Semesters)**
Algebra is the extension of the rules of arithmetic to operations involving both numbers and symbols, which may represent known or unknown numeric quantities. It is the foundation of all higher mathematics and indispensible in many occupations and in everyday life. Topics explored in this year-long course will include the principles of logic (which form the foundation of proof techniques), the properties of arithmetic operations, lines and linear functions, rates and proportions, Euclidean geometry, and working with algebraic expressions.

**MATH 02 – Algebra II with Trigonometry (2 Semesters)**
This course is intended to give students a thorough grounding in the mathematics required to succeed in the basic sciences, as well as to prepare students for progressing to the study of calculus. Topics build on Algebra I to include a more in-depth exploration of elementary algebra and extensive coverage of the principles of quadratic equations. Students will learn to solve polynomial equations and graph polynomial functions; to graph rational functions with one or two vertical asymptotes; and to find inverse functions. Logarithmic and exponential functions are also covered. Much of the second semester will be a study of trigonometry of the unit circle, including graphing trigonometric functions and solving trigonometric equations.

**The Arts**
At Bard Academy, the arts are not an afterthought, as in too many high schools, but are valued as ways of exploring, representing, and knowing the world. Courses in the arts combine theory and practice, balancing studio time with classroom discussions, and field trips that tap into the abundant cultural resources of the Berkshires. The campus has an exceptional arts facility, the Daniel Arts Center, with two state-of-the-art performance spaces, an active ceramics studio with multiple kilns, multiple music practice and performance venues, a dance studio, both analog and digital photography studios, an extensive drawing and painting studio, and multiple gallery or display venues.

**ARTS 0X – Theory and Practice**
Students choose from a selection of theory-based courses, in topics such as art history, music theory, and film studies, as well as a range of practicums in which they work closely with faculty and visiting artists to hone studio and performance skills. The practicum courses offer a range of choices to students interested in pursuing interests in music, drawing and painting, ceramics, sculpture, dance, photography, film, and theater. Multiple practicums and theory course are offered each semester.
For students interested in pursuing private (one-on-one) music lessons, these are offered on campus, with exceptional local music teachers, at a per-lesson rate ($60/hour in 2014-2015).

World Languages

Active participation in our global society requires awareness of and sensitivity to cultures other than one’s own. Therefore, the study of at least one language is a crucial element of the Academy’s curriculum. We teach immersion-style language classes featuring a learner-centered, communicative approach.

SPAN 01 – Beginning High School Spanish
SPAN 02 – Intermediate High School Spanish
Spanish ranks as the world’s second language in terms of how many people speak it as their native language. This course is an intensive immersion-style approach to learning fundamental structures and acquiring high-frequency vocabulary of the Spanish language. The two-year sequence emphasizes proficiency and fluidity rather than detailed accuracy and prepares learners for Intermediate Spanish at the college-level. Students are encouraged to develop listening, speaking, reading, and writing skills in the target language and to study the cultures of the Spanish-speaking world in Europe and in Latin America through selected readings, films, songs, oral exposés, and multi-media presentations.

CHIN 01 – Beginning High School Chinese
CHIN 02 – Intermediate High School Chinese
China has one of the world’s oldest and richest continuous cultures, and the nation is one of the largest trading partners of the United States. Students who select Chinese as their language of study are introduced to basic vocabulary and to fundamental structures of the language while they simultaneously develop listening, speaking, reading, and writing skills in the target language. They become acquainted with pinyin, the Chinese pronunciation system and also acquire a written vocabulary of more than 800 characters. This course is taught immersion-style and pays ample attention to various facets of Chinese culture: students explore features of culture and daily life in China through discussions, multi-media presentations, songs, and films. This two-year sequence at the Academy prepares students for enrollment in Intermediate Chinese at the college level.

GERM 01 – Beginning High School German
GERM 02 – Intermediate High School German
Within the European Union, Germany has the largest economy and German is the most widely spoken mother tongue. In addition, German is the second most commonly used scientific language. This two-year sequence in German
prepares students for Intermediate German at the college-level. The course offers an immersion-style approach to learning high-frequency vocabulary and fundamental structures of the German language. Students work on listening, speaking, reading, and writing skills, while the course also encourages them to develop grammatical accuracy. They develop knowledge of the regional and cultural diversity of the German-speaking world as they explore and delve into aspects of daily life and culture in Germany, Austria, and Switzerland through selected readings, songs, films, and multi-media presentations. Students who wish to pursue study at Bard Berlin are strongly encouraged to enroll in this German sequence.

*Courses in French and Arabic may be offered depending on staffing and student interest.

**J-Term: Liberal Arts in the Digital Age**

January and June of each year feature intensive three-week courses in Computer Science and its applications to the liberal arts. Core faculty and visiting experts teach the basics of programing languages and web design, scientific and mathematical computer modeling, and digital humanities. Skills developed during J-Term are then woven into the core curriculum, in every subject, as students are asked to think about technologies as more than tools in a toolbox – instead as ever-shifting modes of inquiry, producing new perspectives, new methods, and new questions.

**Academic Support**

Bard Academy students take on serious academic challenges from their first day of high school, discovering a new and galvanized sense of themselves as they meet those challenges and move beyond them. But it wouldn’t be rewarding if it were easy. Our faculty and staff recognize what’s necessary for students to succeed and we work with purpose and dedication to make it possible.

Our academic support services include the Tutoring and Writing Center and the Math Lab, offering free individual and group tutoring in most subjects; guided evening study halls; open access to faculty; a mentor program pairing Academy students with College students; and individualized academic advising, assigning each student to a member of the faculty who guides every step of the academic journey.

**Requirements**

We consider the Bard Academy curriculum to be the ideal preparation for early college for most students. In some cases and in some subjects, a student can place out of an Academy requirement and advance directly to college-level work. The core sequence in English and Social Studies is required for all students, as are the Writing and Thinking Workshop and the J-Term immersive courses in computer science. Students
who successfully complete these requirements are qualified for entry into the College program:

- English: 4 Semesters
- Social Studies: 4 Semesters
- Sciences: 4 Semesters
- Mathematics: 4 Semesters (or placement into college-level math)
- World Languages: 4 Semesters
- Arts: 4 Semesters
- Successful completion of Writing and Thinking Workshop
- Successful completion of 4 J-Term courses in computer science

The Faculty (Selected)

Courses at Bard Academy are designed and taught by members of the faculty at Bard College at Simon’s Rock, rated by the Princeton Review as among the nation’s best. The members of the faculty listed below are the architects of the Bard Academy curriculum. Meet the rest of the faculty at http://www.simons-rock.edu/academics/meet-the-faculty.

**Michael Bergman, PhD (PHYSICS).** BA, *summa cum laude*, Columbia University; PhD, M.I.T. Dr. Bergman has received fellowships or grants from NSF, NASA, NATO, and the Research Corporation, and in 2000, was awarded the Doornbos Memorial Prize. He is the secretary of SEDI (an international organization on the earth’s deep interior) and has published papers in *Nature* (in which he also contributed a News and Views column), *Geophysical and Astrophysical Fluid Dynamics, Physics of the Earth and Planetary Interiors, Metallurgical and Materials Transactions, Geophysical Research Letters, Journal of Geophysical Research*, and *Journal of Crystal Growth*. He has chapters in *Core Dynamics, Structure, and Rotation*, and the *Encyclopedia of the Earth Sciences*. He served as a guest editor for *Physics of the Earth and Planetary Interiors*. In Spring 2013, He was a visiting research scientist at the École Normale Supérieure in Lyon, France. Dr. Bergman has been at Simon’s Rock since 1994.

**Ian Bickford, PhD (LITERATURE).** A.A., Bard College at Simon’s Rock; BA, highest honors and distinction, University of California Berkeley; M.A., Stanford
University; PhD, The Graduate Center of the City University of New York. Dr. Bickford is a scholar of Early Modern literatures, especially Milton, with work on Milton’s influence in America appearing in *Milton Studies* and *Modern Philology*. He has taught at Medgar Evers College and the Bard High School Early Colleges, as well as Simon’s Rock, and has participated in the design of several new domestic and international Bard College programs. Most recently he blogs for Arcade, a Stanford digital salon in the humanities, and is completing a book manuscript titled “The Descent of Milton: on Transumption and Reception in America.” Dr. Bickford is Dean of Bard Academy at Simon’s Rock.

**Kathryn Boswell, PhD (ANTHROPOLOGY).** BA, *magna cum laude*, Drew University; PhD, Indiana University. Dr. Boswell’s research examines the historic and contemporary dynamics of forced and return migration in central West Africa with specific reference to the transnational Burkinabé population located in Burkina Faso and Côte d’Ivoire. Dr. Boswell was awarded two Fulbright Fellowships to conduct field research in Côte d’Ivoire and Burkina Faso. She has also received several Foreign Language and Area Studies Fellowships and was a resident at the Woodrow Wilson International Center for Scholars in Washington, D.C. She has published her work in *The Northeastern Anthropological Association Bulletin* and *Africa Today*. She has presented at the African Studies Association and American Anthropological Association conferences. Dr. Boswell has been at Simon’s Rock since 2008.

**Joan DelPlato, PhD (ART HISTORY).** BA, *magna cum laude*, Phi Beta Kappa, State University of New York at Buffalo; MA, PhD, University of California Los Angeles. Dr. DelPlato was a research associate at the Getty Center for Art History and Humanities, and received grants from the Woodrow Wilson National Fellowship Foundation and UCLA. She has presented papers at the College Art Association, 19th-Century Studies Association, Popular Culture Association, and Institute for the Study of Postsecondary Pedagogy. Her recent articles have appeared in *Material Culture, 1740–1920: Meanings and Pleasures of Collecting* and *Harem Histories: Imagining Places, Living Spaces*. Her book, *Multiple Wives, Multiple Pleasures: Representing the Harem, 1800–1875*, won a Millard Meiss Award from the College Art Association. Dr. DelPlato has been at Simon’s Rock since 1987.

**Eden-Reneé Hayes, PhD (PSYCHOLOGY).** BA, Departmental Honors, Wesleyan University; PhD, MS, Tulane University. Dr. Hayes’ research studies examine the intersecting identities of race, class, and gender. In one research line she investigates how the intersecting identities of race and gender may influence everyday experiences and perceptions of discrimination. She has presented papers on her research at a number of national conferences including The American Psychological Association, The Society of Personality and Social Psychology and The Society for the Psychological Study of Social Issues. Students working with her have the opportunity to present at conferences as
well. Dr. Hayes also works as a research consultant and is on the board of directors for Multicultural BRIDGE, a program promoting cultural competency and diversity in Berkshire County.

**James W. Hutchinson, PhD (LITERATURE).** BA, Stanford University; MA, University of Virginia; PhD, University of New Mexico. Dr. Hutchinson has taught at Colorado State University, University of New Mexico, and SUNY Albany. His primary interests are natural history writing, English and American Romanticism, Christian themes in literature, the literature of the American West, and creative nonfiction. He has published articles, personal essays, and reviews in *New America: A Review, Western American Literature, ESQ: A Journal of the American Renaissance, The American Nature Writing Newsletter, The Berkshire Review,* and *Renascence: Essays on Values in Literature,* and he has presented papers at New England Modern Language Association, Rocky Mountain Modern Language Association, Modern Language Association, and American Literature Association conventions. An associate of the Bard College Institute for Writing and Thinking, he leads workshops for high school and college teachers; he also directs the Simon’s Rock Young Writers Workshop. Dr. Hutchinson has been at Simon’s Rock since 1976.

**Erin R. McMullin, PhD (BIOLOGY).** BA, Oberlin College; PhD, The Pennsylvania State University. Dr. McMullin’s research specialization is in ecological genetics, using genetic tools to address ecological and evolutionary questions. As a doctoral student, she assessed levels of interbreeding between deep sea chemosynthetic communities at oil seeps in the Gulf of Mexico. Her more recent research involves the conservation genetics of captive cichlid and wild salamander populations. Her research has been published in the journals *Marine Biology, Deep Sea Research II, Symbiosis,* and *Molecular Ecology Notes.* She previously taught at Denison and Bowling Green State Universities (Ohio). Dr. McMullin has been at Simon’s Rock since 2011.

**Katherine Green Pichard, PhD (SPANISH).** BSFS Foreign Service (Latin America), Georgetown University; MA (TESOL), New York University; MA, PhD, CUNY Graduate School. Dr. Pichard has taught English and Linguistics at Hunter College and at the American University of Paris. Dr. Pichard’s dissertation, “Nonstandard Dominican Spanish: Evidence of Partial Restructuring,” represents a culmination of her interests in Latin American history, colonialism and second language acquisition by looking at fossilized features of African languages in the vernacular Spanish of the Dominican Republic. She has published articles in and contributed to chapters in *Comparative Creole Syntax, Language Change and Language Contact in Pidgins and Creoles,* and *Englishes around the World.* She has also presented at conferences on the subject of semi-creolization in dialects of Spanish. Dr. Pichard was the recipient of the Wenner-Gren Predoctoral Grant, and in 2006,
she developed an elementary Spanish Language Program in Great Barrington, MA. Dr. Pichard has been at Simon’s Rock since 2011.

**Colette van Kerckvoorde, PhD (GERMAN, FRENCH).** Kandidat in de Germaanse Filologie, Katholieke Universiteit te Brussel (Belgium); Geaggregeerd Licentiate in de Germaanse Filologie, Katholieke Universiteit te Leuven (Belgium); MA, PhD, University of Massachusetts at Amherst. Dr. van Kerckvoorde started her teaching career in Europe, where she taught Dutch and English as a Foreign Language. Before joining the faculty at Simon’s Rock College, she taught German at the University of Massachusetts at Amherst. She is a native of Belgium and is fluent in Dutch, French, German, and English. Her main interests are in Germanic linguistics, applied linguistics, and medieval language and literature. She has presented several papers at conferences and also published numerous reviews in *Language, German Quarterly, Mediaevistik, Monatshefte,* and *Germanic Notes and Reviews.* She is the author of two books on Middle Dutch: *An Introduction to Middle Dutch* and *A Descriptive Grammar of Jan Yperman’s ‘Cyrurgie.’* Dr. van Kerckvoorde has been at Simon’s Rock since 1987.

**Nancy Yanoshak, PhD (HISTORY).** BA, *with distinction,* Phi Beta Kappa; MA, The Pennsylvania State University; PhD, Georgetown University. Dr. Yanoshak has also taught at Georgetown University and in 2002 spent a semester in the Russian Federation teaching at Smolny College, a joint U.S./Russian venture in liberal arts education sponsored by Bard College and St. Petersburg University. She did archival work in the Soviet Union and was a research associate at the Woodrow Wilson International Center for Scholars, serving as assistant to Ambassador George Kennan. Dr. Yanoshak is also a past Secretary-Treasurer for the New England Slavic Association. She has published her work in *Slavic Review, The Journal of Popular Culture, Studies in Bibliography, Gender and Education* and *Afterimage.* Dr. Yanoshak served as co-director of the College’s Early College Teaching Seminars and edited *Educating Outside the Lines: Bard College at Simon’s Rock on a ‘New Pedagogy’ for the Twenty-first Century,* published in 2011. Dr. Yanoshak has been at Simon’s Rock since 1982.

For a full listing of the Bard College at Simon’s Rock faculty who are thus also available to teach in the Academy, see [http://simons-rock.edu/academics/meet-the-faculty](http://simons-rock.edu/academics/meet-the-faculty).

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**Academic Policies**

**The Academic Year**
The academic year at Bard Academy at Simon’s Rock consists of two 14.5 week semesters; a multi-day Writing and Thinking Workshop for newly admitted students in the fall; and two three-week intensive programs in January and June.

Advising

Students at Bard Academy receive a high level of personal attention from faculty, residence life staff, and student mentors. At the center of these support structures is an academic advisor – in most cases a member of the faculty – with whom students meet weekly during their time at Bard Academy. The advisor works with the student to fulfill academic requirements and to adjust to a new setting with new responsibilities and challenges. Students who matriculate into the College may remain with the same advisor or select a different advisor to guide their college-level work.

Grades and Comments

Bard Academy grades on a letter scale, with A being the highest grade and F considered a failing grade. Students with an “A” average earn honor roll. Students placed on probation for academic dishonesty are not eligible for honor roll that semester.

Of equal importance to grades are the comments that accompany them. Students receive written evaluations of their performance at midterm and following the completion of courses. Letter grades can be considered an abbreviated indication of overall performance. Together, the grade and comment sheets make up the student’s academic record.

Attendance Policy

A classroom is a community, and classes at Bard Academy, where learning is participatory and student-centered, require the presence and engagement of all members of that community. Students are expected to attend all classes for which they are scheduled. Students are expected to arrive at all required appointments punctually, prepared and ready to participate. Students who miss more than one week of a class risk failing to complete the course.

Absence for Religious Observance

Bard Academy recognizes that the student body includes adherents of various faiths, and that observance of religious holidays is an important part of religious practice. Students may obtain an excused absence for such observance by informing their professors, in writing, of a planned absence at least two weeks in advance and making arrangements to complete any missed work. Absences for the observance of religious holidays are not counted toward maximum allowable absences.
Leave of Absence

In the event of a serious illness or other severe problem that necessitates missing several consecutive classes, the student may request a formal Leave of Absence from health services or from the Dean of the Academy. Students are expected to make up work missed during a leave of absence.

If a student is absent from more than a total of two weeks of class sessions for any reason, completion of the course requirements may not be possible. In such cases, certification from the professor is required that the student has already done sufficient work in the course for it to reasonably be completed by the end of the semester. If the professor or the student judges that a class cannot be successfully completed, a student who has been granted a leave of absence usually will be allowed to withdraw from that class and will receive a W on the transcript.

Academic Honesty

Honesty is the basic value on which this community rests. Honesty in the academic area means claiming as one’s own only that work which is one’s own. All scholarship builds upon the ideas and information of others; the honest person makes clear in written work exactly what the source of any borrowed information or idea is, whether it be library materials, the Internet, classmates, or family members. Since words are the bearers of both information and the unique style of the writer, the words of others, if borrowed, must be properly acknowledged. In addition, work done for one course may not be used to secure credit in another.

Students who are involved in acts of plagiarism or academic dishonesty will be sent to the Dean of the Academy. The dean, through meetings with the professor, will determine if an act of plagiarism or academic dishonesty has occurred. If the dean concludes that an act of plagiarism or academic dishonesty has occurred, the student will be issued a grade of F on the assignment or exam in question and may result in a grade of F for the course. The student will receive a written warning (although nothing will go on the student’s academic record) and parents or guardians will be notified. Any subsequent offense will become part of the student’s record and will result in further consequences, which may include academic probation, revocation of scholarship, and suspension from the Academy.

Failed Courses

Students who fail a course have an opportunity to retake the course the following year to replace the failed grade. Students will receive credit for the higher graded course only. Students may also retake a class for which they receive a grade of “C-“ or lower to replace the grade.

Academic Status
Good Academic Standing: Cumulative GPA 2.0 or above.
Academic Warning: Cumulative GPA above 2.0, but semester GPA is below 2.0.
Academic Probation: Cumulative GPA below 2.0