

COLLEGE OF THE ATLANTIC

CATALOG

2011-2012

ACADEMIC CALENDAR

FALL TERM

Wednesday, September 7, 2011 - Friday, November 18, 2011

WINTER TERM

Tuesday, January 3, 2012 - Friday, March 9, 2012

SPRING TERM

Monday, March 26, 2012 - Friday, June 1, 2012

COMMENCEMENT

Saturday, June 2, 2012

TABLE OF CONTENTS

INTRODUCTION AND HISTORY	6
MISSION AND VISION	7
ADMISSION	8
PART I	
ACADEMIC PROGRAM AND POLICIES	11
Degree Requirements – Bachelor of Arts	11
Components of the Curriculum	12
First Year Requirements	12
Resource Area Requirements	13
Tutorials	13
Group Study	14
Independent Study	15
Auditing	15
Residency	15
Writing Requirement	16
Human Ecology Essay	17
Community Service	17
Internship	18
Review and Appeals	19
Senior Project	19
Ethical Research Review Board	20
Advising	21
Student Responsibility	21
Class Attendance	21
Academic Integrity	22
Degree Progress	22
Contracts and Signatures	22
Course/Faculty Evaluations	22
Students with Disabilities	22
Records and Evaluations	22
Transcripts	23
Privacy	23
Instructor Evaluations	24
Student Self-Evaluations	25
Mid-Term Evaluations	25
Incomplete Work	25
Academic Standing	26
Satisfactory Academic Progress	26
Academic Probation	26
Transfer Credit	27
Credit by Exam or Military Experience	27
Graduation and Senior Year	28
Leave of Absence	29
Medical Leave	29
Additional Programs	30
Educational Studies	30
Teacher Certification	30
Eco League	30
NOLS	31
SALT	31

University of Maine, Orono	31
Olin College	31
Graduate Program	31
REGISTRATION AND FEES	
Registration	33
Add/Drop	33
Special Students and Auditors	34
Tuition	34
Payment of Bills	35
Housing and Dining	35
Student Activities Fee	35
Health Fee	35
Lab Fees	35
Credit Balance Refunds	35
Refunds	36
Financial Aid and Work Study	36
Immunization History	37
PART II	
COURSE LISTINGS	
The Human Ecology Core Course	38
Arts and Design	38
Educational Studies	48
Environmental Science	51
Human Studies	65

College of the Atlantic is accredited by the New England Association of Schools and Colleges. In its employment and admissions practices, COA is in conformity with all applicable federal and state statutes and regulations and does not discriminate on the basis of age, race, color, sex, marital status, religion, creed, ancestry, national or ethnic origin, sexual preference, physical or mental disability.

This publication is printed on recycled paper. It is the most complete representation of the current academic offerings and policies available. The College reserves the right to make changes in course offerings, degree requirements, regulations, procedures, and charges as new needs arise.

Catalog prepared and edited by Marie Stivers,
 Director, Academic and Administrative Services

Human Ecology: An Educational Approach

Emboldened by human ecology as an educational philosophy, faculty and students at the College of the Atlantic embrace the act of knowing about the world and knowing oneself deeply. One of the touchstones of this philosophy is independent thinking that results in a diverse array of educational trajectories and transformational processes.

The radicalism of an education in human ecology is a probing and determined search for the roots of contemporary social, cultural, political, and environmental issues. By engaging the experimental and pluralistic heritage of learning in the liberal arts traditions, we seek to inspire theoretically informed and personally reflective learning.

Exploring human ecology requires the skills and dispositions necessary to live with commitment to a community that is both local and global. To thrive and contribute to such a complex world, students will become empowered through the mastery of intellectual and practical skills.

The habits of heart and mind necessary for this challenging education include:

1. To be passionate about and dedicated to learning
2. To bring both heart and mind to the tasks of learning and living
3. To live in the questions and to increase tolerance of uncertainty
4. To be playful, open and, creative and
5. To act responsibly and with compassion.

What You Should Learn at COA

- 1) Creativity: In all endeavors the ability to imagine and construct novel approaches or perspectives, to be innovative and to invent. This includes the flexibility to use many different approaches in solving a problem, to change direction and modify approach, the originality to produce unique and unusual responses, and the ability to expand and embellish one's ideas and projects. This also includes taking intellectual and creative risks and practicing divergent thinking.
- 2) Critical Thinking: The ability to not only interpret and evaluate information from multiple sources but also to induce, deduce, judge, define, order, and prioritize in the interest of individual and collective action. This includes the ability to recognize one's self-knowledge and its limits, challenge preconceptions, and work with imperfect information.
- 3) Community engagement: A deep understanding of oneself and respect for the complex identities of others, their histories, their cultures, and the ability to lead and collaborate with diverse individuals, organizations, and communities. This includes the ability to work effectively within diverse cultural and political settings.
- 4) Communication: The ability to listen actively and express oneself effectively in spoken, written, and nonverbal domains.
- 5) Integrative thinking: The ability to confront complex situations and respond to them as systemic wholes with interconnected and interdependent parts.
- 6) Interdisciplinarity: The ability to think, research, and communicate within and across disciplines while recognizing the strengths and limitations of each disciplinary approach.

Faculty Perspectives

What is in a COA Education?

Suzanne Morse

Each day we explore how the expression and respect of diversity is the foundation for vibrant and vital human communities. This approach is rooted in the conviction that only by the inclusion of this diversity will we also have the multitude of ideas and practices needed for the creation of homes and societies that are satisfying to their creators. Attention to diversity feeds us with the energy needed to sustain our idealism and to deepen our understanding, love, and respect. Thus we desire all members of the College of the Atlantic to share in building and transforming the world as they pursue their passions and manifestation of human ecology.

Davis Taylor

The essence of a COA education in human ecology is an open and expanding mind: a true human ecologist is open to the disciplines, approaches, experiences, opinions, and views of others. In the extreme, the human ecologist must reconcile her or his cherished personal views with the humanity and validity of views of those with whom she or he may vehemently disagree. We can never say “that idea is stupid”; we must seek to understand the reasons some hold it.

The mind of a human ecologist is never completely made up. Rather, it is constantly open to the possibilities of new and better ways of seeing the world. This both requires and fosters a dynamic, life-long “dance with understanding.” Sometimes the dance is individual or frenetic, at other times it is communal or contemplative...but it is life-long and ceaseless.

Rich Borden

There is a tendency, especially in the academic world, to carve life into ever smaller pieces in order to make sense of it. All too often, the people who do this come to believe that is how the world really is. The aim of human ecology is to remind us that we are part of a complex and interactive living world. Its broad mandate calls us to cross the boundaries of traditional disciplines and seek fresh combinations of ideas. The richness of specialized knowledge — and communication among people who have it --- are essential to a livable future. But the kind of perspective that encourages interdisciplinary learning and application is difficult to acquire in most academic settings. This demands a different approach to education – one which invites imagination and caring for the future. I believe human ecology holds an increasingly important place in society, education and everyday life. This is why COA was founded, and it is what we do best.

INTRODUCTION & HISTORY

Introduction

College of the Atlantic is a small undergraduate college awarding a Bachelor of Arts and a Master of Philosophy in Human Ecology. The college's mission is to foster interdisciplinary approaches to complex environmental and social problems and questions in the face of rapid cultural change. The academic program encourages students to view the world as an interacting whole by bringing together traditional disciplines through the unifying perspective of Human Ecology.

A human ecological perspective can most effectively be developed through an education that:

- encourages students to pursue their individual academic interests within the context of a broad education in the arts, sciences, and humanities;
- promotes the acquisition and application of knowledge through internships, independent research, and group study projects;
- offers a college self-governance system that develops active responsible citizenship and collaborative decision-making skills

This academic catalog is intended as a resource for all members of the college community. It is to be used as a manual for academic policies and procedures and for meeting the college's goals for education.

All academic requirements, guidelines, and regulations have evolved from lengthy discussions among faculty, students, and staff. Members of the community are encouraged to use this catalog as a basis for discussion of any clarification or revision to the policies and procedures of the academic program. Students who wish to see a policy change should bring their suggestions up through one of the Standing Committees.

History of the College

College of the Atlantic traces its origins back to several historic and social events, including the development of Acadia National Park, the economically devastating Bar Harbor fire of 1947, and the social and environmental crises of the 1960s. Father James Gower, a Catholic priest from Bar Harbor, envisioned a college on Mt. Desert Island with human values at the center of its curriculum. Gower soon acquired the support of Leslie Brewer, a businessman and community servant who had long regarded a college in Bar Harbor as a sound idea. In late 1968 they formed the Committee for an Island College; by July, 1969, the Committee had leased a campus, the former Oblate Seminary, and expanded from five to fifteen members. The major challenges facing this group were three: to communicate the college's purposes to island residents; to obtain state approval; and to select and recruit a president.

From the beginning, Father Gower (strongly seconded by the scientists and educators on the Board) was determined not to start "just another liberal arts college." In early 1969 the Board prepared a four-part statement of purpose for their embryonic institution, supporting the liberal arts, ethical development, and community service and emphasizing "ecological and environmental study within the college program." This emphasis, later to be known as human ecology, committed the college to an interdisciplinary, problem-centered curriculum.

"It is the philosophy and purpose of the proposed college that the Arts and Sciences are complementary and supplementary and best provide the scales on which the potential graduate can weigh man's human and natural resources for their best use for future generations. The student must be led to see creation as one unit, to be respected and not merely exploited.

Professional abilities and knowledge are not to be seen as ends in themselves, but as opportunities to bring greater life to mankind."

The College's first president was Edward Kaelber, former lumber company vice-president and owner, and Associate Dean at the Harvard Graduate School of Education. Kaelber took office in January, 1970, with the first Secretary of the College, Ann Peach, and made two administrative appointments: Melville Coté, student affairs and admissions officer (1970), and Samuel Eliot, assistant to the president (1971). With support from the full Board and daily assistance from local members, Kaelber, Coté, and Eliot raised the money, hired the faculty (4 from 1800 applicants), and selected the students, 32 in all, with which to open the college in 1972. The college's first year saw the establishment of several significant patterns and emphases, including:

- * a college decision-making structure in which students, faculty, and staff as well as trustees played nominally equal parts
- * a high priority on communication, through committee meetings, memoranda, "town meetings," and informal discussion
- * involvement of individuals as advocates in several local environmental issues
- * the beginnings of the college's most visible achievement, work and research in cetacean population, and biology
- * regular re-examination of the college's values and purposes

Once the college had obtained state authority to grant degrees, the New England Association of Schools and Colleges (which had sent its visiting team in the fall of 1972) conferred Candidate status. Over the next three years, staff members assembled the materials which were to become the college's 1975 institutional self-study. In February 1976 another NEASC team came to Bar Harbor. Full accreditation was granted in May 1976, one week before the college awarded degrees to its first full graduating class.

MISSION AND VISION

The faculty, students, trustees, staff, and alumni of College of the Atlantic envision a world where people value creativity, intellectual achievement, and diversity of nature and human cultures. With respect and compassion, individuals construct meaningful lives for themselves, gain appreciation for the relationships among all forms of life, and safeguard the heritage of future generations. College of the Atlantic enriches the liberal arts tradition through a distinctive educational philosophy -- human ecology. A human ecological perspective integrates knowledge from all academic disciplines and from personal experience to investigate, and ultimately improve, the relationships between human beings and our social and natural communities. The human ecological perspective guides all aspects of education, research, activism, and interactions among the College's students, faculty, staff, alumni, and trustees. The College of the Atlantic community encourages, prepares, and expects students to gain the expertise, breadth, values, and practical experience necessary to achieve individual fulfillment and to help solve problems that challenge communities everywhere.

ADMISSION

College of the Atlantic approaches the Admission process much as it approaches learning: we focus on the individual strengths of the student, we encourage creativity, and we hope you will ask a lot of questions AND share your ideas with us. We believe the first step in applying to COA is actually getting to know the college. Is this the kind of place where you'd be happy? Would you want to live here for several years? More importantly, is this where you would want to LEARN for several years? Will the college help you to tap into your passions and provide you with the resources to further explore ways in which you can affect humans' relationship with the environment? If you are filling out an application to COA, we want it to be because you are excited about the college. To that end, we invite you to visit COA.

Visiting College of the Atlantic

We welcome and encourage prospective students to visit the campus. You may schedule a tour of the college, have an admission interview, sit in on classes, meet with professors and students, eat some of our top-rated college food, and participate in campus activities. Parents are also welcome. We encourage you to schedule your visit Monday through Friday when classes are in session. Students may stay overnight in a campus residence and we can provide parents with a list of suggested hotels and inns. We can provide you with driving directions as well as information on air and bus transportation and we'll be pleased to pick you up at the airport or bus stations. Please call COA's Office of Admission to arrange your campus visit.

If you are unable to make it to Maine to visit COA, we encourage you to do research from afar. Please visit our website at www.coa.edu, take the virtual campus tour, explore the academic offerings, review student projects and check out campus activities. We are happy to put you in e-mail or phone contact with a faculty member or current student if you have further questions.

The Admission Application

Once you've gotten a good sense of COA and recognize that it suits your interests, style of learning, and personal philosophy, we hope you will apply for admission. The application process is a personal and highly individualized one. If you need help, you may reach us by phone five days a week during normal business hours, e-mail us, or write to us.

We respect individuality and our application review is characterized by a personal approach. In arriving at a decision, the admission committee (made up of admission counselors, faculty and students) looks for evidence of the following:

- academic preparation and achievement
- intellectual curiosity and enthusiasm for learning
- desire to be part of a small college with a human ecology focus
- a tendency to seek out intellectual and personal challenges

An application for admission is complete when the Office of Admission has received all of the following: 1) a completed application form and a \$50 application fee, 2) a personal statement as well as answers to all the short essay questions, 3) at least two teacher recommendations, 4) official transcripts of all academic work, 5) a personal interview – although not required we strongly recommend one for all candidates. Standardized tests scores are not required, although they can be helpful in assessing the academic ability of students from schools which do not give grades or have nontraditional programs. Approximately half of the applicants to COA submit either SAT or ACT scores. Should you wish to submit scores, our CEEB code is 3305. We accept the Common Application and ask that you fill out our supplemental form in addition to the Common Application; a supplement is available by calling the Office of Admission or downloading it at www.coa.edu.

Application Deadlines and Admission Notification

First year students must apply by February 15 in order to be considered for fall admission. One must apply by November 15 and February 15 for winter and spring term admission, respectively. Admitted students wishing to accept an offer of admission and reserve a place for themselves in

the class must pay a \$300 non-refundable enrollment deposit by May 1. \$100 of this deposit is a continuing space reservation for the student, covering registration fees during the student's tenure. It also maintains the student's degree candidacy during an approved leave of absence. The remainder of the enrollment deposit is divided in the following way: \$100 is credited toward the first term tuition bill and \$100 will serve as a non-refundable graduation fee. Those admitted for winter or spring terms are required to pay a deposit within 14 days if they wish to accept an offer of admission.

Admission Plans

College of the Atlantic offers several admission plans for prospective students. Applicants for the fall term must apply under one of these plans.

Students who have come to the decision that COA is their first choice are invited to apply under either one of the College's Early Decision plans. Students who file Early Decision I applications with all accompanying credentials by December 1 will receive a decision by December 15. Those filing Early Decision II applications with all accompanying credentials by January 10 will receive a decision by January 25.

In submitting an Early Decision application, a student enters into an agreement whereby, if admitted, she or he will enroll at COA and immediately withdraw all applications to other colleges.

An applicant wishing to apply as either an Early Decision I or Early Decision II candidate should check the appropriate box on page one of the COA application or on the Common Application supplement. They should also initial the Early Decision agreement above the signature on page two of the COA application form or on the Common Application supplement.

Transfer or Visiting Students

College of the Atlantic welcomes applications from transfer students. About 20 percent of all new students annually are transfer or visiting students.

A student may transfer a maximum of 18 credits to COA (the equivalent of 60 semester hours or 90 quarter hours). Although an evaluation of credit is not final until after enrollment, students may receive preliminary evaluations by contacting the registrar.

Students who wish to spend one or more terms at COA and transfer college credit to another institution should apply as a visiting student. Applications for visiting students are available by calling or e-mailing the Office of Admission.

International Students

COA welcomes applications from highly qualified international students. Applications for international students are the same as those for first-year and transfer students. Application requirements are identical, except that international students are also required to submit one of the following: TOEFL score, SAT score, or predicted IB score for English. International students are also required to submit a Declaration of Finances Form. We are proud to offer the Davis Scholarship to students who graduate from the United World Colleges and are admitted to COA.

Adult Students

Older students of non-traditional college age wishing to take courses or pursue a degree are invited to inquire and become better acquainted with the College. Adult students are encouraged to contact the Office of Admission early in the admission process to arrange a personal interview.

Deferred Matriculation

Students wishing to defer Fall matriculation may do so prior to June 1 by sending a written request to the Director of Admission and paying a \$400 non-refundable deposit (\$200 of which will be applied to the student's first term tuition bill). Matriculation will be postponed for up to a full

academic year, subject to successful completion of any academic work completed during that time, as well as continued confidence in the quality of the student's personal character.

Deadlines and Notifications

Early Decision I

- Admission application due by December 1
- Estimated Financial Aid due by December 10
- COA responds to applicants by December 15

Early Decision II

- Admission application due by January 10
- Estimated Financial Aid due by January 20
- COA responds to applicants by January 25

Regular Admission

FIRST YEAR ADMISSION

- Admission application due by February 15
- COA responds to applicants by April 1
- Enrollment deposit due by May 1

TRANSFER ADMISSION

- Admission application due by April 1
- COA responds to applicants by April 25
- Enrollment deposit due by May 15

FINANCIAL AID

- FAFSA filed by February 15
- Institutional Financial Aid form and Non-Custodial Parent's Statement due at COA by February 15
- COA responds to first year applicants by April 1; transfer applicants by May 1.

Contacting the Office of Admission

Phone 800-528-0025
 207-288-5015

E-mail inquiry@coa.edu

Mail Office of Admission
 College of the Atlantic
 105 Eden Street
 Bar Harbor, ME 04609

Web www.coa.edu

ACADEMIC PROGRAM AND POLICIES

DEGREE REQUIREMENTS

The degree of Bachelor of Arts in Human Ecology is granted upon completion of thirty-six credits specified below and of two requirements bearing no credit. Eighteen of the 36 credit units must be earned at COA, and a minimum of six terms must be spent enrolled full- or part-time at COA. One of those six terms may be a COA Internship, but a minimum of five must be spent on campus. The normal full-time annual load is nine credits, three in each of the three 10-week terms. (One COA credit unit is the equivalent of 3.3 semester hours; 9 COA credits = 30 semester hours.) Courses that fulfill resource area and other requirements are indicated by starred codes. (*AD* = Arts and Design; *ED* = Educational Studies; *ES* = Environmental Sciences; *HS* = Human Studies; *HY* = History; *QR* = Quantitative Reasoning; *WF* = Writing-Focused, *W* = Writing.)

Requirements for Those Entering with Fewer than 9 COA Credits

- Human Ecology core course *HE*
- One Writing (*W*) course or two Writing-focused (*WF*) courses
- One History (*HY*) course in the first two years of attendance
- One Quantitative Reasoning (*QR*) course within the first two years of attendance

Students with fewer than 9 COA credits must select a writing course (or take two writing-focused courses) and a math course in their first two years. A student may be exempted from the writing requirement based on test scores and/or other applications materials with written permission from the Writing Center Director.

Resource Area Requirements (transfer courses may be applicable)

- *AD* two courses (taught by different COA faculty)
(One of the *AD* courses must be a studio course)
- *ES* two courses (taught by different COA faculty)
- *HS* two courses (taught by different COA faculty)

Non-credit Requirements

- Human Ecology Essay
- Community Service
- Writing Portfolio

Internship

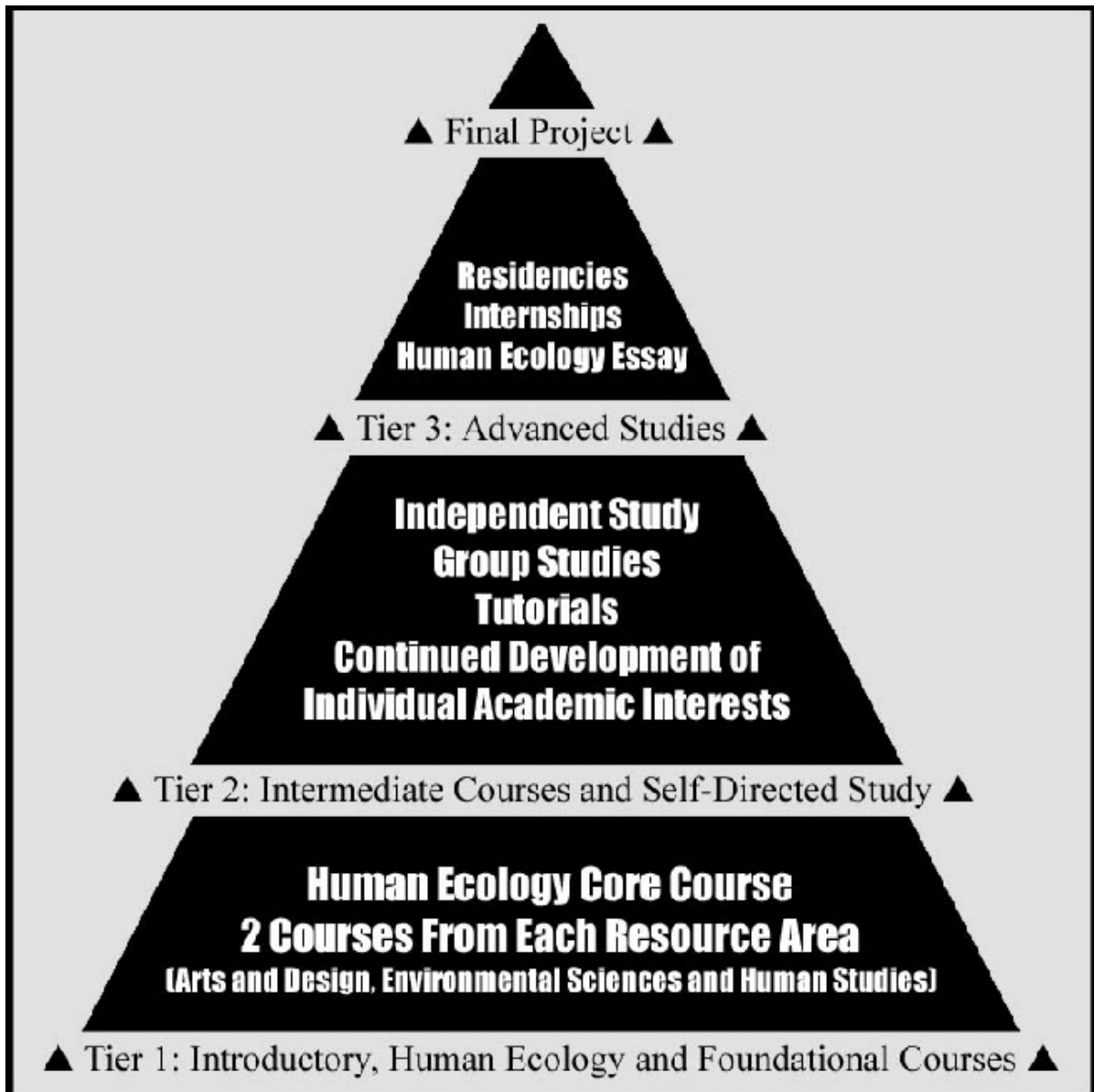
Options (any of which **requires approval** of Internship Committee **prior** to starting):

- fulfillment through work experience prior to enrolling at COA
 - non-credit satisfaction of the requirement while a degree candidate
- full-time, one term enrollment, earns three credits

(Note: Internship, whether for credit or not, cannot be final enrollment)

Senior Project

~3 credits, either in a single term or split over two or three terms



COMPONENTS OF THE CURRICULUM

Small classes are the foundation of COA's curriculum. With a faculty to student ratio of 1:10, individualized attention and a seminar format are the classroom norm. Average class size is 12.5 (a normal full-time student load is three courses per term; a normal full-time faculty teaching load is five courses over three terms). Students design their own programs of study, with a few distribution requirements.

First Year Requirement

The **Human Ecology core course** (*HE*) is a requirement for first-year students. A student entering with the equivalent of a year in transfer credit (nine or more COA credits) is not required to take this course.

Resource Area Requirements

The curriculum is organized into three multidisciplinary resource areas: Arts and Design, Environmental Sciences, and Human Studies. A required "distribution" of two courses from each of the resource areas helps a student become familiar with the methodology and perspective of each, and incorporate these perspectives into his or her own work. A student must take a minimum of two courses in each resource area, each from a different instructor.

One of the Arts and Design courses must be a studio class, listed as ADS.

Amongst academic disciplines, studio art is the making of art contrasted to the study of art history and theory.

A Studio Arts class is designed for the student to:

- 1) experience making art works and develop the self-discipline necessary to build skills through practice
- 2) concentrate on the creative, technical, and practical aspects of an artistic discipline (such as painting, drawing, music, theater, video or sculpture) including: content, form and presentation
- 3) develop a critical facility and language for her own art work and the work of others
- 4) develop a knowledge and perspective of the particular art practice, various artists and genres, both contemporary and historic
- 5) develop creative abilities and gain confidence in her individual artistic process(es)
- 6) present assigned projects in class and participate in class exercises including productive peer critique.

The resource area distribution requires a student to gain a broad foundational understanding of approaches used in each resource area of the curriculum; courses satisfying the distribution requirement should be selected in consultation with academic advisors. A student combines course work from all three resource areas to design programs of study which are interdisciplinary and individualized.

The following cannot be used to satisfy the resource area requirement: independent studies, practica, tutorials (except for some music tutorials), group studies. While courses which are interdisciplinary by design have validity and purpose, they are distinctly not appropriate for the distribution requirement.

Transfer credits from other institutions may be used to fulfill resource area requirements. However, **only one** AD, HS or ES may be used in this manner. Approval of courses to fulfill resource area requirements from other institutions is handled by the Registrar in consultation with representative faculty and advisors; the student must provide the catalog descriptions of the courses to be used for this purpose.

Tutorials

Tutorials are faculty-initiated studies for one to five students which cover specialized material not available within the regular curriculum. They differ from independent studies and group studies in that faculty members, **not students**, are responsible for design and implementation.

Tutorials cannot be used to fulfill resource area requirements (with the exception of some music tutorials). With **prior** approval tutorials can, however, be used to fulfill HY, Writing or QR distribution requirements.

Tutorials are proposed in the following way:

1. A copy of the proposal should be sent to the relevant resource area for comments. All comments should be directed to the Chair of Academic Affairs.
2. A copy of the proposal should also be sent to Academic Affairs Committee or a sub-committee appointed by the Chair.

The Sub-committee will review and approve, reporting back to the full committee. If the sub-committee has questions they will contact the faculty member directly.

Group Study

The Group Study is a student-initiated, one-term project which provides an opportunity for collective pursuit of specific academic problems, topics, or issues **which are not offered in the regular curriculum**. A group study is intended to aid students in learning how to work cooperatively and effectively in a team. Key factors in the success of any student-designed study at COA are planning, goal-setting, and evaluation. The content of group studies ranges widely. Some groups work on "hands-on" projects which have tangible products. Some groups are more seminar-like, with the objective being the sharing of information among members. **Group studies are taken for credit/no credit only. First year students are not eligible. The group study administrator is required to submit an evaluation of each student to the registrar within three weeks after the end of the term. Participants decide how these evaluations will be done.**

The requirement that students describe these plans clearly in a proposal is intentional. In addition to review of the students planning, **Academic Affairs Committee reviews the students proposal for its content and relationship to the rest of the curriculum**. The deadlines for submission of group study proposals are published in the back of this catalog and online. A group study is approved in the term prior to when it will be done.

For a Group Study to be established the following requirements must be met:

A minimum group size of **five** active participants. At least three of the five should share responsibility for the design of the group study and the preparation of the proposal.

! The proposal should:

- contain a clear description of the educational goals and methods of the study
- identify the tangible products
- include a syllabus based upon a minimum of three hours of regularly scheduled meetings per week
- outline criteria for evaluation; be clear about what constitutes participation worth of credit. Examples of past studies include ethnomycology and physiology of MDI fungi, cooperative student housing, silk screening, and generation Kyoto: engaging in the UNFCCC COP12 Process.
- identify a faculty sponsor and any additional resource person
- identify a student administrator
- contain an itemized budget. Budget support is available from the College for expenditures such as travel and supplies necessary to the learning activity. The maximum award is \$600.

In general, approved Group Studies are open to all students (except first-year students) with a minimum of five and maximum of eight unless the academic goals of the study limit the enrollment. Principles of equal enrollment opportunity apply; a group study, once approved, becomes a curricular offering.

A student must be in good academic standing to enroll in a group study.

Approval procedure:

- * Proposals must be submitted by the published deadline to the Academic Dean with an itemized budget that includes expenses which are essential for the learning to take place.
- * The Group Study proposal cover sheet (available on the COA registration web page) must accompany all proposals.

At midterm, representatives of the group are required to make a progress report to Academic Dean. Students may not take two group studies in the same term and no more than two per academic year.

Independent Study

An independent study provides an opportunity for the student to design his or her own course. It is intended to be student-initiated and carried out under the supervision of faculty or community sponsors. An independent study is appropriate for advanced or specially focused work not offered in the regular course curriculum, for study in fields not offered by the College, or study requiring work off campus.

First-year students are not allowed to undertake an independent study. No more than two independent studies are permitted within one academic year (they cannot be banked). Transfer students are permitted to take two independent studies per year starting from the first year they enroll at COA. Every independent study must have an on-campus Project Director. An on-campus Sponsor is required if the independent study Project Director is an off-campus resource. In the event that the off-campus Project Director fails to generate a grade and written evaluation, the on-campus Sponsor is responsible for providing this information.

A student is not allowed to undertake an independent study if they are on Academic Probation or if a previous independent study is not complete. An independent study is considered incomplete until the proposal has been completed and the student's self-evaluation and description of the study have been submitted to the Registrar, along with the director's grade sheet and written evaluation.

A cover sheet needs to be submitted with the proposal. Proposals need to include educational goals, anticipated learning resources, assessment criteria, and an approximate time-table of events. A \$150 honorarium is available to off-campus project directors pending receipt of grade and evaluation of student's work. The cover sheet requires these signatures:

- * Student
- * Study Director -- COA faculty, staff or non-COA expert. Non-COA directors must submit credentials specific to the independent study (C.V. or resume) for review by the Registrar.
- * Faculty or Staff Sponsor (Required when the Director is a non-COA expert.)
- * Advisor
- * Academic Probation Officer

Auditing

Any student is allowed to audit one course during a term with the instructor's permission and with payment of the \$150 audit fee. *Auditing is entirely at the discretion of the instructor.* Instructors cannot accept auditors if they have had to turn away credit-seeking students. Appeal for conversion of "audit" to "credit" in a case in which the student has actually participated in a course as a full-credit student must be made to Review and Appeals Committee no later than the end of the fifth week of the term; this action does require payment of additional for-credit fees on the part of the student. Audits show on transcripts as AU.

Residency

A Residency is a three-credit, term-long, educational experience designed by an advanced student. In order to do a residency students must have earned at least eighteen COA credits. In addition, only two residencies may be used toward graduation requirements. Residencies offer students the opportunity to put together his or her own cohesive program of study in order to explore areas which may not be provided in either the content or structure of the regular academic curriculum. It may incorporate such diverse components as participation in courses, workshops or training programs, independent studies, volunteer work with individuals or organizations, development of particular skills, and research in academic topics and/or in the field.

Students should have a developed interest in an area that cannot be satisfied by the regular curriculum and have the motivation, work habits, and creativity necessary to pursue this interest

in an academically responsible manner. Students must have an excellent academic record and be in good standing to participate in a residency.

Students have used the Residency term to explore topics as diverse as women's health issues; the history of western thought; physical, cultural, and intellectual approaches to dance; and issues in psychology and the treatment of mental illness. A recent Residency used quilting as a theme to explore color theory, organic and chemical fabric dyeing, computer aided design, and three quilting cultures. A Residency allows a student to learn first hand the educational value inherent in interdisciplinary study.

A COA faculty member must be the primary director of a residency and have scheduled contact with the student throughout the term. This may be done by office visits (if the residency is local or on campus), via phone or by e-mail. Any outside director to the project will assist the primary director in completing final evaluations. Residencies are taken for credit/no credit only. While students are encouraged to only do one, a maximum of two can be allowed.

Students must submit a proposal to do a residency. The Residency Application form may be downloaded from the registration page on line or picked up at the Registrar's Office. The application for the residency must be submitted to the Review and Appeals Committee by the registration deadline for the term in which it is to occur. (See schedule of deadlines on the back cover of this catalog and online.) Students are advised to register for alternate classes in the event that their residency application is not approved. All residency applications will be approved or rejected by Review and Appeals before the end of the **term prior** to when the residency is to occur.

Writing Requirement

Writing Requirement: There are **two components** to the writing requirement:

(1) Writing Course: All students who enter COA with fewer than 9 COA credits must take one writing class or two writing-focused classes within their first five terms at COA. Writing courses are designated *W* in the catalog: writing-focused classes are designated *WF* and classes with a writing-focused option are designated *WFO*. Students who have scored a 4 or 5 on the AP English exam are exempted from this requirement. Students who receive a 6 or 7 on the IB A1H exam are exempted. The writing program director may also exempt entering students; these must be documented in writing.

(2) Writing Portfolio: The goal of the second phase of the writing requirement is to ensure that all students write at an advanced collegiate level. Students who begin here as first-year students, or with fewer than 9 credits, must submit a writing portfolio once they have **completed 15 COA credits**, or have been in **attendance for five terms**. Transfer students with 9 or more credits are required to submit a portfolio by the end of their third term of residence. Failure to meet this requirement may result in the student's not being allowed to register for the following term.

While students who transfer in more than 9 credits are exempt from the first year writing requirement, they are required to submit a portfolio during their third term of residence. The portfolio should be submitted to the Faculty Assistant at bcarter@coa.edu.

This portfolio, which is reviewed by the writing program director and another member of the team of faculty reviewers, should include:

- three essays written for courses, these essays should explain a concept or issue.
- one must demonstrate that you can analyze an issue or argue a position,
- one (that could be expository or argumentative) must be 8 pages.

These essays are reviewed to ensure that students meet the criteria specified in the writing rubric. These criteria include the ability to:

- write coherently
- organize a paper so that the writing moves logically from sentence to paragraph to whole paper
- write sentences that do not interfere with the author's intent or meaning and use sources consistently and appropriately

When students demonstrate that they can clearly explain and/or address an issue and formulate and support a coherent and logical argument without significant mechanical or grammatical errors, they will have met the second component of the writing requirement.

Students whose writing is flawed by minor mechanical errors or minor errors in documentation will be asked to work with a writing tutor until they have mastered the problem.

Students with more serious writing issues will meet with their advisor and the faculty reviewer and/or the writing program director to **collaboratively develop a plan to improve their writing**. The development and implementation of the plan should not only be supportive but should allow the student to achieve a higher level of writing competency. The written contract not only will articulate the specific goals that must be met but also may include, **but is not limited to**, the following: taking other writing or writing-focused courses, working on writing in other courses, or working on a regular basis in the writing center.

Human Ecology Essay

Human Ecology Essay: The Human Ecology Essay is a work of exposition, argumentation, extended description or narration and should be approximately 2000 words long. By choosing and developing a subject of personal or social significance, the student explores her or his perspective on Human Ecology. The Human Ecology Essay is not expected to be a paper done for a course, although it can evolve from such a paper or be produced in a writing class. The Human Ecology Essay must be clear, concise, and coherent. In some cases a student may choose to do a nonverbal "essay," or write a piece of fiction or poetry. If this is the case, the student must submit a 2-4 page essay explaining how the project reflects her or his notion of Human Ecology.

The student's advisor and one additional faculty member will serve as readers for the Human Ecology Essay. The second faculty reader will be chosen together by the student and the advisor. Both readers must be continuing faculty members. Both the readers must approve the essay in order for the essay to be considered approved. Usually a student's essay goes through several drafts and takes 3-6 weeks to be approved. Students are strongly encouraged to work with the Writing Center on their essays; their readers may require them to do so.

Students are strongly encouraged to begin work on their Human Ecology essay during the second half of their junior year. The initial draft will be due toward the beginning of the fall term of the student's senior year, and the final draft will be due in mid-February. The initial draft and the final draft must be submitted to the Faculty Assistant and the student's advisor whose role is to oversee the Human Ecology Essay process and ensure that deadlines are met.

Students who fail to meet Human Ecology Essay deadlines will jeopardize their ability to graduate or stand in June.

Community Service

All students at COA are required to complete **forty** hours of community service prior to their last term of enrollment. The College believes that community service provides valuable experience as well as personal and educational opportunities that complement a student's studies in Human Ecology. A student can satisfy the community service requirement through on-campus or off-campus volunteer work. On-campus service suggestions include committee membership,

planning campus-wide activities such as Earth Day, or volunteering at Beech Hill Farm. Off-campus service includes activities that strengthen the College's ties to the local community such as coaching local athletic teams, tutoring math in an after-school program, or volunteering at a nursing home. A combination of on-campus and off-campus experiences is encouraged.

Community service must be on a volunteer basis (not for pay or for credit) and consist of a minimum of **forty** hours in total. Most students have an excess of community-oriented work and ultimately need to decide which experience to use to fulfill the requirement. The Internship and Career Services Director is responsible for assessing the adequacy of the student's service. A one-page form with a description of the activity, length of involvement, and reflections must be completed and returned to the Internship Office prior to graduation. The required form is available on the college's website. In addition this office has resources for on and off campus community service opportunities.

Internship

The successful completion of one **ten-week, full-time** (forty hours per week) internship is an academic degree requirement. An internship is an off-campus supervised work experience in an area compatible with a student's career path and interests. The experience allows a student to apply his or her knowledge and skills in the job market, develop new skills, clarify future goals, and establish important career contacts. **Returning to a former employer, work site, or working with relatives is not considered an internship placement.** Interns are encouraged to take part in training, meetings, and workshops held at their work site. A student may choose whether to receive academic credits (three) or complete the internship requirement for non-credit. Both meet the requirement.

Prior to participation in an internship, **a student must submit a proposal, a current resume, and a letter of commitment from the internship sponsor/supervisor to the Internship Committee.** This is true for both the academic year and the summer. Registration, as with any course, is necessary for both credit and non-credit internships. Deadlines for internship proposals and reports are posted, printed in *The COA Yellow Pages*, and listed at the end of the catalog. A student must be in good academic standing and have no outstanding accounts in the Business Office to enroll for an internship.

A student with extensive work history prior to enrollment at COA may propose to fulfill the internship requirement with an essay about past work history. This fulfills the degree requirement but does not offer credit. A current resume and letter of reference must accompany internship documentation for consideration by the Internship Committee. Prior fulfillment documents must be submitted before the winter term of the junior year.

The internship cannot be the final enrollment. A student must spend at least one term enrolled (for at least one credit) on campus following the Internship and prior to graduation to integrate the internship with later academic experience. The following term may be the Senior Project.

The Internship Committee expects the student to take full responsibility for submitting all paperwork in a timely fashion just as he or she would in the world of work. **A final report is due 20 days into the first term of on campus enrollment following the internship.** The internship experience is incomplete until the final report is approved, the sponsor's evaluation has been received and the student completes a community presentation.

When the committee has approved the internship report, the Director of Internships and Career Services compiles a transcript evaluation including excerpts from the proposal report and the sponsor's evaluation. All internship paperwork is kept in the student's file in the Internship Office.

The Internship Office maintains an active file of organizations, alumni mentors, and job contacts to help students find internships that are appropriate to their career needs and interests. The

Director of Internships and Career Services is available to help students take advantage of the resources of the Internship Office and can give additional guidelines for proposing an internship.

Current guidelines for writing proposals, resumés, and reports are available in the Internship Office and on the college's website. Students are encouraged to meet with the Director of Internships and Career Services as soon as they begin to plan for their internship.

In certain instances students may be allowed to take a second three-credit internship. Students wishing to take a second for-credit internship must have strong support from their advisors, strong rationale for the need of a second internship, and **an approved proposal from the Internship Committee.**

Student Teaching may be used to fulfill the internship requirement. Students choosing this option must meet the standards set for both the Student Teaching Practicum and the internship.

Review and Appeals

The Review and Appeals Board (RAB), a subcommittee of Academic Affairs, considers student proposals for Senior Projects and residencies; petitions for exceptions to requirements; and unusual requests for credit. This subcommittee also receives and reviews appeals for reconsideration of any other decisions regarding a student's academic work, and assesses and evaluates fees related to the academic program.

Senior Project

The Senior Project is a three-credit independent effort required for the Human Ecology degree. It is a significant intellectual endeavor, experiment, research project, or original work which is intended to advance understanding in a particular academic area and bring together the skills and knowledge acquired during the student's college career. It is a major work at an advanced level, occupying at least a full term, earning three credits. This full-time commitment requires full tuition, no matter how many additional credits have been earned previously. The three credits of a Senior Project may be spread over two or more terms if the research requires more than ten weeks or if the student wishes to combine the Senior Project with course work in his or her final terms.

With the exception of the spring term just prior to graduation, Senior Project enrollment may be combined with course enrollment even if the total load is four credits. If a student wishes to conduct a Senior Project, in whole or in part, in the spring term **and** enroll for one or more classes, registering for more than three credits total, he or she must gain approval through an appeal to Review and Appeals Committee prior to the end of the Add/Drop period for the spring term.

Once a student registers for his/her Senior Project, they will have one year to complete it barring extensions. If at the end of that time period the project is not completed the student will be withdrawn from the institution. When a student re-enrolls to complete his/her project he/she must reapply through the Admission Office and pay all applicable admission fees and is charged a special one time only Senior Project registration fee. The project must be completed by the end of the term. If the student does not complete the project in the allotted time, the next enrollment will be at the full rate of three credits with a new proposal required.

A COA faculty member or a non-COA expert may serve as the Senior Project director. This person is responsible for the final evaluation and may or may not be the faculty member on a student's permanent advising team. In addition, resource persons outside the College may be used, and in certain cases a \$150 honorarium will be provided to them. Some approved Senior Projects take place primarily off campus; however, there is a requirement that a student must spend a term on campus following Internship and before graduation.

Review and Appeals Committee posts deadlines for submission of Senior Project proposals; the deadlines are listed on the back cover of this catalog and online. Students wishing to register for Senior Project credits MUST obtain a signature from one of the Co-Chairs of the Review and Appeals Committee on their registration form. In order to obtain a signature from a Chair of Review and Appeals, a student MUST have submitted a complete proposal to the committee for review.

The format for Senior Project proposals is as variable as the range of projects. Proposals should be readable by the general community and free of jargon. The relevance of the project within the context of a COA education should be clear. A completed proposal or intent form should be submitted to the Review and Appeals Committee before registering for Senior Project credits. Project Proposal cover sheets are available in the Registrar's Office and online with a checklist of required elements included.

The following elements are absolutely essential in a Senior Project proposal:

- * statements describing purpose, methodology, schedule for completion, criteria for evaluation, manner of final presentation, and the role of the project director;
- * detailed description of the way in which this project is a culmination of the student's work at COA, including academic background, career goals, and qualifications to do this work;
- * bibliography and/or other references which place the work in a theoretical context, demonstrating what will be new learning or original;
- * a cover sheet bearing signatures of the permanent advising team members and the project director, including the preliminary project title.

Note: Senior Projects without completed and approved proposals cannot receive credit, which may result in a student not being able to graduate.

The Senior Project must be submitted to the Library Archivist no later than the end of the ninth week of the spring term. Failure to meet this deadline will jeopardize the student's ability to graduate in June. Students are required to submit a description and self-evaluation electronically to the Registrar's Office; the Project Direct will submit an evaluation. Letter grades are not given for Senior Projects.

The student is responsible for submitting his/her project in a format approved by the Library Archivist, following the guidelines posted on the COA website. The copy is cataloged by the library and added to its permanent collection of Senior Projects for reference by future students.

Ethical Research Review Board (ERRB) – Research Involving Human Subjects

Research on human subjects is an integral part of human ecology at College of the Atlantic. The College's policy on human subjects research is intended to foster an environment that supports and encourages such research. In addition, the policy establishes mechanisms to assist those wishing to undertake human subjects research. College of the Atlantic has in place a set of procedures concerning research involving human subjects to ensure the physical and psychological safety of participants and to ensure that researchers follow appropriate ethical standards and comply with federal laws protecting research subjects. Research that will be reviewed includes faculty research, Senior Projects, and graduate theses. In addition a limited set of classroom projects, residencies, and independent studies may also require review, especially if they are disseminated publicly.

An Ethical Research Review Board (ERRB) will be appointed by the Academic Dean at the beginning of each academic year. The ERRB is charged with implementing this policy in a manner appropriate to the interdisciplinary nature of COA and consistent with federal law. The ERRB will provide researchers with materials and tools to determine if their project(s) fall under the category of human subject research. The ERRB will assist researchers wishing to undertake

research on human subjects develop strategies for meeting ethical and legal standards appropriate to their research.

Students and faculty must seek approval for their research from the ERRB when they initially propose their work. Student projects which do not gain approval may not be granted College credit or count as fulfilling graduation requirements. The application for approval, in the form of an ethical research review form and accompanying narrative, will be forwarded for review and approval to the chair of the ERRB who will convene to review proposals on a rolling basis. Researchers may appeal the ERRB's decision to the Academic Dean or her or his designee. The Dean's decision is final.

For further information or a full statement of the College's policy and details on the process of application and review contact the chair, Gray Cox.

ADVISING

When students arrive at College of the Atlantic they are assigned an initial academic advisor. The working relationship between student and advisor is very important because of the self-directed nature of study at the college. The freedom of students to plan individual programs carries with it the responsibility to develop coherent courses of study. The academic advisor serves as the primary resource for this planning process.

The advising relationship is critical to the success of students' academic programs and students are encouraged to change advisors as their academic interests and needs evolve. Change of Advisor forms may be found on the COA webpage.

The best advisors are those who share intellectual and educational interests with their advisees. It is hoped that through class contact and campus events, students will develop collegiality with one or more faculty or staff. It is from these connections that they will choose an advisor best suited to their educational and career pursuits.

The advisor serves as both professional mentor and guide as students work their way through their college careers. Advising meetings may take the form of discussing resource area requirements, considering further educational or career planning, or simply serving as a sounding board for a student's academic and personal concerns. Students are highly encouraged to meet with their advisors regularly.

As there is an atmosphere of collaboration at College of the Atlantic, students are encouraged to seek connections with other faculty, staff and students to broaden their advising experience. For questions or further information on the advising system, please contact the Academic Dean.

STUDENT RESPONSIBILITY

College of the Atlantic's advising system is set up to provide students with help and guidance in a number of areas. However, a student's education is ultimately her or his responsibility. In particular, it is the responsibility of all COA students to adhere to the requirements and deadlines published in the course catalog and other college materials.

Class Attendance

Students are expected to attend the first class meeting for any course in which they are enrolled. Students who do not attend on the first day of the class may be dropped from the course at the sole discretion of the instructor. Students may also be dropped if they enroll for a course without having met the published prerequisites. Students do not need the instructor's signature to drop a class during the drop-add period. However, students are asked to inform the instructor of their decision to drop, so that their seat in the class may be given to other students. College of the Atlantic does not have a college-wide policy concerning class attendance. However, individual faculty members may--and usually do--set attendance expectations for their classes. In the event that a class is missed, the responsibility for making up any missed work lies with the student, in negotiation with the faculty member.

Academic Integrity

By enrolling in an academic institution, a student is subscribing to common standards of academic honesty. Any cheating, plagiarism, falsifying or fabricating of data is a breach of such standards. A student must make it his or her responsibility to not use words or works of others without proper acknowledgment. Plagiarism is unacceptable and evidence of such activity is reported to the Academic Dean or their designee. Two violations of academic integrity are grounds for dismissal from the college. Students should request in-class discussions of such questions when complex issues of ethical scholarship arise.

Degree Progress

It is the student's responsibility to be aware of his or her status as a degree candidate, and to utilize his or her advisor to certify progress for graduation. To help make this certification clearer, the student should use their student portal to follow their academic progress.

Registration: Contracts and Signatures

When a student submits his or her course registration, he/she has made a commitment to those courses or other credit units. The student will owe tuition to match that registration, and the student's transcript will list the titles of those courses, whether or not credit is earned. Add/Drop forms must be filed by the deadlines set for each term in order to make changes to course registration. All financial obligations must be cleared (or loan payments made current) with the College before a student may register, receive a diploma or have a transcript sent. Lost library books are also considered financial obligations to the College."

Course/Faculty Evaluations

At the end of a course, Personnel and Academic Affairs Committees require course/faculty evaluations from each student enrolled. Course Evaluation forms ask questions regarding course organization, idea synthesis and clarity, class-teacher rapport, importance of the course to the COA curriculum, and recommendations for future classes. These forms are extremely important in evaluating teacher performance. They provide a written history of faculty work critical to accurate assessment of teaching success.

Course Evaluation forms are available either in paper format or online through the Student Portal by choice of the instructor. Paper forms should be submitted to the Office of Academic and Administrative Services. All evaluations are held until faculty evaluations of students are in, then they are passed to the Personnel Committee and the Academic Dean for use in continuing reviews of faculty work and in periodic reviews for contract renewal. Faculty members are expected to read course evaluations, but do not have access to them before writing evaluations of students.

Students with Disabilities

College of the Atlantic accommodates students with disabilities provided they submit documentation of the disability. In addition to meeting initially with the Academic Dean or their designee, students must check in with the Dean at the beginning of each term so that reasonable accommodations can be made for the student. COA does not provide assessment services for documentation of LD – all testing is done by outside evaluators at the student's expense.

RECORDS AND EVALUATIONS

Each unit of work completed at College of the Atlantic has a three-part evaluation consisting of a course description, instructor evaluation, and a student self-evaluation. Evaluations serve a dual purpose; they form an ongoing portfolio and permanent record for use by the student and advisors, and they comprise the narrative transcript that may be read in conjunction with applications to other schools and future employment. As a summary and synthesis of work over a period of years, the transcript is an effective way to show how courses and projects mesh into a coherent education of the student's own design.

Transcripts

An Official College of the Atlantic transcript can include either a single page that lists all of the course titles, credits attempted/earned, or a full transcript that also includes narrative evaluations and self-evaluations. The transcript may also indicate completion of non-credit requirements.

To order an official transcript for an educational institution or prospective employer, a student must submit a signed release form to the Registrar's Office (a signed letter of request or note is also acceptable). The request may be mailed to the Registrar, College of the Atlantic, 105 Eden Street, Bar Harbor, ME 04609, faxed to 207-288-2947, or scanned and emailed to the Registrar's office. It generally takes seven to ten work days to process a transcript request after receipt of the signed release/request. All requests for transcripts must be prepaid in full. Single page transcripts are \$5 for the first copy and \$2 for each additional copy; full transcripts are \$10 for the first copy and \$5 for each additional copy. Transcripts will not be released if the student has overdue bills in the Business Office and/or the library.

Evaluations and/or grades are available on student portals approximately three weeks after the end of a term. Students have access to their own files in the Registrar's Office during regular office hours. In keeping with policies under the *Family Educational Rights and Privacy Act* (below), the College requires the student's release, in writing, before opening educational records to third parties.

Privacy

The College's policies, consistent with the *Family Educational Rights and Privacy Act of 1974* (FERPA), are as follows:

This act is a Federal law which provides that academic institutions will maintain the confidentiality of student education records.

College of the Atlantic accords all the rights under the law to students who are declared independent. No one outside the College shall have access to nor will the institution disclose any information from students' records without the written consent of students, except to persons or organizations providing student financial aid, to accrediting agencies carrying out their accreditation function, to persons in compliance with a judicial order, and to persons in an emergency in order to protect the health or safety of students or other persons. All these exceptions are permitted under the Act.

College of the Atlantic also requests, beyond the requirements of law, that all students, whether or not declared independent, give their written consent in the sending of evaluations and transcripts to parents and to officials of other institutions in which students seek to enroll. Within the COA community, only those members, individually or collectively, acting in the students' educational interest are allowed access to student educational records. These include personnel in the Financial Aid, Business, Admission, Student Life, Internship and Registrar's Offices, Academic Deans, advisors, and faculty, within the limitations of their need to know.

At its discretion, the College may provide Directory Information in accordance with the provisions of the Act to include: student name, address, phone number, date and place of birth, major field of study, dates of attendance, degrees and awards received, the most recent previous educational institution attended and participation in officially recognized activities and sports. Students may withhold Directory Information by notifying the Registrar in writing within two weeks after the first day of an academic term. Requests for non-disclosure will be honored until the end of an academic year; authorization to withhold Directory Information must therefore be filed annually.

The law provides students with the right to inspect and review information contained in their education records, to challenge the contents of their records, to have a hearing if the outcome of the challenge is unsatisfactory, and to submit explanatory statements for inclusion in their files if they feel the decisions of the hearing panels are unacceptable. COA students have unrestricted

access to their own records; they may have copies made of their records at their own expense, with certain exceptions (in cases of delinquent tuition payment, or copies of transcripts from previously attended institutions).

Education records do not include employment records, alumni records, student health records, or records of instructional, administrative, and other personnel which are the sole possession of the maker and are not accessible or revealed to any individual except a temporary substitute. Health records, however, may be reviewed by physicians of the student's choosing.

Students who believe that their education records contain information that is inaccurate or misleading, or otherwise in violation of their privacy or other rights, may discuss their problems informally with the Registrar and/or the faculty member involved. If the decisions are in agreement with the student's request, the appropriate records will be amended. If not, students will be informed by the Registrar of their right to a formal hearing. Student requests for a formal hearing must be made to the Review and Appeals Committee, which will inform students of the date, place, and time of the hearing.

Instructor Evaluations

The first part of an evaluation is written by the instructor (or by group study members or, for an independent study, by the student) and is an objective description of the course work and criteria used for evaluation. The second part is also written by the instructor and addresses the student's performance in light of the stated criteria. The narrative evaluation is an opportunity for the instructor to discuss a student's work in a way that cannot be communicated through a letter grade alone.

Student grade options are credit/no credit or letter grades. For some courses (Independent Studies, Residencies, Internships and Final Project), letter grades are not an option; the instructor may also choose to opt only for credit/no credit. Request for a credit/no credit grade must be made in writing on the add/drop form no later than the Add/Drop deadline. Grade options may not be changed retroactively. The grading option to be selected should be discussed thoroughly with advisors and faculty.

The COA faculty follow the following grading definitions:

For determining credit/no credit the following criteria are used.

Credit: Satisfactory completion of the requirements as stated in the course description. The quality of the work may range from an excellent to an average comprehension of course material. **Equivalent to C or above in letter grade system.**

No Credit: Failure to complete the requirements as stated in the course description or to demonstrate satisfactory comprehension of the course material. A final status of "No Credit" means that work was not sufficient for credit and/or that it is too late for credit to be considered.

For letter grades the following criteria is used.

- A: Excellent;** outstanding or superior insight extending beyond the normal requirements for the course; exceeding expectations; completion of all required work ;
- B: Good;** conversant in all course topics; completion of all course work;
- C: Satisfactory;** comprehension of the material and completion of basic requirements;
- D: Completion of minimal requirements and demonstration of minimal competence;** academic credit is awarded;

- F: Failure to complete minimal requirements or to demonstrate comprehension of key course topics;** recorded as a “No Credit” for those not opting for letter grades.

GPA

COA does not provide/calculate GPAs for its students. However, upon special request, the Registrar will calculate an official GPA and include it in a separate letter that also states the number of courses from which the GPA is calculated.

Student Self-Evaluations

The third part of the evaluation is the student's self-evaluation. While optional for most courses other than Independent Studies, Residences and Senior Projects, the self-evaluation is an important component of the narrative transcript. It provides an opportunity to record the student's assessment of the progress of his or her education and provides valuable insights to the reader about the student's performance in classes beyond what is conveyed by a letter grade.

Instructions and are distributed by the Registrar at the end of each term and are available on the Student Portal. Self-evaluations may be submitted for up to two weeks following the end of the term and are posted after faculty have submitted their grades and evaluations.

Late self-evaluations are not accepted since they must remain independent of faculty evaluations.

Mid-Term Evaluations

An in-class mid-term evaluation is done in every course and although this does not become part of a student's permanent academic record, it is an important means of student-teacher evaluation. Ideally, the mid-term evaluation is a class wide discussion of the students' performance, class expectations, and suggested enhancements for the remainder of the term. If students are under performing at this point in the term their academic advisor and the Academic Dean or their designee are notified.

Incomplete Work

Completing assigned work for classes in a timely manner is a necessary part of education just as effective time management is a necessary skill in the world beyond COA. If a student encounters difficulty completing work by the specified deadline, s/he should speak with her/his instructor and/or advisor to seek assistance. Similarly, if an instructor finds that a student repeatedly turns assignments in late or not at all, s/he should speak with the student to determine how to help the student complete work necessary for learning and academic credit.

If a student has not completed all of the work necessary to meet the requirements of a course by the end of the term, the student must either complete a written extension request (form available in Registrar's Office and online) or be evaluated on the merit of work completed. A student who falls behind in their work should speak to the instructor(s) as soon as possible to determine if an extension may be approved. It is the student's responsibility to request an extension and submit the form.

When the faculty member has received a completed extension form, one of two conditions will apply. The faculty member may:

1. Deny the request and evaluate the student on the merit of work completed; **OR**
2. Grant an extension up to the end of the fourth week of the following term. The extension may be lengthened beyond the end of the fourth week at the faculty member's and Academic Probation Officer's discretion. Any extenuating circumstances requiring extensions beyond this deadline should be determined jointly by the student, faculty member, and Academic Probation Officer since such extensions impact grading, financial aid and billing.

If by the contracted extension deadline the work still is not complete and there is no further extension, the faculty member will evaluate the student based on work completed to date. If the

faculty member does not assign a grade or credit, the extension will revert to a failing grade or no credit. Students must file signed extension contracts with the Registrar's Office (due three weeks after the end of the term).

Note: Seniors requesting extensions in their final term will jeopardize their ability to graduate as planned.

ACADEMIC STANDING

A COA student's progress toward the degree is measured in credit units; to be considered in good standing a student must be earning credits in satisfactory proportion to the number attempted. To be considered in good standing a student cannot be on Academic Probation status for consecutive terms.

Each COA course is worth one credit, though amounts of commitment and effort required may vary. With permission of an advisor, students other than first-term registrants may register for a maximum of four credits in a term.

Satisfactory Academic Progress

Normal or satisfactory progress toward the degree is made through the equivalent of four full-time years of study, or nine COA credits per year. The student must be aware of this definition of full-time for various purposes of eligibility for financial aid and student loans, especially from sources such as VA benefits: full-time enrollment is three credits per term and nine per year. The College recognizes many good reasons for graduation timetables that differ from a traditional four-year program; it is a student's responsibility to discuss his or her program with advisors and to be aware of financial aid implications.

Financial aid implications include the potential loss of all aid if the student does not maintain Satisfactory Academic Progress (SAP). Generally, this means the student must maintain the equivalent of a "C" average or GPA of 2.0 or higher (some exceptions may apply). If a student loses aid due to failure to maintain SAP, he or she must reestablish SAP before aid can recommence, assuming the student is otherwise eligible. The full SAP policy can be found on the COA website and in the Office of Financial Aid

Because credit (CR) issued for any courses taken as P/F versus a grade is treated, for financial aid purposes, as the equivalent of a "C" or 2.0 GPA. Students should be aware of the implications of this and the potential impact on their overall GPA at any given time.

Academic Probation

Any student who gets a D, F, or an NC (fails to receive credit in a class taken credit/no-credit) in a given term is automatically placed on Academic Probation. Similarly a student who has two or more outstanding EX's (extensions) at the beginning of a term is also placed on Academic Probation. Students on Academic Probation are notified in writing (as are their advisors) and the students must attend a mandatory meeting with the Academic Probation Officer within the first three weeks of the subsequent term. Such meetings are used to identify and address the issues causing the student to get probationary status and

to ensure successful future terms. Although Academic Probation is a serious issue, the tenor of this meeting is to be constructive and supportive, and not punitive.

In order to be removed from Academic Probation, the student must pass all of her or his classes in the subsequent term with grades of C- or higher and receive no new extensions. Students on Academic Probation are not considered in good academic standing. Students on Academic Probation are not eligible for independent studies, residences, or Ecoleague or other consortium exchanges. If a student remains on Academic Probation for a second consecutive term, the student will have an Academic Contract created for them. Academic Contracts are individually constructed and have carefully defined outcomes targeted to enhance the student's success.

Example contract conditions may include but are not limited to:

- Reduced course load for the subsequent term
- Mandatory attendance at Study Skills group
- Mandatory check-in meetings with advisors/teachers/counselors
- Required work with a writing tutor
- Requirements that students turn in no late work and/or miss no classes.

Included in the Academic Contract will be clearly spelled out consequences for failing to meet the terms of the Contract. International students and the Academic Probation Officer should be attentive to the consequences academic probation has for maintaining F-1 student status and for eligibility to remain in the United States.

Students on Academic Probation for a third consecutive term, or students accumulating a total of five terms of Academic Probation, will be suspended from the college for one academic year.

The Academic Probation Officer is appointed by the Academic Dean. The Academic Probation Officer has discretion to interpret the above procedures flexibly so as to support student success while maintaining high academic standards. Decisions made by the Academic Probation Officer may be appealed to the Academic Dean or her or his designee, whose decision is then final.

Transfer Credit

A student can transfer a maximum of eighteen credits to COA, the equivalent of sixty semester credit hours or ninety quarter hours in systems commonly used at other institutions. One COA credit is equivalent to three and one-third semester hours or five quarter hours. Satisfactory (grade of "C" or above) work at another accredited institution is transferred on this equivalency basis. Except for students receiving VA benefits, COA degree candidates may elect not to use transfer credit toward the degree even though all work from previous institutions must be submitted during the admission process. **Transfer credits must be authorized by the student before the Registrar can apply them to the student's transcript. Once transfer credit has been applied to a student's COA record, it cannot be removed.**

A student transferring in eighteen credits is encouraged to begin planning for the completion of degree requirements and to select an advising team as soon as possible. New transfer students should first make sure that the Registrar's Office has received **final** transcripts of all previous college course work; students are often accepted for admission before the final transcript of previous work is available, and students must send for an update to ensure that all transfer credits are applied.

A COA student planning to take a course or a term of work as a visiting student at another college is advised to get approval **in advance** from the Registrar of its acceptability for credit. Credit is rarely granted for work done at non-accredited institutions. Proposed study of this type must be evaluated and approved for transferability in advance by Review and Appeals Committee.

Credit by Exam or Military Experience

A maximum of one year of advanced standing may be given for credit by examination or military experience. AP, International Baccalaureate and other successful examinations may serve as prerequisites for COA courses.

Advanced Placement Exams

Scores of 4 or 5 on AP exams are acceptable for transfer. College credit earned while concurrently enrolled in secondary school is also limited to nine COA credits in transfer, the equivalent of one year. A minimum of nine credit hours of college credit must be

earned at College of the Atlantic before AP credit may be applied to the permanent record. Credit earned through AP will not be given grades.

International Baccalaureate

COA credit will be granted for scores of 5 or above on both the standard and higher level courses. Higher level courses will be awarded 2 credits whereas standard level courses will only receive 1. A full year's credit will be awarded for a score of 34 or higher on the comprehensive exam. A minimum of nine credit hours of college credit must be earned at College of the Atlantic before IB credit may be applied to the permanent record. Credit earned through IB will not be given grades.

DANTES

DANTES passing exam scores are eligible for credit under the American Council on Education recommendations. Requests for credit are handled on a case by case basis. Contact the Registrar's Office for more information.

MILITARY TRAINING EXPERIENCE

Military training experience may be acceptable for credit under the American Council on Education guidelines. As with DANTES, credit requests are handled on a case by case basis. Contact the Registrar's Office for more information.

Official scores and transcripts must be mailed directly to the COA Registrar's Office. Advanced standing credit earned while in high school is held in reserve and may not be recorded on the student's record until the beginning of the student's second year. A student has the opportunity any time after their first year to request the addition of these credits to their transcript. The amount of credit transferred affects the long term eligibility for Federal financial aid funds and speed of progress toward graduation; a student is strongly advised to discuss his or her individual situation and timetable with academic and financial advisors.

Graduation and Senior Year

Students should submit Intent to Graduate forms in the winter term prior to the academic year in which they intend to graduate. There are a number of important deadlines that fall during students' senior year---e.g., the Human Ecology Essay, the Final Project, and the certification of graduation requirements form. It is the student's responsibility to adhere to all published deadlines, even in the event that the student is away from campus.

In some cases students may "stand" at graduation even if they have not completed all graduation requirements. Students who stand may participate in all graduation ceremonies and celebrations, but will not receive a diploma nor be considered a graduate of the college until all graduation requirements are met. Students may participate in only one graduation ceremony.

Students who wish to stand must submit a completed Standing Contract form to the Academic Dean for the privilege to do so. This contract must include a detailed plan, with clear deadlines, for completing all degree requirements.

A student may stand only if he or she has three or less COA credits remaining. If these credits are for the Final Project, the student must have their Final Project proposal fully approved at the time he or she petitions to stand. Except in extremely unusual circumstances, students may not stand if they have not completed their Human Ecology Essay.

The Dean will decide on this request, in consultation with the student and her or his advisor(s). The Dean's decision is final. If the Standing Contract is accepted, the student is required to submit a \$500 deposit, which is returned in full to the student upon completion of all work/graduation.

Leave of Absence

A student may request a leave of absence for up to one calendar year or three consecutive terms. Forms for this purpose are available in the Registrar's Office and online. Approval depends upon justification of the leave in the context of the student's overall academic plan. The expected duration of the leave must be stated at the time that the form is submitted. Failure to file a request for leave by the end of Add/Drop period for any given term results in automatic withdrawal from the College. Under extraordinary circumstances, a student may request an extended medical or family leave.

A student who has either formally withdrawn from the College or lost matriculant status as stated above, but desires to return to the College, must complete a short re-application form available from the Admission Office to be reconsidered as a candidate for matriculation.

For purposes of repayment of student loans, a student is considered to be withdrawn as of the end of the last term of enrollment, even though he or she is on an approved leave of absence. For COA purposes, the student can continue as a "degree candidate not enrolled." For loan purposes, however, a student is either a registered, tuition-paying student or not. This rule applies to students away on non-credit internships and to seniors whose last enrollment (usually the Senior Project) takes place in a term earlier than spring term prior to graduation.

A student who elects to take a leave of absence with pending incomplete or unsatisfactory work may expect to meet with the Academic Probation Officer upon return.

Medical Leave

College of the Atlantic strives to maintain an environment that supports intellectual well-being and academic excellence. Nevertheless, unexpected circumstances can and do occur that affect a student's ability to succeed in COA's rigorous intellectual climate. The following policy is intended to facilitate a student's necessary departure from and subsequent re-entry into the college.

A medical leave of absence is available for students who have medical or psychiatric conditions that severely limit their ability to perform academic work. Students who need this type of leave of absence must meet with the Associate Dean of Student Life and the Academic Dean. All medical leaves must have the written recommendation of a physician or mental health professional. Medical leaves are usually granted for up to three terms.

Students who take a medical leave during a term will earn no academic credit for the term and their class enrollments will show a grade of *W* (Withdrawn). They will be refunded for tuition and room as dictated by the Refund Policy detailed in this catalog. During the time of the leave, students must actively engage in appropriate treatment as recommended by their physician or therapist.

Return and re-enrollment from a medical leave or absence are contingent on a written assessment by a physician or therapist that is evaluated by the Associate Dean of Student Life in consultation with on-campus health services staff. The Associate Dean of Student Life will then establish a re-entry plan (e.g. referral to a local specialist, ongoing treatment plan) as necessary with the returning student to ensure that she/he is fully aware of the resources available to support them. The Academic Dean will meet with the student to review an appropriate academic course load upon their return to the college.

In the event that a student's continuation at the College poses a significant risk to the well-being of that student or to others in the community, the Associate Dean of Student Life can place a student on involuntary medical leave. The student may appeal this decision (in writing) to the President of the College within five working days.

ADDITIONAL PROGRAMS

Educational Studies

The Educational Studies Program at College of the Atlantic prepares students for teaching in a variety of educational settings. Students may obtain Maine State teacher certification through our professional certification program or they may choose to specialize in non-traditional, field-based and/or outreach education. The program is highly selective, providing qualified students with a rich range of pedagogical opportunities and intellectual resources. Students are challenged to translate the environmental and social themes that form the basis of their education at College of the Atlantic into effective and exciting educational experiences for others. The Educational Studies Program seeks to expand students' understandings of the professional possibilities in public and private schools as well as informal educational settings.

The interactive and interdisciplinary nature of education at College of the Atlantic serves as a model for the kind of education our students hope to create as teachers. Many graduates are teachers in public and private schools; others have chosen careers as outdoor educators, interpretive naturalists and environmental educators. A recent survey revealed that nearly 25% of all College of the Atlantic graduates are working as educators.

Teacher Certification

COA has been granted the authority by the state of Maine to award teaching certification to its successful program graduates. This certification, which is reciprocal in forty-two other states, is available in the following areas: Elementary Education (grades K-8); and Secondary Certification (grades 7-12) in Life Science, Social Studies, and English Language Arts. Students electing to pursue professional teacher certification may either do this as an internship or may take three additional credits beyond the COA graduation requirement. COA has an excellent working partnership with the local public and private schools. This relationship affords our students the opportunity to practice what they learn by getting them abundant "hands-on" experiences in classrooms, after school programs, museums, alternative educational settings, and summer camps.

The program standards are set by the State Board of Education and are interpreted by COA's Educational Studies Committee. Courses satisfying the components are coded *ED* in the course description section in this catalog. For further information and a complete list of program requirements see the Director of the Educational Studies Program or visit the COA website.

Eco League

The Eco League is a consortium of five colleges and universities that share similar missions and value systems based on environmental responsibility, social change and educating students to build a sustainable future. The Eco League consists of small liberal arts institutions with strong environmental science, marine biology, outdoor studies, education and other academic programs. These colleges all stress experiential education so that students are prepared to take on real world challenges when they graduate. Eco League partners are Prescott College, Alaska Pacific University, Green Mountain College, Northland College and College of the Atlantic.

How the Eco League Works:

1. Eco League exchanges are open to students studying any academic area.
2. Students must have completed 9 COA credits to be considered.
3. COA students may spend up to two non-consecutive semesters at the host Eco League institution during their sophomore and junior years.
4. Students continue to pay full-time tuition to their home institution. Lab, course fees and room and board are paid to the institution the student is visiting. Additional costs for special programs and travel costs are covered by the student.
5. Credits earned at Eco League institutions are accepted at the home institution as COA credits (not transfer credits).

6. Students must fill out an "Intent to Participate" form available from the Registrar's Office, and once approved, the Participation/Registration Form.
7. Students are expected to return to their home institution upon completion of the Eco League semester(s).
8. See the Internship, Registrar's, or Dean's offices for more details.

NOLS (National Outdoor Leadership School)

College of the Atlantic has an Affiliation Agreement with the National Outdoor Leadership School (NOLS), whereby COA students may receive COA credit for semester programs offered by NOLS. NOLS courses include field studies and practice of wilderness expedition skills, leadership, group dynamics, safety and judgment development, and an introduction to environmental studies and ethics. Credit value depends on the length of the NOLS course and can range from a minimum of two weeks to a full semester program (variable up to 4.8 credits). Students must have completed a minimum of three terms at COA and be in good academic and social standing to apply. Students apply directly to NOLS, and pay NOLS fees. Students must submit a signed Consortium Agreement form to the Registrar's Office prior to the NOLS course, and are charged an administrative fee (\$250 per COA credit) to process the credits.

SALT Institute

College of the Atlantic has a Consortium Agreement with the Salt Institute for Documentary Studies, whereby students may receive COA credit for 15-week semester programs in writing, radio or photography offered by SALT. Students must have completed a minimum of three terms at COA and be in good academic and social standing to apply. Students apply directly to SALT, and pay tuition and fees to SALT. Enrollment is limited to a maximum of one semester worth of credit (equivalent to 4.8 COA credits). Students must submit a signed Consortium Agreement form to the Registrar's Office prior to applying, and are charged an administrative fee (\$250 per COA credit) to process the credits.

Olin College of Engineering

The Olin College of Engineering, (<http://www.olin.edu>) is a small, innovative engineering school in Needham, Massachusetts. Their curriculum emphasizes teamwork, interdisciplinary design, communications skills, and business and entrepreneurship. A limited number of qualified COA students may attend Olin for up to one year as a visiting student. Students interested in pursuing this opportunity should contact Professor David Feldman, who is COA's liaison to Olin College.

University of Maine

Any degree-seeking undergraduate student enrolled at College of the Atlantic (COA) or The University of Maine at Orono (UM) is eligible to participate in a cooperative exchange between COA and UM, after completing two (2) terms as a full time student as defined by their home institution. College of the Atlantic students may enroll for coursework at The University of Maine at Orono and UM students may enroll for coursework at College of the Atlantic. This exchange is contingent on a space available basis. (See Registrar for more information)

Graduate Program

Beginning in 1990 COA has offered the Master of Philosophy in Human Ecology degree. This program is intended both for COA graduates who want to extend the type of work begun as undergraduates and for students from elsewhere who want to add a human ecological focus to their research. The M. Phil. is designed as a two-year program, the first year involving nine credits of course work (from upper level courses in the integrated curriculum) and a second year for nine credits of thesis research. The Graduate Committee, composed of a faculty representative from each resource area and the Associate Dean for Advanced Studies, is responsible for administering the M. Phil. program; the committee is advisory to the Associate Dean, who reports to the President and Academic Dean. Any graduate student requesting a waiver or variance of any graduate degree requirements must submit a petition in writing to the Graduate Committee, which will discuss the matter as needed with Academic Affairs Committee.

Enrollment: Students are expected to enroll full-time in each term of their first year of graduate study, during which most or all of the nine required graduate course credits are to be completed. In second or subsequent years, students are encouraged to maintain full-time status and study on campus until graduation, but may petition their Thesis Committee and the Associate Dean for Advanced Studies for formal approval of part-time enrollment or leaves of absence in a given term. All degree requirements must be completed within four years of first enrollment in the M. Phil. program. Newly admitted graduate students may begin their enrollment in any academic term.

Thesis Committee: Upon arrival at COA, each graduate student establishes a Thesis Committee composed of a Chair, someone keenly interested in the student's research topic, plus one or two other COA faculty members, and an optional outside practitioner or expert in the student's field of inquiry. Working with the Thesis Committee, the student designs his or her program, including a nine-credit thesis project and nine course credits relevant to the thesis. During the thesis year, a faculty member from the Graduate Committee may join the Thesis Committee to serve as a reader and to advise regarding general policy matters. Graduate students are expected to schedule meetings of their committee as a group at least once a term. Following this meeting the chair of the committee will report progress towards the degree to the Associate Dean.

Plan of Study and Thesis Proposal: Graduate students are required to turn in a Plan of Study at the end of their first term of enrollment. A thesis proposal that draws on the strengths of COA's faculty and fits the human ecological mission of the College is due at the end of the third term. Individualized graduate programs should combine several academic disciplines, have a strong field or applied component, or broaden current research in Human Ecology.

Graduate Courses: Graduate course credits may come from intermediate or advanced level courses or tutorials. Expectations for Graduate course credit are arranged in discussion between each graduate student and the faculty member teaching a course. It is the responsibility of each graduate student to initiate these discussions at the beginning of each term. Graduate credit cannot be given for introductory level courses, group studies, courses in which the student does not receive the equivalent of a 'B-' or better, or courses which are not completed within an academic year. If a graduate student takes a course credit/no credit, the student must attain the equivalent of grade 'B-' or better to receive credit.

Transfer Credits: Graduate students may transfer up to three COA course credits from prior academic work, subject to approval by the Thesis Committee and Associate Dean for Advanced Studies. Such course credits must be upper level courses relevant to the student's plan of study at COA, earned within one calendar year prior to first enrollment in the M. Phil. program, and from academic work above and beyond any courses that were a part of the student's undergraduate program.

Thesis Credits: During those terms in which thesis credits are taken, students are encouraged to be in residence on campus and to meet with the chair of the Thesis Committee frequently for discussion, direction, and advice. They should meet with other members of their Committee individually at least twice a term. The nine requisite thesis credits are not graded, but each is assessed as "satisfactory" or "unsatisfactory" by the chair of the Thesis Committee and reported to the Registrar. Students are expected to submit a proposed plan of study for thesis credits at the beginning of each term where such credits are to be taken. This plan will indicate the intended focus for that term (Literature review, writing thesis sections, field, lab or studio work, etc.). At the end of each term where thesis credits are to be awarded the student will submit a short summary of what they have accomplished.

The Thesis: A thesis, required of all graduate students, investigates a specific area with rigor, allowing the student to gain and demonstrate expertise in a particular topic and make an original contribution to the field. The thesis is judged on rigor, relevance and results. The thesis must have an interdisciplinary component; sections of a thesis may be rather specialized but at least part of it

must be accessible to a general audience. The College welcomes theses that take non-traditional forms, depending on the student's field and audience. Each thesis must be carefully documented and demonstrate a high standard of scholarship. The form and structure of the thesis is to be shaped by consideration and knowledge of similar theses in a student's field, by the structure and design of the project, and suggestions of the thesis committee. A thesis of traditional form includes: a title page (with signatures), acknowledgments, a table of contents, a list of figures, an abstract, the body of the thesis, a bibliography, end notes, and appendices. Three copies of the final version of the thesis, each on thesis bond paper, must be submitted (bound or unbound) to the Graduate Committee prior to graduation. Note: See Ingrid Hill for information on formatting copies for the COA archives, due at the end of week 9.

Students who need longer than the current 9 credits of graduate research required for graduation will need to enroll each additional term for "Graduate Research Continuance", course number IN018. This course carries zero credits and a (current) \$165 fee per term (comprising student health and activity fees.)

Thesis Presentation: Each graduate student will arrange a public presentation of their thesis a minimum of two weeks prior to the expected date of graduation. All thesis committee members are expected to attend this presentation, and the student will be examined on the form and content of the thesis.

Graduate Seminar: A Graduate Seminar is scheduled periodically to provide a forum for discussing issues in Human Ecology, sharing research skills, critiquing each other's work, and fostering scholarship and identity among graduate students. Participants in the Graduate Seminar include all graduate students and representatives of the Graduate Committee; thesis advisors and any other interested community members are invited to attend.

REGISTRATION AND FEES

Registration

Registration for an academic term takes place in a period midway through the preceding term. Students have about one week to review course descriptions and then register online through their student portal.

Returning students registering for classes after the registration deadline will be assessed a \$100 late registration fee. If this "late registration" happens after the payment due date, the student will have one business day to settle his/her account with the Business Office. Failure to settle the account will result in an additional \$100 late payment fee.

A student must have paid or made arrangements to pay all tuition and fees by the statement due date. The College accepts payment plans with outside agencies, however these plans must be in place, approved and current by the statement due date. If previous payment plans were delinquent in the past, COA reserves the right to refuse the establishment of a new payment plan.

Add/Drop

A student may make registration changes through the first week of the term by submitting an Add/Drop form to the Registrar's Office. After the Add/Drop period has ended, the student current registration can be viewed on their portal. If the student feels that an error has been made on the schedule, he or she should notify a staff member in the Registrar's Office immediately.

A student may withdraw from a class by the end of week four by submitting an add/drop form specifying the request for withdrawal. A grade of "W" (Withdrawal) will appear on the student's transcript. A student wishing to withdraw **after** the fifth week, may only do so with written consent from the course instructor and approval by an Academic Dean.

Add/Drop forms not affecting the total credits for the term that are returned to the Registrar's Office after the Add/Drop deadline will be assessed either a \$100 late fee or ten hours of penalty community service; appeals may be granted for extenuating circumstances. Such appeals will be reviewed by the Review and Appeals Committee.

Special Students and Auditors

The College allows the registration of special students. Persons desiring undergraduate credit may enroll as special students if they meet the pre-requisites of the desired courses and have the permission of the instructor. Long-term residents of Hancock and Washington counties (as determined by the Admission Office) may enroll for a limited number of courses, on a space-available basis, at a special low tuition rate. Hancock/Washington county status must be determined by the Admissions Office prior to registration to be eligible for this special rate. Other special students pay regular full tuition rates. The number of Hancock County courses taken is restricted to three per year. Only three Hancock County classes may apply toward matriculation. Special students are expected to pay at the time of registration. Lab and activity fees apply. More information on policies and procedures for special students is available in the Registrar's and Admission Offices.

Any person from the Bar Harbor community may audit a COA course with permission of the instructor and payment of \$150 plus any applicable lab fees, providing that no COA matriculant will be displaced. Auditing is limited to one course per term. No refunds will be given for audited courses. All fees are due the date of registration.

Tuition

All fees are billed in July, November, and March, and must be paid by the specified due date.

The total annual undergraduate tuition for 2011 - 2012 is \$35,532, Tuition is charged at a flat rate of \$3,948 per credit or \$11,844 per term for full-time enrollment (plus housing/dining charges and other fees). An additional fourth credit or less than full-time enrollment is calculated accordingly. Costs for one year at COA, including tuition, housing, food, books and materials, and miscellaneous expenses, may be estimated at \$46,563.

Summer enrollment is considered the first term of the next academic year.

The fee for Internship for credit, regardless of the length of the work period, is \$11,844; Internship is a full-time enrollment earning three COA credits. **Senior Projects** are worth three academic credits and therefore are charged at the full tuition rate.

COA alumni enrolling for **student teaching** after graduation will pay for three credits at the Hancock County rate. **Non-matriculating students wishing to complete student teaching** at COA will be charged for three credits – Hancock/Washington County Discount may apply if the student meets the criteria.

Members of COA staff families receive tuition reduction per defined policy guidelines, but pay applicable community resource fees.

Full-time **graduate tuition** rates are \$7,896 per term. Additional associated fees and penalties apply as outlined for undergraduates.

If a non-credit class or internship from a prior academic year is changed to credit, the costs of that credit will be at the current year's rates.

Payment of Bills

Students must have either paid or made arrangements to pay all tuition and fees by the payment due dates. A Late Payment Fee of \$100 will be assessed on overdue accounts. A student will be un-enrolled from classes if the account is unpaid by the payment due date. Once the account has been paid the student may re-enroll in available classes. There will be a re-enrollment fee of \$100.

Fall: August 15, 2011

Winter: December 7, 2011

Spring: March 19, 2012

Summer '12: July 16, 2012

COA accepts payment plans with an outside agency, however, the approved plan must be in place and remain current. If payment or arrangements to pay have not been made by the due date, there will be a \$100 late payment fee. Additionally, dorm room access and meal cards will not be available to the student until the bill is satisfied in full. The College is usually able to assist students and/or their parents in working out a payment plan. College of the Atlantic accepts MasterCard and Visa for bill payments up to \$2000 a term. In the event that a check is returned to College of the Atlantic for insufficient funds, the student account will be charged a \$30 service fee. Bills for special term enrollment (i.e. Yucatan), where the student starts the term before the regular COA term begins, will be due before the student leaves for the program.

Housing and Dining

The fee for a room in COA housing is \$5670 per year. There is a non-refundable \$150 security deposit charged to all students living in housing. The full meal plan is \$3150 per year (all **first time, first year** students living in COA housing are on the full meal plan). For those students living off campus and not opting to be on the full meal plan, there are three additional meal plan options: 10 meals/week for \$2400, 5 meals/week for \$1350, and a \$100 declining balance card. All meal cards must be used between the beginning of fall term and the end of spring term.

Student Activities Fee

A \$88 student activities fee is charged each term for every enrolled student, whether the student is on campus or not. These fees fund a budget administered by the Student Activities Committee.

Health Fee

A \$89 per term health fee is charged all degree candidates. This pays for on-campus medical services. Please refer to the Student Handbook and Academic Planner for details.

Lab Fees

Laboratory fees are charged by the term for courses in which expendable materials are used and/or field trips are required. These fees usually range from \$10 to \$50, but may be higher depending on the nature of the class (i.e. lab and art classes have more consumables). Amounts may or may not be known in time for catalog printing, but will be listed on registration materials and billed with tuition. Lab Fees are not subject to refund after the Add/Drop period.

Credit Balance Returns

In the event a student's bill has been overpaid, a Credit Balance Return (CBR) will be handled in the following manner: 1) The student may complete a payment voucher and return it to the Business Office for payment; or 2) If a credit balance remains on the student's account at the end of the academic year it will be automatically returned unless we are notified otherwise. CBRs are processed after add/drop has been completed and all financial aid for the student has been received and applied to the student's account. If the CBR is a result of a PLUS loan or overpayment by a parent, the refund will be returned to the parent unless authorization by the parent is given to the Business Office to pay the student.

Refunds

Students who register for a term but decide to withdraw from courses by the Add/Drop deadline will receive a full tuition refund. Students who drop courses after the Add/Drop deadline but before the end of the fourth week of classes receive a 50% tuition refund. No tuition refunds are given after the fourth week of the term. Written notice of withdrawal must be presented to the Registrar. Financial aid funds are refunded according to guidelines associated with the type of aid. Reduction in enrollment may affect financial aid and should be discussed with the Financial Aid Director prior to reducing enrollment. Leaves of absence with financial credit may be granted for illness or other emergencies on a case by case basis. For medical leaves, a student must submit a report from a doctor (or health care provider) that states the student should leave school or reduce class load due to medical reasons. This letter needs to be presented to the Academic Probation Officer. Tuition, room and full-meal plan are the only charges computed in the credit to the bill and will be refunded on a prorated basis (i.e. student activity fees, health, etc. are not refundable. Lab fees are refundable but only during the Add/Drop period.) The student will **NOT** be penalized with the leave tuition penalty as listed in the first paragraph of this section. The credit for the leave will be computed on monies paid to COA (either by loans or cash), prorated by the number of days not attending and/or the number of courses dropped. No course refunds are given for charges incurred by Hancock County students, COA employees or their dependents. No refunds are given for audited courses.

Financial Aid and Work Study

Financial aid information is available in COA's Financial Aid Office. The financial aid program is explained in detail in the COA publication, Financial Planning Options, available from the Admission and Financial Aid Offices. Students applying for financial assistance at COA must complete the Free Application for Federal Student Aid (FAFSA) and COA's Application for Financial Aid. New applicants should file on line at www.fafsa.gov. Renewal applicants receive a renewal FAFSA from the federal processor via email. COA's Application for Financial Aid is distributed to renewal financial aid students' mailboxes, usually before winter break. In a case where a student's natural parents are divorced or separated, the College requires that the non-custodial parent complete the Non-custodial Parent's Statement (available from the Office of Admission and Financial Aid) in order for the student to be considered for institutional sources of financial aid.

The timetable below applies for financial aid applications prior to the fall term:

- * January 1 - February 15. Financial aid applications should be completed and mailed.
 - * April 1 - June 15. COA mails financial aid replies to on-time applicants.
- While late application does not necessarily disqualify a student for financial aid, it may reduce the student's award if COA funds have already been allocated. Students who register on time receive priority in the awarding of COA institutional financial aid.

Financial Aid Awards are generally calculated assuming full-time enrollment. Adjustments to the award are made if a student is enrolled less than full-time. Awards are also subject to adjustment if a student receives additional outside resources after the award is tendered or if a student's costs are lower than originally projected. Students are expected to complete the requirements for their self-directed programs within the thirty-six required COA credits and are not eligible to receive financial aid beyond this credit limit. It is further required that a student maintain satisfactory progress toward successful completion of the Human Ecology Degree (see section on Satisfactory Academic Progress).

Further details regarding COA's Financial Aid Satisfactory Academic Progress Policy as well as general financial aid policies and procedures are available in the Financial Aid Office.

Work-study assignments are managed by the Financial Aid Office. Once assigned, a student sets up his or her work-study schedule with the job supervisor. The student and the work-study supervisor keep records of hours worked, and the student is responsible for submitting time

sheets to the Business Office each month so paychecks can be issued. Due dates are posted outside the Business Office in Turrets and via email. Time sheets are generally due during the third week of each month.

Immunization History

Maine state law requires that all students provide certification by a doctor, nurse, or other health official of their immunity to rubella ("German measles"), rubeola (measles), diphtheria, and tetanus. Evidence of immunity may be demonstrated with either a record of immunization with dates and dosages or a report of laboratory results of tests for immunity.

1. "MMR" (measles/mumps/rubella). Documentation must show that the student was immunized with live vaccine, after 1968, and again after the student reached 15 months of age.
2. "DT" or "Td" (diphtheria/tetanus). If the student's most recent shot was over ten years ago, a booster is required.

Certain exceptions do apply; the student may either provide a doctor's statement that one or more of these inoculations would be medically inadvisable, or the student may file a signed statement that he or she has a religious or philosophical objection to such immunization. In either of these cases, the student would be excluded from classes in the event of an outbreak of one of the diseases.

One of the above options must be followed before a student attends COA classes. If already immunized, the student must send or bring a copy of the immunization record signed by the health professionals who either administered the shots or have the records. Shots are available in Bar Harbor at the local health facilities; the college nurse can also administer the immunizations.

Faculty

Anderson, John

B.A. University of California, Berkeley, 1979; M.A. Ecology and Systematic Biology, San Francisco State University, 1982; Ph.D. Biological Sciences, University of Rhode Island, 1987. *zoology, behavioral ecology, anatomy, physiology*

Anderson, Molly

B.S. Range Ecology, Colorado State University, 1980; M.S. Range Science, Colorado State University 1983; Ph.D. Ecology, University of North Carolina at Chapel Hill, 1989. *food systems and sustainable agriculture*

Andrews, Nancy

B.F.A. Maryland Institute College of Art, 1983; M.F.A. The School of the Art Institute of Chicago, 1995. *performance art, video production*

Beal, Elmer

B.A. Bowdoin College, 1965; M.A. Anthropology, University of Texas at Austin, 1977. *ethnology, anthropological theory, traditional music*

Borden, Richard

B.A. University of Texas, 1968; Ph.D. Psychology, Kent State University, 1972. *environmental psychology, personality and social development, contemporary psychology, philosophy of human ecology*

Bouldin, Ryan

B.S. Chemistry, University of the South, 2003; B.S. Chemical Engineering, Columbia University 2003; M.E. Chemical Engineering, Tufts University 2007; Ph.D. Chemical Engineering University of Massachusetts-Lowell 2011. *chemistry, mathematics*

Cabot, Heath

B.A. Religion and the Humanities, University of Chicago 2001; M.A. Anthropology, University of California 2005; Ph.D. Anthropology, University of California 2010. *political and legal anthropology, human rights and humanitarianism*

Carpenter, William

B.A. Dartmouth College, 1962; Ph.D. English, University of Minnesota, 1967. *literature, creative writing, comparative mythology*

Cass, Donald

B.A. Carleton College, 1973; Ph.D. Chemistry, University of California Berkeley, 1977. *chemistry, physics, mathematics*

Cline, Kenneth

B.A. Hiram College, 1980; J.D. Case Western Reserve University, 1983. *public policy, environmental law*

Clinger, Catherine

BFA, painting and printmaking, University of Kansas; M.A. University of New Mexico. 1987; M.Phil. University College London, 2003; Ph.d. University of London, 2007
art history, studio art

Colbert, Dru

B.F.A. Auburn University, 1980; M.F.A. The School of the Art Institute of Chicago 1997; *visual communications, 3D art and design, museum studies*

Cooper, John

B.A. Trenton State, 1975; M.A. Trenton State 1981. *music fundamentals, aesthetics of music, improvisation*

Cox, J. Gray

B.A. Wesleyan University, 1974; Ph.D. Vanderbilt University, 1981. *political economics, history, conflict resolution*

Feldman, David

B.A. Carleton College, 1991; Ph.D. Physics, University of California, Davis, 1998. *mathematics, physics.*

Friedlander, John Jay
 B.A. Colgate University, 1990; MBA Olin Graduate School of Business at Babson College, 1997/ *green business*

Hess, Helen
 B.S. University of California Los Angeles, 1985; Ph.D. Zoology, University of Washington, 1991. *invertebrate zoology, biomechanics*

Hill, Kenneth
 B.A. University of Michigan, 1987; Ed.M. Counseling Processes, Harvard University, 1990; M.S., Ph.D. Educational Psychology and Measurement, Cornell University, 1993, 1995. *education, psychology*

Kozak, Anne
 B.A. Salve Regina College, 1959; M.A. English, St. Louis University, 1962. *writing, literature*

Little-Siebold, Todd
 B.A. University of Massachusetts, Amherst, 1985; M.A. University of Massachusetts, Amherst, 1990; Ph.D. Latin American History, Tulane University, 1995. *history, Latin American studies*

Mancinelli, Isabel
 B.S. Catholic University of America, 1975; M.L.A. Landscape Architecture, Harvard University, 1981. *community and regional planning, landscape architecture*

McKown, Jamie
 B.A. Emory University, 1995; M.A. Georgia State University, 1998; Ph.D., Northwestern University, 2005 *government and polity*

McMullen, Ernest
 Art, University of Maryland, Portland Museum School, Portland State University, Oregon, 1965-1970. *ceramics, visual studies*

Morse, Suzanne
 B.A. University of California, Berkeley, 1980; Ph.D. Botany, University of California, Berkeley, 1988. *applied botany, plant ecology, tropical studies*

Petersen, Christopher
 B.A. University of California, Santa Barbara, 1976; Ph.D. Ecology and Evolutionary Biology, University of Arizona, 1985. *ichthyology, marine ecology*

Rajakaruna, Nishanta
 B.A. College of the Atlantic, 1994; M.Sc. The University of British Columbia, 1998; Ph.D. The University of British Columbia, 2002. *botany and evolutionary ecology*

Ressel, Stephen
 B.S. Millersville University, 1976; M.S. University of Vermont, 1987; Ph.D. Ecology and Evolutionary Biology, University of Connecticut, 1993. *vertebrate biology, environmental physiology*

Stabinsky, Doreen
 B.A. Lehigh University, 1982; Ph.D. University of California, Davis 1996. *Agricultural policy, international studies and global environmental affairs.*

Tai, Bonnie
 B.A. Johns Hopkins University, 1986; Ed.M. Technology in Education, Harvard University, 1990; Ed.D. Learning and Teaching, Harvard University, 1999. *philosophy of education, educational methods*

Taylor, Davis
 B.S. United States Military Academy, 1985; M.S. University of Oregon, 1994; Ph.D. Economics, University of Oregon, 1995. *environmental and resource economics*

Todd, Sean
 B.Sc., University College of North Wales, 1988; Ph.D., Biopsychology, Memorial University of Newfoundland, 1998. *marine mammal physiology and behavior*

Visvader, John
 B.A. Philosophy, CUNY, 1960; Ph.D. Philosophy, University of Minnesota, 1966. *philosophy, philosophy of science, history of ideas*

Waldron, Karen

B.A. Hampshire College, 1974; M.A. English, University of Massachusetts, 1988; M.A. Women's Studies, Brandeis University 1993; Ph.D. English and American Literature, Brandeis University, 1994. *literature and writing; minority, cultural, and feminist theory; American studies*

Emeritus:

Carpenter, JoAnne

B.A. University of Massachusetts, 1962; M.A. Art and Architectural History, University of Minnesota, 1970; M.F.A. Painting, University of Pennsylvania, 1993. *art history, architectural history, painting*

Lecturers:

Capers, Colin

B.A. Human Ecology, College of the Atlantic, 1995; M.Ph College of the Atlantic 2008
writing and film

Creevey, Lucy

B. A. Smith College, 1962; M.A. Boston University, 1963; Ph.D. Boston University, 1967
Political science

Demeo, Anna

B. S. University of Colorado at Boulder 1995; M.S. University of Maine at Orono, 2005
electrical engineering, marine bio resources

Péna, Karla

B. Ed. Education, Autonomous University of Yucatan. *spanish language*

Swann, Scott

B.A. College of the Atlantic, 1985; M.Ph College of the Atlantic 1995. *ecology, ornithology.*

Stover, Candice

B.A. Northeastern University, 1974; M.A. Pennsylvania State University, 1976. *writing/literature*

Turok, Katharine

B. A. Wheaton College 1967; M.A. Rutgers University 1985. *comparative literature*

Adjunct Faculty:

Beard, Ronald E.

B. S., University of Maine, Orono 1972; M.S., University of Maine, Orono 1974
community leadership

Bennett, Michael A.

B. M., University of Maine, Orono 1993 *percussion*

Berquist, Peter

B.S. Geology, Vanderbilt University 2005; M.S. Geology, College of William and Mary, 2001

Brecher-Westerlund, Melita

M.F. A. SUNY at Buffalo, 1982
sculpture

Brechlin, Earl

A.S. Forestry, University of Maine 1976; A.S. Resource Business Management, University of Maine, 1986.
journalism

Chanis-Reyes, Oscar

B.S. Dance, Universidad Nacional de Costa Rica 1992.
dance

Cheetham, Tom

B.A. Connecticut College, 1979; Ph.D. Entomology, Iowa State University, 1987

Cline, Mary

B.A. Ithaca College; J.D. Northwestern School of Law of Lewis and Clark College
law and mediation

Day, Fran

B. A. Gulfpark Women's College 1964; M.S. University of California at Los Angeles
marketing and fundraising

DeWolfe, George

B.A. University of North Carolina, 1968; M.F.A. Rochester Institute of Technology, 1972. *photography*

Drennan, Matthew

B. A. College of the Atlantic, 1984 *seabird ecology*

Hammer, Jesse

B. A. College of the Atlantic, 2001 *computer specialist*

Heinz, Christine

B. A. University of Kansas 1998; M.A. Ohio University 2004 *visual communication and documentary photography*

Hersey, Susan

B.A., Elementary Education, 1969; M.Ed. 1998, Antioch New England, 1998. *Integrated Elementary Methods I, Children's Literature.*

Kralovec, Etta

B.A. Lewis and Clark College; Ed.M. Columbia University; Ed.D. Teachers College, Columbia University.
Education

Little-Siebold, Christa

B.A. Universidad del Valle, Guatemala, 1989; M.A. Anthropology, Tulane University, 1992. *cultural anthropology, gender and power, anthropology of the Yucatan*

McNally, Jay

B.A. College of the Atlantic 1984, *business education*

Munyer, Jennifer

B.S. University of Florida 2002, *yoga philosophy*

Newlin, Louisa

B. A. Radcliffe College 1960; M.A. T. John Hopkins University 1966; M. A. American Univeristy;
Ph.D. American Univeristy 1979, *english, education, literature*

Olday, Fred

B.A. Pennsylvania State University, 1963; M.A Harvard University 1965; Ph.D. University of Massachusetts, 1973. *botany/plant science*

Pierele, Andrew

B.A. University Maine, Orono, 1974; M.A. German, University Maine, Orono, 1977
acting

Sanborn, Kelley Rush

B.A., Boston College, 1988; M.A. Wheelock College, 1996. *Supporting Students with Disabilities in the Regular Classroom.*

Sellers, Lucy Bell

B.A. Radcliffe College, 1958. *theatre*

Faculty Associates:

Davis, Norah Deakin

A.B., M.A. Philosophy, Washington University, 1965.

Frank, Katherine

B.A. University of Michigan, 1991; M.A. Cultural Anthropology, Duke University, 1997; Ph.D. Cultural Anthropology, Duke University, 1999.

Honea-Fleming, Patricia
B.A. Georgia State University, 1975; M. A. Georgia State University 1976; Ph.D. Purdue University 1980.

Hoey, Brian
B.A. College of the Atlantic Human Ecology, 1990; M.A., Ph.D. Anthropology University of Michigan, 2002.

Kates, Robert W.
M.A., Ph.D. Geography, University of Chicago, 1962.

Lerner, Susan
B.A. University of Cincinnati; California Institute of Arts, 1971.

Stocking, Marion
A.B. Mount Holyoke College; Ph.D. Duke University.

Towle, David
B.S., M.S. Animal Science, University of New Hampshire, 1965,1967; Ph.D. Biological Sciences Dartmouth College, 1971.

RESEARCH ASSOCIATES

Chater, Kim
B. A. COA 1988, Humpback whales of the Southern Hemisphere.

Deliso, Elizabeth
B.A. COA, 2001; MEM Yale School of Forestry and Environmental Studies 2006

DenDanto, Dan
B.A. COA 1991, Population Biology of fin whales using genetic techniques.

Drury, John
Investigation on breeding biology of seabirds on Maine Islands.

Gudynas, Eduardo
Academic Coordinator, Multiversidad Franciscana de Americana Latino; Don Orione College, University of Uruguay Medicine.

Haertel, Paul
B. A. Michigan College of Mining and Technology, 1963.

Mainwaring, Alan
Computer science and wireless network monitoring of habitats.

McCullough, Gayle
Life histories of individually-identified harbor seals in the Gulf of Maine.

Planchart, Antonio
B. S. Texas A&M University 1989; Ph.D. Vanderbilt University 1995, *molecular and cellular biology*

Rock, Jennifer
B.A. COA 1993, Zoology and Evolutionary Biology.

Seton, Rosemary
Photo Identification studies of humpback whales.

Stevick, Peter
B.A. COA 1981, Population Biology of humpback whales.

Stone, Greg
B.A. COA 1982, Investigation on baleen whales and of the dolphins of the Southern Hemisphere; use of submersibles and night vision technology for marine mammals studies.

Vaux, Peter
B.Sc. University of London 1974; Ph.D. University of California, Davis 1985

Vitelli, Giovanna

AB 1976, Harvard University, Radcliffe College; 1980 M.A. Cotton Foundation, Rome; 1999
M.A. Architectural Association School of Architecture, London

Weber, Jill

Vascular plant flora of Acadia National Park.

Zoidis, Ann

Impact assessments, behavioral observations and data collections of several avian
and mammalian species including the reticulated giraffe, lowland gorillas, snow leopards
and the bald eagle.

STAFF

Darron Collins, President
Anna Murphy, Assistant to the President

Andrew Griffiths, Administrative Dean
Kenneth Hill, Academic Dean
Kenneth Cline, Associate Dean of Faculty
Sean Todd, Associate Dean for Advanced Studies

Sarah Baker, Dean of Admission
Donna McFarland, Associate Director of Admission and Student Services
Michael Madigan, Admission Counselor
Danielle Meier, Admission Counselor
Andrew Moulton, Admission Counselor
Bruce Hazam, Director of Financial Aid/International Admission Counselor
Dominika Del Mastro, Assistant to the Director of Financial Aid

Sarah Luke, Associate Dean of Student Life
Kylee Gies, Coordinator of International Student Services

Marie Stivers, Director, Academic and Administrative Services
Barbara Carter, Assistant to the Faculty

Judy Allen, Registrar
Darlene Nolin, Assistant Registrar

Linda Fuller, Co-Director of Education Studies Program

Jill Barlow-Kelley, Director of Internship and Career Services

Cherie Ford, College Receptionist/Mail Services

Melissa Cook, Controller
Patricia Pinkham, Business Office Manager
Jenel Thurlow, Accounts Payable Representative
Amy Mitchell, Accounts Receivable Representative

Lynn Boulger, Dean of Development
Laura Johnson, Associate Director of Development
Jennifer Hughes, Manager of Development Services
Tom Adelman, Grants Manager
Dianne Clendaniel, Alumni Relations/Development Coordinator
Rebecca Woods, Director of Creative Services
Kim Childs, Development Associate

Donna Gold, Director of Public Relations

Jane Hultberg, Director of the Thorndike Library
Patricia Cantwell Keene, Associate Director of the Thorndike Library
Ingrid Hill, Library Assistant/Archivist
Terri Rappaport, Library Assistant/Work Study Student Coordinator
Zach Soares, Library Media Specialist
Wendy Kearny, Weekend Supervisor, Nights
Robert Nagle, Weekend Supervisor, Days

Pamela Mitchell, Director of Information Technology
James Johnson, Helpdesk Manager, Systems Administrator
Sean Murphy, Webmaster
Jarly Bobadilla, Systems Administrator

Gordon Longsworth, Geographic Information Systems Lab Director

Heather Albert-Knopp, Director of Summer Programs
Jean Sylvia, Associate Director of Summer Programs/Purchasing Manager

Lise Desrochers, Co-Director of Food Services
Ken Sebelin, Co-Director of Food Services
Valerie Radziewicz, Cook
Heather Halliday, Cook
Stephen Voisine, Night Cook
Gina Potestio, Dining Room Manager

Millard Dority, Director of Campus Planning, Buildings and Public Safety
Robert Nolan, Head of Buildings and Grounds Daily Operations
Michael Kelley, Carpenter
Russel Holway, Head Custodian
Robert Colson, Custodian
Bruce Tripp, Head of Grounds
James Houghton, Night Watchman
Brent Walton, Night Watchman
Charlie Farley, Dorm Custodian
Mary Harney, Painter

Carrie Graham, George M. Dorr Natural History Museum Supervisor
Toby Stephenson, Boat Captain
Craig Ten Broeck, Director of Sustainability

Alisha Strator – Manager, Beech Hill Farm
Debbie Harris – Business Manager, Beech Hill Farm

COURSES INDEXED BY COURSE NAME

HS 780	A Woman's Place: In the Poem, at Home, on the Road	92
AD 392	Activating Spaces: Installation Art	44
ED 078	Adolescent Psychology	48
HS 002	Advanced Composition	65
HS 741	Advanced International Environmental Law Seminar	85
AD 231	Advanced Projects: Art Practice and Concepts	40
HS 795	Advanced Seminar in Economics: Globalization	95
HS 782	Tutorial: Advanced Seminar in Human Ecology	92
HS 766	Afghanistan, Pakistan and India: Crossroads of Conflict	89
HS 266	African American Literature	69
HS 546	Agriculture and Biotechnology	76
ES 002	Agroecology	51
ES 005	Animal Behavior	51
AD 234	Animation	41
AD 443	Animation II	45
ES 525	Applied Amphibian Biology	
AD 009	Architectural Design Studio	39
AD 248	Art of the Puppet	41
AD 456	Art Since 1900: Harmony and Conflict	46
HS 008	Autobiography	65
HS 520	Beginning Spanish I	74
HS 522	Beginning Spanish II	74
HS 652	Beyond Relativism: Negotiating Ethics in the 21st Century	80
ES 010	Biochemistry I	51
ES 011	Biology I	51
ES 527	Biology II: Form and Function	62
MD 033	Biology Through the Lens	102
ES 019	Biomechanics	52
HS 009	Bread, Love, and Dreams	66
HS 742	Business and Non-Profit Basics	85
ES 438	Calculus I	57
ES 022	Calculus II	52
ES 487	Calculus III: Multivariable Calculus	60
AD 461	Carnet de Voyage: The Illustrated Travel Journal	47
AD 027	Ceramics I	38
HS 804	Challenges from Asia: China, India and Japan	96
ED 111	Changing Schools, Changing Society	50
ES 311	Chemistry I	50
ES 503	Chemistry II	60
ES 510	Chemistry of Foods and Cooking	60
HS 271	City/Country: Literary Landscapes 1860-1920	69
HS 743	Classic Shorts: Money, Honey	85
HS 791	Classic Shorts: What's on our Plates	95
HS 786	Climate Justice	93
HS 825	COA's Foodprint: Our Local Food System	99
HS 711	Collaborative Leadership	82
HS 784	Communicating Science	93
HS 543	Community Planning and Decision Making	75
HS 433	Conflict and Peace	72
HS 759	Conspiracy Theory and Political Discourse	88
AD 459	Contemporary Artist as Researcher and Activist	46
HS 768	Contemporary Continental Thought	90
HS 024	Contemporary Culture and the Self	66
HS 510	Contemporary Psychology: Body, Mind and Soul	74
HS 497	Contemporary Social Movement Strategies	73
HS 280	Contemporary Women's Novels	70
HS 526	Corn and Coffee	74
HS 466	Creative Destruction: Understanding 21st Century Economies	72

HS 538	Creative Writing	75
HS 033	Cultural Ecology of Population Control Practices	66
HS 322	Culture of Maine Woodworkers	71
AD 394	Curiosity and Wonder: Design & Interpretation in the Museum	44
ED 104	Curriculum Design and Assessment	49
HS 736	Debate Workshop	84
AD 232	Documentary Video Studio	40
HS 776	Doing Human Ecology in Cross-cultural Contexts: France	91
AD 462	Drawing Mineral and Botanical Matter in the Forest of Maine	47
ES 039	Ecology	52
ES 042	Ecology: Natural History	52
HS 728	Economic Development: Theory and Case Studies	84
ES 422	Edible Botany	57
HS 834	Egypt: Political History and Modernization	100
ES 545	Electric Vehicles: A Hands-on Introduction	64
ES 529	Environmental Chemistry: Air	63
ES 361	Environmental Chemistry: Water	55
HS 060	Environmental History	66
HS 813	Environmental Law and Policy	97
ES 512	Environmental Physiology	60
HS 664	Environmentality: Power, Knowledge, and Ecology	80
ES 461	Ethnobotany	58
ES 459	Evolution	58
HS 822	Existentialism and Post-Modernism from Nietzsche to Irigaray	98
ED 102	Experiential Education	49
ED 085	Femininity and Masculinity go to School: Gender, Power & Ed	48
HS 816	Feminism and Fundamentalism	98
ES 191	Field Ecology and Data Analysis	54
HS 770	Fieldworking: Seminar in Community-based Research	90
AD 411	Film Sound and Image	41
HS 790	Financials	94
ES 383	Fisheries and Their Management	56
HS 779	Fixing Food Systems: Sustainable Production & Consumption	92
HS 794	Food, Power and Justice	95
AD 354	Four-Dimensional Studio	42
HS 283	From Native Empires to Nation States	70
HS 788	Futures Studies	94
ES 066	Gardens and Greenhouses:Theory/Practice of Organic Gardening	52
HS 657	Gender, Politics, and Science in Fairy Tales of the World	80
ES 550	Genetics	64
HS 553	Geographic Information Systems I: Foundations & Applications	76
HS 384	Global Environmental Politics: Theory and Practice	71
AD 390	Graphic Design Studio I / Visual Communication	43
HS 829	Great Letters	99
ES 075	Herpetology	53
HS 789	History of Agriculture: Apples	94
AD 378	History of Filmmaking (1895-1945)	42
AD 438	History of Filmmaking (1946-Present)	45
HS 564	History of the American Conservation Movement	76
AD 363	History of Western Music	42
ES 410	Human Anatomy and Physiology I	56
ES 414	Human Anatomy and Physiology II	57
HE 001	Human Ecology Core Course	38
HS 694	Human Relations: Principles and Practice	81
MD 042	Humans in Place: Natural/Cultural History of Maine's Islands	102
HS 811	Hunger, Food Security and Food Sovereignty	97
ES 554	Hydrology	65
HS 576	Immersion Practica in Spanish and in Yucatecan Culture	77
HS 775	Immersion Program in French Language and Culture	91

AD 055	Improvisation in Music	38
ED 106	Integrated Methods II: Science, Math, and Social Studies	50
ED 095	Intercultural Education	49
AD 380	Intermediate Graphic Design Studio II	43
AD 247	Intermediate Video: Studio and Strategies	41
HS 821	International Financial Institutions	98
HS 566	International Wildlife Policy and Protected Areas	76
AD 065	Introduction to Arts and Design	39
ES 465	Introduction to Chaos and Fractals	58
ES 480	Introduction to Collections Care: Saving all the Parts	59
ES 539	Introduction to Computer Science	63
HS 760	Introduction to Economics: Global Issues	88
HS 445	Introduction to Global Politics	72
AD 244	Introduction to Guitar	41
AD 069	Introduction to Keyboard/Piano	39
ES 532	Introduction to Linear Algebra	63
ES 362	Introduction to Oceanography	55
HS 778	Introduction to Screenwriting	92
ES 323	Introduction to Statistics and Research Design	55
HS 109	Introduction to the Legal Process	66
HS 764	Introduction to the Philosophy of Mind	89
AD 468	Introduction to Violin	47
ES 092	Invertebrate Zoology	53
AD 077	Jazz, Rock, and Blues: From Their Origins to the Present	39
HS 767	Journalism in the New Media Age	90
AD 460	Journeys in French Film	47
AD 353	Land Use Planning I	42
AD 217	Landscape Design Studio	40
HS 723	Launching a New Venture	83
HS 464	Left, Right and Future: Alternative Political Philosophies	72
AD 087	Life Drawing	39
HS 625	Lincoln Before the Presidency	78
HS 121	Literature, Science, and Spirituality	67
HS 832	Macroeconomic Theory	99
ES 344	Mammalogy	55
ES 481	Marine Biology	59
ES 304	Marine Mammal Biology I	54
MD 028	Marine Policy	101
ES 373	Marine Mammals and Sound	56
HS 593	Marvelous Terrible Place: Human Ecology of Newfoundland	77
HS 302	Methods of Teaching Writing Across the Curriculum	70
HS 651	Microeconomics for Business and Policy	79
HS 714	Modernization, Cultural Change, and Democracy	83
ES 483	Molecular Evolutionary Genetics	59
HS 765	Money, Politics and Law	89
HS 409	Mountain Poets of China and Japan	72
AD 096	Music Fundamentals: Intro to Reading/Hearing/Writing/Playing	39
HS 684	Native American Literature	81
HS 810	Nature of Narrative II	96
ES 526	Neotropical Conservation Ecology	62
HS 133	Nineteenth Century American Women	67
HS 724	Numbers, Names, and Narratives: Doing H.E. in H.S.	83
HS 774	Oceans & Fishes: Readings in Environmental History	91
ES 114	Organic Chemistry I	53
ES 429	Organic Chemistry II	57
ES 116	Ornithology	53
ES 515	Our Daily Bread: Following Grains Through The Food System	60
MD 043	Penguins to Polar Bears: Journeys Across the Ice	102
HS 140	Personality and Social Development	67
HS 146	Philosophy of Nature	67

HS 147	Philosophy of Religion	67
HS 148	Philosophy of Science	68
ES 524	Physics and Mathematics of Sustainable Energy	61
ES 303	Physics I: Mechanics and Energy	54
ES 472	Physics II: Introduction to Circuits	58
ES 395	Physics III: Introduction to Quantum Mechanics	56
ES 540	Plant Communities of the Americas	64
ES 558	Plant Systematics	65
AD 384	Plants in the Campus Landscape	43
HS 152	Poetry and the American Environment	68
HS 607	Political Campaign Communication: Messaging and Advertising	78
HS 492	Popular Psychology	73
HS 756	Post Colonial African Cinema	87
HS 798	Practical Skills in Community Development	96
ES 479	Probability and Statistics	59
AD 342	Problems in Painting: Techniques, Skills and Vision	42
HS 757	Proust, Joyce, and Beckett: The Limits of Language	87
HS 701	Public Speaking Workshop	82
HS 160	Reason and Ethics	68
HS 845	Redefining Food Systems Efficiency	101
HS 758	Satanic Verses	88
HS 846	Seminar in Guatemalan History and Culture	101
HS 167	Seminar in Human Ecology	68
HS 750	Seminar in Yucatec History and Culture	86
HS 676	Shakespeare: Character, Conflict, and Cinematography	81
HS 495	Starting Your Novel	73
ED 112	Student Teaching	50
ED 093	Supporting Students with Disabilities in the Reg. Classroom	48
HS 503	Survey of British Literature	74
HS 713	Sustainability	82
HS 763	Sustainable Strategies	89
HS 838	Systems Dynamics	100
HS 613	Technical Writing	78
AD 342	Problems in Painting: Techniques, Skills and Vision	42
HS 181	The Aesthetics of Violence	68
HS 182	The Age of Reason and the Enlightenment	69
HS 737	The Cold War: Early Years	84
HS 777	The Cold War: The Later Years	91
AD 238	The History of Rock	41
HS 320	The Human Ecology of Wilderness	70
HS 653	The Mystics	80
HS 675	The Nature of Narrative	81
AD 451	The Reality Effect: Art and Truth in the 19th Century	46
HS 747	The Renaissance and The Reformation: Europe in Transition	85
HS 748	The Road To Copenhagen	86
AD 457	The Wilderness in Landscape Art I: Proto-Ecological Visions	46
HS 802	Themes in East-West Philosophy	96
HS 193	Theories of Human Nature	69
ES 421	Trees and Shrubs of Mount Desert Island	57
ES 305	Tropical Marine Ecology	54
ES 519	Tutorial: Advanced Evolutionary Ecology Seminar	61
AD 416	Tutorial: Advanced Life Drawing	45
ES 522	Tutorial: Advanced Marine Resource Policy Seminar	61
AD 206	Tutorial: Advanced Painting	40
HS 782	Tutorial: Advanced Seminar in Human Ecology	92
HS 785	Tutorial: Beyond Big Box	93
HS 799	Tutorial: Classical Chinese through Poetry	96
HS 815	Tutorial: Classical Chinese through Poetry II	97
HS 783	Tutorial: Evolving Narrative	93
HS 366	Tutorial: Faulkner	71

HS 755	Tutorial: Fiction in Progress	87
AD 399	Tutorial: Instrumental Music	44
HS 841	Tutorial: Possible Future Paradigms	100
HS 781	Tutorial: Reading and Writing Chinese Characters	92
HS 754	Tutorial: Readings in European History, 1350-1650	87
ES 517	Tutorial: Science and Ethics	61
HS 823	Tutorial: Selected Themes in Ecological Economics	98
ES 543	The Nature and Language of Mathematics	64
HS 749	Tutorial: Witches and Witchcraft	86
HS 588	Writing It Up: From Fieldwork to Final Draft	77
AD 163	Two-Dimensional Design I	40
ED 082	Understanding and Managing Group Dynamics	48
HS 639	Whitewater/Whitepaper: River Conservation and Recreation	79
ES 180	Winter Ecology	53
AD 212	World Percussion	40
HS 344	Writing Seminar	71
HS 245	Writing Seminar I	69
HS 614	Writing Seminar II	78

COURSES INDEXED BY NUMBER

AD 009	Introduction to Arts and Design	39
AD 027	Ceramics I	38
AD 055	Improvisation in Music	38
AD 065	Introduction to Arts and Design	39
AD 069	Introduction to Keyboard/Piano	39
AD 077	Jazz, Rock, and Blues: From Their Origins to the Present	39
AD 087	Life Drawing	39
AD 096	Music Fundamentals: Intro to Reading/Hearing/Writing/Playing	39
AD 163	Two-Dimensional Design I	40
AD 206	Tutorial: Advanced Painting	40
AD 212	World Percussion	40
AD 217	Landscape Design Studio	40
AD 231	Advanced Projects: Art Practice and Concepts	40
AD 232	Documentary Video Studio	40
AD 234	Animation	41
AD 238	The History of Rock	41
AD 244	Introduction to Guitar	41
AD 247	Intermediate Video: Studio and Strategies	41
AD 248	Art of the Puppet	41
AD 342	Problems in Painting: Techniques, Skills and Vision	42
AD 353	Land Use Planning I	42
AD 354	Four-Dimensional Studio	42
AD 363	History of Western Music	42
AD 378	History of Filmmaking (1895-1945)	42
AD 380	Intermediate Graphic Design Studio II	43
AD 384	Plants in the Campus Landscape	43
AD 390	Graphic Design Studio I / Visual Communication	43
AD 391	3D Studio: Introduction to Three-Dimensional Art and Design	43
AD 392	Activating Spaces: Installation Art	44
AD 394	Curiosity and Wonder: Design & Interpretation in the Museum	44
AD 399	Tutorial: Instrumental Music	44
AD 411	Film Sound and Image	45
AD 416	Tutorial: Advanced Life Drawing	45
AD 438	History of Filmmaking (1946-Present)	45
AD 443	Animation II	45
AD 451	The Reality Effect: Art and Truth in the 19th Century	46
AD 456	Art Since 1900: Harmony and Conflict	46
AD 457	The Wilderness in Landscape Art I: Proto-Ecological Visions	46
AD 459	Contemporary Artist as Researcher and Activist	46
AD 460	Journeys in French Film	47
AD 461	Carnet de Voyage: The Illustrated Travel Journal	47
AD 462	Drawing Mineral and Botanical Matter in the Forest of Maine	47
AD 468	Introduction to Violin	47
ED 078	Adolescent Psychology	48
ED 082	Understanding and Managing Group Dynamics	48
ED 085	Femininity and Masculinity go to School: Gender, Power & Ed	48
ED 093	Supporting Students with Disabilities in the Reg. Classroom	48
ED 095	Intercultural Education	49
ED 102	Experiential Education	49
ED 104	Curriculum Design and Assessment	49
ED 106	Integrated Methods II: Science, Math, and Social Studies	50
ED 108	Children's Literature	50
ED 111	Changing Schools, Changing Society	50
ED 112	Student Teaching	50
ES 002	Agroecology	51
ES 005	Animal Behavior	51

ES 010	Biochemistry I	51
ES 011	Biology I	51
ES 019	Biomechanics	52
ES 022	Calculus II	52
ES 039	Ecology	52
ES 042	Ecology: Natural History	52
ES 066	Gardens and Greenhouses:Theory/Practice of Organic Gardening	52
ES 075	Herpetology	53
ES 092	Invertebrate Zoology	53
ES 114	Organic Chemistry I	53
ES 116	Ornithology	53
ES 180	Winter Ecology	53
ES 191	Field Ecology and Data Analysis	54
ES 303	Physics I: Mechanics and Energy	54
ES 304	Marine Mammal Biology I	54
ES 305	Tropical Marine Ecology	54
ES 311	Chemistry I	54
ES 323	Introduction to Statistics and Research Design	55
ES 344	Mammalogy	55
ES 361	Environmental Chemistry: Water	55
ES 362	Introduction to Oceanography	55
ES 373	Marine Mammals and Sound	56
ES 383	Fisheries and Their Management	56
ES 395	Physics III: Introduction to Quantum Mechanics	56
ES 410	Human Anatomy and Physiology I	56
ES 414	Human Anatomy and Physiology II	57
ES 421	Trees and Shrubs of Mount Desert Island	57
ES 422	Edible Botany	57
ES 429	Organic Chemistry II	57
ES 438	Calculus I	57
ES 459	Evolution	58
ES 461	Ethnobotany	58
ES 465	Introduction to Chaos and Fractals	58
ES 472	Physics II: Introduction to Circuits	58
ES 479	Probability and Statistics	59
ES 480	Introduction to Collections Care: Saving all the Parts	59
ES 481	Marine Biology	59
ES 483	Molecular Evolutionary Genetics	59
ES 487	Calculus III: Multivariable Calculus	60
ES 503	Chemistry II	60
ES 510	Chemistry of Foods and Cooking	60
ES 512	Environmental Physiology	60
ES 515	Our Daily Bread: Following Grains Through The Food System	60
ES 517	Tutorial: Science and Ethics	61
ES 519	Tutorial: Advanced Evolutionary Ecology Seminar	61
ES 522	Tutorial: Advanced Marine Resource Policy Seminar	61
ES 524	Physics and Mathematics of Sustainable Energy	61
ES 525	Applied Amphibian Biology	62
ES 526	Neotropical Conservation Ecology	62
ES 527	Biology II: Form and Function	62
ES 529	Environmental Chemistry: Air	63
ES 532	Introduction to Linear Algebra	63
ES 539	Introduction to Computer Science	63
ES 540	Plant Communities of the Americas	64
ES 543	The Nature and Language of Mathematics	64
ES 545	Electric Vehicles: A Hands-on Introduction	64
ES 550	Genetics	64
ES 554	Hydrology	65
ES 558	Plant Systematics	65
HE 001	Human Ecology Core Course	38

HS 002	Advanced Composition	65
HS 008	Autobiography	65
HS 009	Bread, Love, and Dreams	66
HS 024	Contemporary Culture and the Self	66
HS 033	Cultural Ecology of Population Control Practices	66
HS 060	Environmental History	66
HS 109	Introduction to the Legal Process	66
HS 121	Literature, Science, and Spirituality	67
HS 133	Nineteenth Century American Women	67
HS 140	Personality and Social Development	67
HS 146	Philosophy of Nature	67
HS 147	Philosophy of Religion	67
HS 148	Philosophy of Science	68
HS 152	Poetry and the American Environment	68
HS 160	Reason and Ethics	68
HS 167	Seminar in Human Ecology	68
HS 181	The Aesthetics of Violence	68
HS 182	The Age of Reason and the Enlightenment	69
HS 193	Theories of Human Nature	69
HS 245	Writing Seminar I	69
HS 266	African American Literature	69
HS 271	City/Country: Literary Landscapes 1860-1920	69
HS 280	Contemporary Women's Novels	70
HS 283	From Native Empires to Nation States	70
HS 302	Methods of Teaching Writing Across the Curriculum	70
HS 320	The Human Ecology of Wilderness	70
HS 322	Culture of Maine Woodworkers	71
HS 344	Writing Seminar	71
HS 366	Tutorial: Faulkner	71
HS 384	Global Environmental Politics: Theory and Practice	71
HS 409	Mountain Poets of China and Japan	72
HS 433	Conflict and Peace	72
HS 445	Introduction to Global Politics	72
HS 464	Left, Right and Future: Alternative Political Philosophies	72
HS 466	Creative Destruction: Understanding 21st Century Economies	72
HS 492	Popular Psychology	73
HS 495	Starting Your Novel	73
HS 497	Contemporary Social Movement Strategies	73
HS 503	Survey of British Literature	74
HS 510	Contemporary Psychology: Body, Mind and Soul	74
HS 520	Beginning Spanish I	74
HS 522	Beginning Spanish II	74
HS 526	Corn and Coffee	74
HS 532	Tutorial: Writing Projects	75
HS 538	Creative Writing	75
HS 543	Community Planning and Decision Making	75
HS 546	Agriculture and Biotechnology	76
HS 553	Geographic Information Systems I: Foundations & Applications	76
HS 564	History of the American Conservation Movement	76
HS 566	International Wildlife Policy and Protected Areas	76
HS 576	Immersion Practica in Spanish and in Yucatecan Culture	77
HS 588	Writing It Up: From Fieldwork to Final Draft	77
HS 593	Marvelous Terrible Place: Human Ecology of Newfoundland	77
HS 607	Political Campaign Communication: Messaging and Advertising	78
HS 613	Technical Writing	78
HS 614	Writing Seminar II	78
HS 625	Lincoln Before the Presidency	78
HS 639	Whitewater/Whitepaper: River Conservation and Recreation	79
HS 651	Microeconomics for Business and Policy	79
HS 652	Beyond Relativism: Negotiating Ethics in the 21st Century	80

HS 653	The Mystics	80
HS 657	Gender, Politics, and Science in Fairy Tales of the World	80
HS 664	Environmentality: Power, Knowledge, and Ecology	80
HS 675	The Nature of Narrative	81
HS 676	Shakespeare: Character, Conflict, and Cinematography	81
HS 684	Native American Literature	81
HS 694	Human Relations: Principles and Practice	81
HS 701	Public Speaking Workshop	82
HS 711	Collaborative Leadership	82
HS 713	Sustainability	82
HS 714	Modernization, Cultural Change, and Democracy	83
HS 723	Launching a New Venture	83
HS 724	Numbers, Names, and Narratives: Doing H.E. in H.S.	83
HS 728	Economic Development: Theory and Case Studies	84
HS 736	Debate Workshop	84
HS 737	The Cold War: Early Years	84
HS 741	Advanced International Environmental Law Seminar	85
HS 742	Business and Non-Profit Basics	85
HS 743	Classic Shorts: Money, Honey	85
HS 747	The Renaissance and The Reformation: Europe in Transition	85
HS 748	The Road To Copenhagen	86
HS 749	Tutorial: Witches and Witchcraft	86
HS 750	Seminar in Yucatec History and Culture	86
HS 754	Tutorial: Readings in European History, 1350-1650	87
HS 755	Tutorial: Fiction in Progress	87
HS 756	Post Colonial African Cinema	87
HS 757	Proust, Joyce, and Beckett: The Limits of Language	87
HS 758	Satanic Verses	88
HS 759	Conspiracy Theory and Political Discourse	88
HS 760	Introduction to Economics: Global Issues	88
HS 763	Sustainable Strategies	89
HS 764	Introduction to the Philosophy of Mind	89
HS 765	Money, Politics and Law	89
HS 766	Afghanistan, Pakistan and India: Crossroads of Conflict	89
HS 767	Journalism in the New Media Age	90
HS 768	Contemporary Continental Thought	90
HS 770	Fieldworking: Seminar in Community-based Research	90
HS 774	Oceans & Fishes: Readings in Environmental History	91
HS 775	Immersion Program in French Language and Culture	91
HS 776	Doing Human Ecology in Cross-cultural Contexts: France	91
HS 777	The Cold War: The Later Years	91
HS 778	Introduction to Screenwriting	92
HS 779	Fixing Food Systems: Sustainable Production & Consumption	92
HS 780	A Woman's Place: In the Poem, at Home, on the Road	92
HS 781	Tutorial: Reading and Writing Chinese Characters	92
HS 782	Tutorial: Advanced Seminar in Human Ecology	92
HS 783	Tutorial: Evolving Narrative	93
HS 784	Communicating Science	93
HS 785	Tutorial: Beyond Big Box	93
HS 786	Climate Justice	93
HS 788	Futures Studies	94
HS 789	History of Agriculture: Apples	94
HS 790	Financials	94
HS 791	Classic Shorts: What's on our Plates	95
HS 794	Food, Power and Justice	95
HS 795	Advanced Seminar in Economics: Globalization	95
HS 798	Practical Skills in Community Development	96
HS 799	Tutorial: Classical Chinese through Poetry	96
HS 802	Themes in East-West Philosophy	96
HS 804	Challenges from Asia: China, India and Japan	96

HS 810	Nature of Narrative II	96
HS 811	Hunger, Food Security and Food Sovereignty	97
HS 813	Environmental Law and Policy	97
HS 815	Tutorial: Classical Chinese through Poetry II	97
HS 816	Feminism and Fundamentalism	98
HS 821	International Financial Institutions	98
HS 822	Existentialism and Post-Modernism from Nietzsche to Irigary	98
HS 823	Tutorial: Selected Themes in Ecological Economics	98
HS 825	COA's Foodprint: Our Local Food System	99
HS 829	Great Letters	99
HS 832	Macroeconomic Theory	99
HS 834	Egypt: Political History and Modernization	100
HS 838	Systems Dynamics	100
HS 841	Tutorial: Possible Future Paradigms	100
HS 845	Redefining Food Systems Efficiency	101
HS 846	Seminar in Guatemalan History and Culture	101
MD 028	Marine Policy	101
MD 033	Biology Through the Lens	102
MD 042	Humans in Place: Natural/Cultural History of Maine's Islands	102
MD 043	Penguins to Polar Bears: Journeys Across the Ice	102