TABLE OF CONTENTS

I. President’s Letter

II. Criteria for award of the COA Fund for Expeditionary Learning
   A. What activities does the fund support?
   B. What is the process for funding requests?
   C. Who is eligible, for what amount, and when does eligibility begin?
   D. What about accountability and follow-up?
   E. What is the administrative procedure and when do I turn in my application?
   F. What if I have used up all my funds and I need support for advanced study?

III. Health and Safety

IV. Role of Faculty and Staff Advisors in the Process

V. Principles Governing Criteria for Faculty Proposals for Expeditionary Courses
   A. Budget Clarity and Funding Transparency
   B. Reliable Communication and Itinerary Building
   C. Ample Preparation and Follow Up
   D. Content with Context
   E. Active Advisement

VI. Process and Procedures for Submitting a Course Proposal for an Expeditionary Course with an Off-campus Component
   A. Consultation
   B. Draft Proposal
   C. Submission of New Course Proposal For Permanent Faculty
   D. Addendum to Proposal Requirement
      1. Course Summary
      2. Budget
      3. Proposed Itinerary
E. Approval of Courses by AAC
F. Post-Approval Requirements
   1. Selection of Students
   2. Deposits
   3. Follow Up

APPENDICES

Appendix A: COA EXPEDITIONARY FUNDS APPLICATION FORM

Appendix B: COA HEALTH AND SAFETY FORM

Note well: The deadlines within this document are firm. No extensions will be granted to any student, faculty, or staff member. Plan well ahead so that, if extenuating circumstances arise close to the due date, you will have already completed the prep work needed to submit a complete application.
I. Introduction

We are an adventurous lot. College of the Atlantic staff, faculty, students, and alumni are adventurous in their approaches to teaching, learning, and living: Not in the sense of swashbuckling pirates or pith helmet-clad colonialists, but in the sense of discovery, understanding context, the application of learning, collaborative exploration, and becoming comfortable with and learning from risk, failure, and uncomfortable situations.

An expedition is, in this sense, something of a metaphor – the alembic where that teaching, learning and living are cultivated.

For much of our history COA has championed the expeditionary experience as central to learning and teaching human ecology. And, though such expeditions can, do, and should continue to happen on a couch in Turrets with book in hand or at a computer screen in a dorm, expeditions that physically pull one away from campus are among the most powerful, most cooperative, and most lasting pieces of learning. Such expeditions need not be to the most distant and “exotic” corners of the globe – but they certainly can be. Done appropriately, an expedition to a small fishing community can be that most powerful catalyst of those “ah-ha” moments we all hope to experience, whether at Machias or Mozambique.

Every student who comes to COA will have an expeditionary budget of $1800 to use for classes, senior projects, and other COA credit-bearing activities that have off campus components and costs. This handbook tells you how to go about accessing this fund. Let’s go!

President Darron Collins
II. Criteria for award of the COA Fund for Expeditionary Learning

A. What activities does the fund support?

1. Lab fees and travel expenses for classes, residencies, independent studies, internships, or senior projects of an expeditionary nature as defined by the professor/supervisor of record.
2. Travel, room, and board expenses to conferences assuming that a) the student has attempted to reduce the cost of attendance as much as possible by making use of student scholarships and rates associated with that conference, and b) the student is making a meaningful contribution to the conference (presentation, panel participant, workshop organizer etc.). Attendance just for the sake of attendance (outside of a classroom environment) will not be supported.

B. What is the process for funding requests?

1. Approval of funding requests should not be assumed. However, all reasonable requests will be considered.
2. Students must get prior approval for courses with a permission of instructor designation before requesting funds for these courses.
3. The application to use funds is reviewed and approved by student’s Academic Advisor (AA) and the immediate supervisor/professor of record for the proposed study.
4. In approving such expenditures, the AA works with the student to ensure the proposed work fits within the student’s self-directed degree plan, that the student has constructed an effective proposal, including a budget, and has addressed any implications to personal safety.
5. If the AA or study supervisor deems the application insufficient or an inappropriate use of funds, the request is denied. This decision may be appealed to the Review and Appeals Committee. In making a final ruling, Review and Appeals will consult with all parties involved and provide a written justification of their decision, which shall be final.

C. Who is eligible, for what amount, and when does eligibility begin?

1. To receive funding a student must have attended COA for at least three academic terms; transfer students must have been at the college at least one term.
2. A student must be in good academic and financial standing at the time of application for approval to be granted.
3. Following approval, a student must continue to be in good academic (no probation, graduation requirements on target), social and financial...
standing, and must be mentally and physically capable through to the
time of proposed travel and throughout the trip. Delinquency in this
regard delays the onset of travel until the student becomes in good
standing.

4. Students may draw up to a total of $1,800. However, to assist in award
administration, a student can only draw funds three times, for no amount
less than $500, rounded to the nearest $100. Furthermore, only a
maximum of $1000 may be drawn in the first year of eligibility; students
have full access to the fund in the second year of eligibility and beyond.

D. What about accountability and follow-up?

1. Upon completion of travel, students are required to write a short report
or essay (500-1000 words) and submit it to the AA, AAC and
Development (via email to all three). In addition, a hand-written thank
you letter to the fund’s patron is submitted through the Office of
Development.
2. No receipts of expenditures are required, but proof of travel and
academic activity should be included in the narrative of the report.
3. The Review and Appeals Committee must approve any deviation from the
above guidelines.

E. What is the administrative procedure and when do I turn in my application?

All request forms are first gathered in a single folder in academic services
(where they are checked for course approval, advisor sign-off and academic
standing). Next the folder goes to Student Life (checking social issues, health
and safety plan). Finally the folder goes to business office for fund approval
and check issuance.

The completed COA Expeditionary Funds Application form must be submitted
to the office of the Academic Dean (Turrets, third-floor) by 4pm, Thursday of
Week 5 of the term preceding the term in which you plan to travel. There are
no exceptions or extensions under any circumstance.

F. What if I have used up all my funds and I need support for advanced study?

For seniors who have exhausted their fund allotment, COA has the Maurine
and Robert Rothschild Fund for Advanced Study. Seniors may apply for
financial support to complete senior projects or independent studies through
the Academic Dean. These funds are limited, the process is competitive, and
the maximum award per student is $500.
III. Health and Safety

Students will need to contact Sarah Luke, Dean of Student Life (sluke@coa.edu) to receive forms related to personal health and safety planning while away. These forms will need to be completed and returned along with the rest of the packet to the Academic Dean's Office. The forms will then be reviewed when all applications come to Student Life for review. Depending on the individual student's circumstances we may want to talk with students about their particular needs and plans to ensure that students can be successful while away. We expect to attach the form to this handbook in the near future.
IV. Role of Faculty and Staff Advisors in the Process

Thorough planning, academic accountability, and individual responsibility for proper and comprehensive advisement are paramount. In the case of expeditionary courses, this rests firmly with the faculty teaching the courses and faculty that supervise other credit-bearing activities eligible for travel funds (residencies, independent studies, senior projects). It is the advisor's role to ensure that the proposed course of study makes sense within the greater self-designed program of that specific student. There are no hard and fast rules here. If advisors have any concerns, they should discuss them directly their advisees and seek the consul of a faculty peer, the course instructor, and/or the Academic Dean. It is a team effort.
V. Principles Governing Criteria for Faculty Proposals for Expeditionary Courses

Curriculum planning for all expeditionary courses (local, domestic, international), which includes scheduling a set number of these types of courses each year and programming these over the course of several years, is the responsibility of AAC. We are committed to working together with faculty and resource areas. It is our intention that all scheduling will take into account the number of faculty members away each term for sabbatical, course travel, or ‘leave’ of other sorts. When considering expeditionary courses, AAC seeks to balance course offerings according to short or long-term off-campus components over the course of a year and according to course subject/s area over a period of years – as determined by the faculty. We have established a set of criteria that will help ensure that we are able to plan effectively so that we are able to offer our students the best experience possible. The principles that have informed these are:

A. **Budget Clarity and Funding Transparency.** Reasonable and meaningful lab fees need to be made explicit when an expeditionary course program is submitted for approval to AAC. To the degree that it is possible, faculty members offering the courses need to plan well in advance in order that they may proceed in a safe and organized way; consequently, we ask that an earnest effort be made to calculate the actual costs per student and faculty member for travel, housing, food, and other necessary expenses. We acknowledge that other factors may alter these calculations; however, faculty should take these into consideration while preparing a preliminary budget for the journey.

B. **Reliable Communication and Itinerary Building.** The health and safety of students must be taken into consideration before travel, and informed decisions will be made in light of any concerns. Clear protocols for communication during travel (emergency and otherwise) must be established beforehand. An approximate itinerary with dates and locations should be part of the course proposal.

C. **Ample Preparation and Follow Up.** Since this will be, by definition, an extra-ordinary course experience, we encourage faculty members to make a conscientious effort to prepare students for the journey and help them to synthesize the experience following their return. Faculty may facilitate the reflective process so that each student has the wherewithal to write the required short essay or report (to be turned in to AAC by the end of the following term), which connects their experience in the field to how they will design their future curriculum. All course participants are encouraged to share their experience in an open forum.
D. **Content with Context.** AAC urges faculty members to calibrate their offerings so that there is ample consideration of the particular cultural, social, and academic dynamics that accompany this type of learning.

E. **Active Advisement.** Finally, careful course development, academic preparation, and the cultivation of a sense of individual responsibility are essential in order to foster a positive learning environment. In the case of expeditionary courses, faculty teaching the courses or supervising other credit-bearing activities may need to consult a student’s advisor if there are any concerns regarding that individual.
VI. PROCESS AND PROCEDURES FOR SUBMITTING A COURSE PROPOSAL FOR AN EXPEDITIONARY COURSE WITH AN OFF-CAMPUS COMPONENT

Definition: Any course or set of courses that require that students and faculty spend more time away from campus than they would normally for a conventional field trip. If there is not clarity in a faculty member’s mind about what this means, then consult with the chair or a co-chair of AAC so that they can assist with determining whether a proposed course falls into this category.

A. CONSULTATION. Consult with area faculty, team-teaching partners, and/or other interested parties at least one year and two terms out from the proposed term of offering; a full two years would be optimum.

B. DRAFT PROPOSAL. Provide a draft of a course proposal to the affected resource area/s faculty and receive their provisional approval for the course AND confirm the exact term that you wish to offer the course, at least one year and one term in advance. Communicate the RA’s provisional approval to AAC through your resource area liaison who serves on AAC and directly to the chairs via email.

Be sure to stipulate whether the travel portion of the course occurs during, before, or after the term in which the course is scheduled. Clearly, a course that meets during the term on campus but travels over a break (Winter, Spring, or Summer) is considered differently from a monster course that extends during a regular term. Faculty offering the course determines the length of time spent away from campus.

C. SUBMISSION OF NEW COURSE PROPOSAL FOR PERMANENT FACULTY. Submit a complete course proposal no later than week 3 of the Fall Term for courses to be offered during the next academic year. Use the form New Course Proposal for Permanent Faculty found online at:

http://www.coa.edu/live/forms/9-new-course-proposal-form-for-permanent-faculty

In the event that the expeditionary course has been offered previously (e.g. Costa Rica, New Mexico, The West, New Foundland) you still need to alert your colleagues and AAC within the same time frame. You will also have to re-submit the information listed within the Addendum section below so that all material is available for AAC deliberations.

D. ADDENDUM TO PROPOSAL REQUIREMENT. In addition and at the same time as the submission of the online form, send the Addendum that includes the information listed below (as a PDF) directly to the AAC chair/s and Marie Stivers via email. Only complete online proposals with the requisite addendum that fully addresses and uses the bolded and capitalized
subheadings listed below will be considered. An incomplete submission will be returned without consideration. The original sender is responsible for completing the form for a timely resubmission – no extensions will be given for incomplete submissions. The **Addendum** Contents are:

1. **COURSE SUMMARY**

The course summary differs from the course description entered into the academic catalog. The course summary clearly articulates the purpose of this course in relationship to its concomitant travel module. In the case of *monster courses*, this summary should be a narrative description of the overall course program, followed by titles of and complete course descriptions for each of the three courses. A *monster course* should have a brief title that serves to identify and unify the 3-course program. In general, *monster courses* are taught by two regular faculty members and FDG has determined that the *monster course* be considered as a two-course workload for each faculty member. Exceptions to this include our already established programs in the Yucatán and France, where faculty-partners onsite are considered in light of the program’s curricular needs.

2. **BUDGET**

The budget is first described in narrative form that gives the reader an overall snapshot of the costs of travel, housing, and meals. This should include:

   i. An estimate of overall program costs
   ii. The lab fee proposed to allay these costs
   iii. The amount of institutional or external support needed to administrate the course program

An appendix details the budget in more specific terms and is located at the end of the **Addendum**. This should include:

   i. A complete breakdown of costs per student and faculty member for travel, including but not limited to airfare, rail fare, van rental, fuel costs, and transfer fees
   ii. Lodging costs specific to each location, if more than one
   iii. An estimate of per diem food costs
   iv. Any other known expenditure (e.g. admittance fees, conference fees)

After a total cost is summed in the *appendix*, then the expected funding sources should be listed and qualified as to whether they are:
i. Lab fees
ii. Faculty development funds
iii. Chair funds
iv. Institutional monetary support
v. Any external funding

3. PROPOSED ITINERARY

This should be a fairly accurate day-to-day listing of where the class will be located – starting with how you plan to get there and ending with how you intend to get back. Obviously, some courses will go to one locale to stay and make day-trips from there, while others may travel a circuit with overnight stops. In any event, this itinerary should be as accurate as possible. As the date for departure nears, this should have fixity about it wherever possible so that the college, families, and partners know where you are!

Examples of previous courses using a similar but different rubric are available upon request. Please feel free to include any other information that you feel is relevant to the proposal.

E. APPROVAL BY AAC. Following the timely submission of the course proposal and addendum (week 3 of the Fall Term) AAC will look at all of the proposals. Ideally, since these have been vetted well ahead of time within the resource areas, we should be able to make quick determinations based on curricular considerations.

F. POST-APPROVAL REQUIREMENTS

1. SELECTION OF STUDENTS. After the course is approved by AAC, the faculty teaching the course will decide who can enroll in the course. There should be an application process through which faculty select students for the course, the details of which are determined by the applicable faculty. For example, this application process may include an essay by the student that explains her interest in the subject and reasons for taking the course, and/or an interview with the faculty member/s. This serves to ensure that each student has done the requisite course preparation and is a suitable candidate for the particular academic offering.

2. DEPOSITS. Every student taking one of these courses is required to make a non-refundable deposit (minimum of $300) by week 4 of the preceding term. For example, for a course offered during the Fall Term, a student must make a deposit by week 4 of the preceding Spring Term.
3. **FOLLOW UP.** Following the successful completion of the expeditionary course, AAC may enquire about the overall course experience from the faculty perspective. We are not formalizing this as a requirement; however, we would like to interview participants so that we are able to assess the relative level of success of these types of courses and gather some data to use in a curriculum assessment.

In the long term, it is our goal that, as a faculty, we make a commitment to three-year course projections that include these kinds of courses. Students have told us that they want this. They would like to have timely information so that they are able to plan their self-designed curriculum by way of a clear picture of future offerings. The funding model gives all students greater agency in consideration of off-campus learning and opens up the opportunity for a student to make ‘big plans’ to travel during their time at COA.

Deadlines for a course proposal submission are firm and well enough in advance to allow AAC, FDG, and RAs to balance the greater good of the schedule (timing and actual course offerings), workload ( advisement and admin), and curricular offerings in general.
Name (first and last): ____________________________________________________________

Amount Requested $ ____________________________________________________________ (minimum of $500, rounded to the nearest $100)

Advisor Approval: ______________________________________________________________

There is a maximum of three (3) requests. This is the student’s: □ 1st request □ 2nd request □ 3rd request

Program: □ COA Course ____________________________________________________________
□ Internship ____________________________________________________________
□ Independent study ____________________________________________________________
□ Residency ____________________________________________________________
□ Senior project ____________________________________________________________
□ Other ____________________________________________________________

Year of study when award will be used: □ Sophomore ($1,000 maximum) □ Junior □ Senior

Term/Year when award will be used: ___________ / ___________

TAX INFORMATION

Student: □ US □ Non-US (country of origin—note 14% may be withheld for taxes)

I understand by signing below that I have to stay in good academic and financial standing at COA. Any funds used for a deposit for a COA class are non-refundable. These funds may be taxable to me, and if I have any questions I should consult a tax advisor. If funds are awarded to me I will timely write a thank you note to the donor, per instructions from the development office. If funds are for other than a COA-sponsored course, detail is attached.

Signature ___________________________ Date __________

APPROVALS

1. Program approved □ Yes ________________________________ (Advisor signature)
2. Good academic standing □ Yes ________________________________ (Academic Dean signature)
3. Student life □ Yes ________________________________ (Dean of Student Life signature)
4. Safety plan □ Yes ________________________________ (Dean of Student Life signature)
5. Student account current □ Yes ________________________________ (Business Office signature)
6. Travel funds available □ Yes ________________________________ (Business Office signature)

Amount Approved: $ ___________ Approved by: ________________________________ ________________________________

Signature ___________________________ Date __________

Allocation of Funds: □ Funds credited to student account for term/year: ___________ / ___________

□ Check picked up in Business Office

□ Check mailed to: ____________________________________________________________

This application, and any/all additional attached details, should be returned to COA’s Academic Dean Ken Hill, Turrets, 3rd floor.