



ACADEMIC HANDBOOK
2026-2027

DATES AND DEADLINES

2026-2027

TERMS	FALL 2026	WINTER 2027	SPRING 2027	FALL 2027
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DATES

First day of class	9/10/2026	1/4/2027	3/29/2027	9/13/2027
Last day of class	11/20/2026	3/12/2027	6/4/2027	11/19/2027
Commencement			6/5/2027	

BUSINESS OFFICE

Online statements available	7/14/2026	11/9/2026	2/24/2027	7/15/2027
Payment due dates	8/17/2026	12/7/2026	3/22/2027	8/16/2027
Course withdrawal (no reversals)	10/16/2026	2/5/2027	4/30/2027	10/15/2027

FINANCIAL AID

Work-study assignments shared	9/1/2026			9/1/2027
FAFSA available	10/1/2026			10/1/2027
FAFSA, noncustodial parent form, and international student financial aid packet due		3/1/2027		
Work-study placement form available			5/1/2027	
Work-study placement form due			6/1/2027	
Financial aid offers sent to returning students			5/15/2027-6/30/2027	
Signed financial aid offers due			Two weeks from date received	

REGISTRAR

Registration (for subsequent term)	10/18/2026	2/7/2027	5/2/2027	10/17/2027
Add/drop	9/16/2026	1/8/2027	4/2/2027	9/17/2027
Independent study proposals	9/16/2026	1/8/2027	4/2/2027	9/17/2027
Residency applications due	5/15/2026	10/23/2026	2/12/2027	5/7/2027
Student self-evaluations	12/4/2026	3/26/2027	6/18/2027	12/3/2027
Faculty grades and evaluations	12/11/2026	4/2/2027	6/25/2027	12/10/2027

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The College of the Atlantic academic handbook is maintained by the offices of the provost and the registrar and serves as the official source of information on the college's academic policies, procedures, and requirements.

ACCREDITATION

College of the Atlantic is accredited by the New England Commission of Higher Education (NECHE).

Accreditation of an institution of higher education by the commission indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer review process. An accredited college or university is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the commission is not partial but applies to the institution as a whole. As such, it is not a guarantee of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurances about the quality of opportunities available to students who attend the institution.

Inquiries regarding the accreditation status by the commission should be directed to the administrative staff of the institution. Individuals may also contact:

New England Commission of Higher Education
3 Burlington Woods Drive, Suite 100
Burlington, MA 01803-4514
(718) 425-7785
info@neche.org

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA) protects the privacy of student education records. In general, College of the Atlantic will not release grades, academic records, or information about a student's academic standing to parents, family members, or other third parties without the student's written consent, except as permitted by law. Information about COA's FERPA-related policies and procedures is available on the registrar webpage of the college website.

NONDISCRIMINATION

College of the Atlantic is committed to maintaining a community free from discrimination and harassment. Community members and visitors have the right to be free from discrimination and harassment based on any legally protected characteristic, including age, race, color, sex or gender (including gender identity and expression), pregnancy, sexual orientation, religion, religious practices, mental or physical disability, genetic predisposition, national or ethnic origin, citizenship status, veteran status, marital or partnership status, or any other legally protected status.

The college's Discrimination and Harassment Policy outlines community expectations, defines prohibited conduct, and explains options for reporting and addressing concerns. All members of the COA community are expected to treat one another with respect, consideration, and responsibility. Anyone who believes they have experienced discrimination or harassment, has questions about the policy, or who wish to file a complaint should contact the Title IX coordinator. Additional information is available from the college's Title IX coordinator and on the office of Title IX and civil rights compliance webpage of the college website.

INTRODUCTION

This academic handbook applies to students entering College of the Atlantic during the 2026-2027 academic year. Students who entered the college before fall 2026 should consult the handbook that was in effect when they matriculated, unless otherwise specified by college policy.

Previous versions of the academic handbook are available through the registrar's office and on the registrar webpage of the college website.

COLLEGE OF THE ATLANTIC MISSION AND VISION

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, natural, and built environments. This perspective guides all aspects of education, research, activism, and interactions among the college's students, faculty, staff, trustees, and alumni. The COA community encourages, prepares, and expects students to gain the knowledge, skills, values, and practical experience needed to lead fulfilling lives and help solve the problems facing communities worldwide.

At COA, we envision a world where people value creativity, intellectual achievement, and the diversity of nature and human cultures. In that world, with respect and compassion, individuals will construct meaningful lives for themselves, gain appreciation for the relationships among all forms of life, and safeguard the heritage of future generations.

HUMAN ECOLOGY: AN EDUCATIONAL PHILOSOPHY

College of the Atlantic is dedicated to the study and practice of human ecology—the interdisciplinary exploration of the relationships between humans and their social, natural, and built environments. Students integrate the arts, sciences, and humanities through a self-designed major grounded in experiential and place-based learning. Intentionally small, with about 350 students and 35 full-time faculty, COA fosters close collaboration, individualized study, and deep engagement with local and global communities. Founded in 1969 on Mount Desert Island, Maine, the college has been named the #1 Green College by *The Princeton Review* every year since 2016, reflecting its long-standing commitment to environmental leadership, creativity, and meaningful change.

Guided by human ecology as an educational philosophy, faculty and students embrace the pursuit of understanding the world and developing deep self-knowledge. Central to this approach is independent thinking, which encourages a diverse range of academic paths, perspectives, and transformative learning experiences.

A human ecology education calls for a rigorous exploration of the roots of contemporary social, cultural, political, and environmental challenges. Drawing on the experimental and pluralistic traditions of the liberal arts, students engage in learning that is theoretically grounded, personally reflective, and oriented toward meaningful action.

Studying human ecology requires the skills, habits of mind, and sense of responsibility needed to engage thoughtfully with communities that are both local and global. Through the development of intellectual and practical capacities, students are empowered to navigate complexity, contribute to positive change, and lead lives of purpose and impact.

LEARNING OUTCOMES FOR COA GRADUATES

Metacognition: The ability to reflect on and understand one's own thinking and learning processes. This includes self-direction and motivation; recognition of the physical, social, emotional, and intellectual dimensions of learning; tolerance for uncertainty; persistence; openness to feedback; and ongoing reevaluation of one's understanding of self. It also encompasses effective time and project management and the ability to develop a coherent and personally meaningful narrative about one's self-designed program of study.

Creativity: The ability to imagine and develop novel approaches, perspectives, and solutions across a wide range of endeavors. This includes innovation and invention; flexibility in applying multiple strategies

to solve problems and adapting approaches when circumstances change; originality in generating unique and unexpected ideas; and the capacity to expand, refine, and elaborate on one's ideas and projects. It also includes the willingness to take intellectual and creative risks and to practice divergent thinking.

Critical thinking: The ability to observe, analyze, and question assumptions, claims, and relationships among living, social, and physical systems and processes. This includes interpreting and evaluating information from multiple sources; drawing reasoned conclusions through induction and deduction; and exercising judgment in defining, organizing, prioritizing, and addressing complex issues in ways that support individual and collective growth. It also includes recognizing the scope and limits of one's own knowledge, challenging preconceptions, and working effectively with ambiguity and incomplete information. It also encompasses the ability to use writing as a tool for inquiry, analysis, reflection, and critical thought.

Community engagement: The ability to understand oneself and to recognize, respect, and engage thoughtfully with the complex identities, histories, cultures, experiences, and perspectives of others. This includes the capacity to collaborate effectively within diverse groups, organizations, and communities and to participate constructively in cultural, civic, and political life. It also encompasses the ability to reflect critically on one's own assumptions, values, and cultural knowledge; to engage constructively with complementarity, incommensurability, and dissent; and to view such encounters as opportunities for personal and collective learning in pursuit of shared goals.

Communication: The ability to listen actively and express oneself effectively through spoken, written, visual, and nonverbal forms of communication, with awareness of history, community, context, and audience. This includes the capacity to engage in meaningful dialogue, both internally and with others, across diverse perspectives and ways of knowing. It also encompasses the ability to communicate across differences in language proficiency and to adapt communication practices to support mutual understanding, accessibility, and inclusion.

Integrative thinking: The ability to confront complex situations as dynamic systems composed of interconnected and interdependent parts. This includes recognizing relationships across disciplines, perspectives, and scales, and synthesizing diverse forms of knowledge to understand and address complex challenges. This encompasses the ability to anticipate the social, economic, and environmental consequences of actions, which may be positive, negative, or neutral, and known, uncertain, or unknowable.

Interdisciplinarity: The ability to think, work, and communicate within and across disciplines while recognizing the strengths and limitations of disciplinary approaches. This includes the ability to integrate knowledge, methods, and perspectives from multiple disciplines and to apply interdisciplinary and transdisciplinary ways of knowing to complex questions, contexts, and real-world challenges.

DEGREE REQUIREMENTS

OVERVIEW OF DEGREE REQUIREMENTS

The degree of Bachelor of Arts in human ecology is granted upon completion of 36 credits including a three-credit senior project, completion of an internship, and two requirements bearing no academic credit: the human ecology essay and the community service requirement. 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 used to complete a COA internship, but a minimum of five terms must be spent on campus. The normal, full-time annual load is nine credits, three in each of the three ten-week terms. One COA credit unit is the equivalent of 3.3 semester hours; nine COA credits are the equivalent of 30 semester hours.

In addition to earning 36 credits, students must meet the graduation requirements described in the following sections.

Courses that fulfill the requirements listed below are indicated by a short code (such as HS, W, or ADS) at the end of a course's description. Please be aware that the "department" code in the listings on CAMS (COA's student information system) does not convey information about which degree requirements, if any, a particular course fulfills. The department code is the first two letters that appear in the identifier for each course, eg, AD1060I. Note that not all courses fulfill foundational or distribution degree requirements.

To fulfill a foundational or distribution requirement, students must earn a grade of CR (credit) or a letter grade of C or higher in that course.

Foundational requirements

Foundational requirements are designed to give students background and experience in key skills and perspectives. **Foundational requirements apply only to students who enter with less than nine COA credits**—ie, students who enter as a “freshman” or a first-year student. Foundational requirements are waived for transfer students entering with nine or more COA credits.

There are four foundational requirements:

1. **Human Ecology Core Course (HE).** An interdisciplinary, seminar-style class, required in a students’ first year of attendance. The course helps build a community of learners to explore the questions of human ecology from the perspectives of the arts, humanities, and sciences, both in and outside the classroom.
2. **Writing (W).** One writing class within the first year of attendance. Writing courses focus primarily on developing students’ understanding of writing and literacy as social practices and metacognitive and metalinguistics skills. Courses also develop students’ analytical skills, genre knowledge, rhetorical awareness, and research literacy to help students navigate writing in diverse academic, professional, and everyday contexts at COA and beyond. Students learn core concepts to develop their ability to engage critically with writing and research. These courses help students write in ever-changing discursive contexts and also help them develop their understanding of writing as a process, ie, using revisions as a way to refine their thinking and critical engagement with people, ideas, and texts.

Prior to the 2026–27 academic year, the writing requirement included an additional requirement of a writing portfolio. This requirement is no longer in effect.

3. **History (HY).** One history course must be completed within the first two years of attendance. Historical study involves the sustained exploration of human experience from multiple perspectives, using primary sources such as oral narratives, written texts, works of art, and material culture from specific places and time periods. The study of history deepens our understanding of both the past and the present.
4. **Quantitative Reasoning (QR).** One quantitative reasoning course within the first two years of attendance. Quantitative reasoning courses are those that develop skills in mathematics, statistics, and computation. All math and physics courses meet this requirement, as do many classes in chemistry and economics.

Distribution requirements

The curriculum is organized around three multidisciplinary areas. Students must take at least two courses in each curricular area, each from a different instructor. Doing so helps a student become familiar with a range of methodologies, perspectives, and practices and to incorporate these into their own work.

- **Arts & Design (AD).** Includes almost all classes in the visual and performing arts, as well as music, art history, and ethnomusicology. **At least one AD class must be an Arts & Design Studio (ADS) class.** Studio art classes are those that entail the making of art/music/performance.
- **Environmental Sciences (ES).** Includes courses in biology, chemistry, geology, and physics. Almost all science classes meet the ES requirement.
- **Human Studies (HS).** Includes the humanities and social sciences: anthropology, business, economics, education, history, literature, law, politics, philosophy, psychology, and more. Almost all human studies classes meet the HS requirement.

The following cannot be used to satisfy the distribution requirements: independent studies, tutorials, group studies.

Distribution requirements at COA are often referred to as “resource area requirements.”

Internship

All COA students are required to complete an internship. A COA internship is a supervised work experience at an established organization related to the student’s academic and/or career interests.

The internship lets students explore career options, network, and learn skills that cannot be learned through coursework alone. Students do internships at businesses and companies, nonprofits and schools, and in research labs in the US and around the world.

An internship can be in-person, remote, or hybrid; on or off campus; paid or unpaid. Note that an experience used as a COA internship may not actually be called an internship by the site or organization. They may use terms like apprenticeship, fellowship, co-op, externship, residency (different from a COA residency), or even just hourly work.

There are two types of internships: those for three academic credits (called a 3-credit internship) and those for zero academic credit (called a 0-credit internship). Both types of internships fulfill the internship requirement. The number of hours for these two types of internships differ:

- 3-credit internships require 450 hours. Upon successful completion, the student is awarded three COA credits and fulfillment of the degree requirement.
- 0-credit internships require 320 hours. Upon successful completion, the student is awarded fulfillment of the degree requirement.

Students may count up to 40 administrative hours toward their internship requirement. Administrative hours may include time spent preparing for the internship, debriefing with supervisors, and writing the internship report.

Students may complete up to two 3-credit internships. There is no limit to how many 0-credit internships a student can complete.

There is no specified time duration for an internship; what matters is the number of hours. If needed, an internship can be completed over multiple terms. Students interested in a multi-term internship need to discuss logistics with the director of career development before submitting their internship proposal. Completing a 3-credit internship in the summer impacts financial aid and should be discussed with the director of career development, the director of financial aid, and if an international student, the director of international student services.

Students may complete COA internships beginning the summer after their first year enrolled. Though not every student is ready to complete an internship after their first year, all students should understand the internship requirement and begin exploring options with their academic advisor, peers who have completed internships, and the career development team.

Transfer students should meet with their advisor and the director of career development as soon as they arrive on campus to discuss whether post-secondary work experience or an internship completed before enrolling at COA may satisfy the internship requirement.

Students are encouraged to complete their internship requirement by the fall term of their senior year. While internships may still be registered during the winter or spring term of the senior year, students who have not yet completed this degree requirement must discuss their plans with and obtain approval from both the registrar and the director of career development when submitting their Intent to Graduate form.

Students must submit an internship proposal and receive approval from the director of career development before beginning their internship. An internship cannot be approved retroactively. The internship proposal requires a letter of commitment from the internship site.

After completing their internship, students must submit both an internship report and a supervisor evaluation to the director of career development. Before the internship concludes, students should schedule time with their supervisor to complete the evaluation and discuss the feedback together. The completed evaluation should be provided directly to the student, who can use it as a reflective resource when writing the internship report. Once both documents are complete, students should submit them to the director of career development to receive internship completion credit. Drawing on the student's reflections and supervisor evaluation, the director will prepare an internship narrative for inclusion on the student's transcript.

Internship proposal guidelines and the submission form can be found on the internships & career development webpage of the college website.

Human ecology essay

The human ecology essay is a work of exposition, argument, extended description, or narrative of approximately 2,000 words. Through a topic of personal or social significance, students explore their understanding of human ecology. While the essay may emerge from coursework, it is not intended to be a standard course paper. Students who choose a nontraditional format, such as fiction, poetry, or another creative work, must also submit a two- to four-page essay explaining how the project reflects their understanding of human ecology.

The student's advisor and one additional faculty member serve as readers. When submitting the first draft, students must provide the names of both readers to the faculty assistant. To satisfy the degree requirement, both readers must approve the essay. Most essays require several drafts and three to six weeks for review. Students are responsible for submitting drafts to both readers and should discuss review schedules well in advance. Students are strongly encouraged to work with the Writing Center throughout the drafting process.

The first draft of the human ecology essay is due early in the fall term of the senior year, and the final draft is due in mid-February. Both drafts must be submitted to the faculty assistant and readers by the published deadlines. The advisor oversees the process and helps ensure deadlines are met. Missing deadlines may jeopardize a student's ability to graduate or stand at graduation. Essays submitted after the deadline are not eligible for inclusion in the human ecology essay publication.

Community service

All COA students are required to complete 40 hours of community service prior to their final term of enrollment. Community service provides students with 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- or off-campus volunteer work. Community service does not need to be completed on Mount Desert Island. A combination of on- and off-campus experiences is encouraged.

Service must be unpaid, completed outside of course requirements, and total at least 40 hours. Because many students engage in more community-focused work than is required, they may choose which experiences to include. The director of career development determines whether experiences meet the requirement.

To document completion, students must submit a form describing their service activities, hours, and a brief reflection to the career development office by the end of the winter term before graduation. The form can be found on the internships & career development webpage of the college website.

Senior project

The senior project is a three-credit, independent project required for the human ecology degree. It is a significant intellectual and/or creative endeavor—such as a research project, experiment, or original artistic work—intended to advance understanding or practice 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 one term, earning three credits. The three credits of a senior project may be taken in one term or spread over two or more terms.

Deadlines for submission of senior project proposals are listed in this catalog and online. Senior project proposal guidelines and forms are available in the registrar's office and on the registrar webpage of the college website. An approved senior project proposal is required in order to register for senior project credits.

A COA faculty member or an outside expert may serve as the senior project director. The project director oversees the project and provides guidance and expertise. The project director determines that the project is complete and is creditworthy, and also writes a narrative evaluation.

If the senior project director is not a COA faculty member, lecturer, or teaching staff, the project needs a COA sponsor. The sponsor, who must be a COA faculty member, lecturer, or teaching staff, has two roles. First, the sponsor reviews the director's qualifications and affirms that they are qualified to lead the senior project. Second, the sponsor is responsible for determining completion and writing a narrative evaluation of the senior project if the director fails to do so. The college gives a small honorarium to off-campus senior project directors, pending receipt of evaluation of the student's work.

Senior project proposals must include documentation of how the student will achieve 450 academically engaged hours. Senior project guidelines and proposal cover sheets can be found on the registrar webpage of the college website and in the registrar's office.

The completed senior project must be submitted no later than the end of the ninth week of the spring term in the year in which a student intends to graduate. Failure to meet this deadline will jeopardize the student's ability to graduate in June. The student is responsible for submitting their project in a format that follows the guidelines posted on the registrar webpage. This includes a brief abstract describing the project. The project is cataloged by the COA Thorndike Library and added to its permanent collection of senior projects for reference by future students.

Students may choose to delay access to their senior project. Circumstances in which this might be appropriate include if the student plans to submit results for publication or to submit a patent, or if the project consists of plans for a business that is not yet implemented. In exceptional cases, and with the permission of the provost, senior projects may be permanently embargoed.

At the time of the senior project submission, students must also submit a project description and self-evaluation. This description and self-evaluation will be added to the student's narrative portion of their transcript. The project director will submit a narrative evaluation to the registrar which will also be included as part of the narrative transcript. Letter grades are not given for senior projects; they are awarded credit or no-credit only.

Students should be aware that the timeline for senior projects is not unlimited. After a student registers for their senior project, they have one academic year (three consecutive terms) to complete it, unless an extension is approved. If the student does not complete their senior project in this time period, a grade of no-credit will be awarded.

If a student has withdrawn from the college and wishes to return and complete their senior project, they will need to re-enroll. To do so, they must reapply through the admission office and pay a one-time senior project registration fee. The project must then be completed by the end of the term they register. If the student does not complete the project in the allotted time, the next enrollment will be at the full rate of three credits, a new proposal will be required, and the student again will have one academic year to complete the project.

Students who are unsure if they will be able to complete their senior project on time are strongly encouraged to reach out to the registrar for guidance and to discuss options.

TRANSFER CREDIT

A student can transfer a maximum of 18 credits to COA, the equivalent of 60 semester credit hours or 90 quarter hours in systems commonly used at other institutions. One COA credit is equivalent to 3.3 semester hours or five quarter hours. Work at another accredited institution is transferable with a grade of credit/pass or D or above and approval by the registrar, and will appear on the COA transcript with a grade of CR (credit).

Transfer students must submit transcripts for college-level coursework they have completed at other institutions when they apply to COA. Students can choose to not transfer these credits to apply to their COA degree. An important exception to this is students who are receiving Veterans Affairs (VA) education benefits, who must transfer in all possible transfer credits.

Transfer credits must be authorized by the student before the registrar can post them to the student's transcript. Once transfer credit has been applied to a student's COA record, it cannot be removed.

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.

First-time, first-year students who have taken college courses while enrolled in high school may elect to transfer in these credits after they have earned nine COA credits. This transfer of credits does not exempt them from the foundational requirements.

A COA student planning to take a course or a term as a visiting student at another college is advised to get approval of eligibility for credit transfer in advance from the registrar.

Transfer credit and distribution requirements

Students who enter with nine or more COA credits may use credits from other institutions to fulfill distribution requirements. However, transfer credits may be used to fulfill only one each of the AD, HS, and ES requirements. Approval of courses from other institutions to fulfill distribution requirements is determined by the registrar in consultation with faculty as needed. The student must provide the catalog descriptions and may need to provide syllabi of the transfer courses they wish to use to fulfill a distribution requirement.

In exceptional circumstances, students who enter with fewer than nine COA credits may petition to use transfer credits to fulfill a distribution requirement. Such requests are reviewed by the registrar, in consultation with faculty when appropriate.

AP and IB credits may not be used to satisfy distribution requirements or foundational requirements.

Credit by exam or military experience

A maximum of one term (three credits) may be given for credit by examination or military experience. Advanced Placement (AP), International Baccalaureate (IB), and other successful examinations may also serve as prerequisites for COA courses. AP and IB credits cannot be used to meet foundational (HE, HY, QR, W) or distribution requirements. Students entering as first-time, first-year students must earn nine COA credits before AP or IB credits may be applied to their COA transcript.

- **Advanced Placement:** Scores of four or higher on AP exams are acceptable for transfer.
- **International Baccalaureate:** Scores of five or higher on IB Higher Level exams are acceptable for transfer. Standard Level exam scores are not eligible for transfer.
- **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:** 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 registrar's office. Advanced Placement and International Baccalaureate credit earned in high school may not be officially transferred until the student has earned at least nine COA credits. 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 their individual situation and timetable with academic and financial advisors.

REVIEW AND APPEALS

The Review and Appeals Committee reviews student proposals for senior projects and residencies, considers petitions for exceptions to academic requirements, and hears appeals of decisions related to a student's academic work.

The provost, or their designee, hears appeals of other academic matters. The provost's decision is final and cannot be appealed further.

REQUIREMENT CODES

AD meets the Arts and Design distribution requirement

ADS meets the Arts and Design Studio Course distribution requirement

ES meets the Environmental Science distribution requirement

HE meets the *Human Ecology Core Course* foundation requirement

HS meet the Human Studies distribution requirement

HY meets the History foundational requirement

QR meets the Quantitative Reasoning foundational requirement

W meets the Writing foundational requirement

Degree requirements checklist

For students entering with fewer than nine COA credits

FOUNDATIONAL REQUIREMENTS

- ☐ Human Ecology Core Course (HE)
- ☐ One Writing (W) course
- ☐ One History (HY) course
- ☐ One Quantitative Reasoning (QR) course

For all students

DISTRIBUTION REQUIREMENTS

For each distribution requirement, the two courses must be taught by different instructors.

- ☐ ☐ Two Arts and Design (AD) courses
At least one AD class must be an Arts & Design Studio (ADS) class.
- ☐ ☐ Two Environmental Science (ES) courses
- ☐ ☐ Two Human Studies (HS) courses

OTHER REQUIREMENTS

- ☐ Internship
- ☐ Human ecology essay
- ☐ Community service
- ☐ Senior project

STUDENT-DIRECTED STUDIES

INDEPENDENT STUDY

An independent study provides an opportunity for the student to design their 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. Transfer students with nine or more COA credits are permitted to take two independent studies per year starting from the first year they enroll at COA. To be eligible to enroll in an independent study, students must be in good academic standing with no incomplete coursework or extensions.

Every independent study must have a project director. The project director oversees the independent study, provides feedback and expertise, assigns a grade, and writes a narrative evaluation.

If the independent study director is not a COA faculty member, lecturer, or teaching staff, the independent study needs a COA sponsor. The sponsor, who must be a COA faculty member, lecturer, or teaching staff, has two roles. First, the sponsor reviews the director's qualifications and affirms that they are qualified

to lead the independent study. Second, the sponsor is responsible for providing a grade and narrative evaluation of the independent study if the director fails to do so. The college gives a small honorarium to off-campus project directors pending receipt of grade and evaluation of student's work.

Independent study proposals must include documentation of how the student will achieve 150 academically engaged hours. Proposals need to include educational goals, a plan of study, and assessment criteria. A signed cover sheet must be submitted with the independent study proposal. The cover sheet can be found on the registrar webpage or in the registrar's office.

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 and written evaluation.

GROUP STUDY

The group study is a student-initiated, one-term endeavor which provides an opportunity for collective pursuit of topics, problems, methods, or issues which are not offered in the regular curriculum. A group study is essentially a class that is designed and administered by a group of students. A group study must have a sponsor, who must be a faculty member, lecturer, or teaching staff. The group study sponsor works with the students in developing their group study proposal. Their signature on the proposal affirms that the plan for the group study is well thought out, feasible, worthy of one COA credit, and that the participants have sufficient background and resources to carry out their plan.

First-year students and students not in good academic standing are not eligible to enroll in group studies. Students may not take two group studies in the same term or more than two in any academic year.

Group studies may not be used to meet foundational or distribution requirements.

Students should be aware that the development and approval of a group study takes considerably more effort and time than the process for approving independent studies. Students interested in planning a group study are strongly advised to contact the registrar or the chair of the Academic Affairs Committee well in advance of the deadline for proposal submission—ideally no later than the beginning of the term prior to one in which the group study will take place.

Group study proposals are due Friday of week three of the term prior to that in which the group study is to take place. A group study must be approved prior to the registration period for the term it will be done. Detailed guidelines and a proposal cover sheet may be found on the registrar webpage or the registrar's office. Note that the cover sheet must include the signatures of at least five and no more than eight students who are committing to enroll in the group study if it is approved. Group study proposals must include documentation of how students will achieve 150 academically engaged hours.

Group study proposals are submitted to the registrar and are reviewed by the chair of the Academic Affairs Committee. It is rare for group studies to be approved which are substantially similar to existing courses. In developing their group study proposal, students must consult with faculty and staff who have expertise in the area of proposed study. Again, it is strongly recommended that students interested in forming a group study reach out to the registrar or chair of the Academic Affairs Committee very early in the process.

Each group study will designate a participant to serve as the group study administrator. The administrator is required to submit a narrative evaluation of each student to the registrar within three weeks from the end of the term. The group study proposal should specify the evaluation criteria that will be used and the procedures that the group will use to write the narrative.

RESIDENCY

A residency is a three-credit, term-long educational experience designed by a student. Residencies offer a student the opportunity to devote an entire term to a focused academic exploration. The exploration area could be geographic, or it could be an area of academic interest or a chance to dive deeply into a method or practice. A residency should be an experience that cannot be obtained via the regular curriculum.

To be eligible for a residency, students must have earned at least 18 COA credits and be in good academic standing. Students are encouraged to do at most one residency, however, a maximum of two residencies are permitted in the student's undergraduate program.

Residencies may not be used to fulfill foundational or distribution requirements.

A residency may only be taken credit/no-credit.

A COA faculty member must be the director of a residency and have regularly scheduled contact with the student throughout the term. Additional individuals, at COA or elsewhere, may advise the project and serve as resources. They may assist the project director in writing the student's narrative evaluation.

Students must submit a proposal to do a residency. The residency application form may be downloaded from the registrar's webpage or picked up at the registrar's office. The application for the residency must be submitted by the registration deadline for the term in which it is to occur (see deadlines in this catalog and online). Late residency applications will not be considered. All residency applications will be approved or denied by the Review and Appeals Committee before the end of the term prior to when the residency is to occur.

TUTORIAL

Tutorials are faculty-initiated small classes which cover specialized or advanced 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. From a student's point of view a tutorial is not materially different from a class.

Sometimes tutorials arise as a result of one or more students reaching out to a faculty member about opportunities for learning that is more advanced and/or is in areas not covered in classes.

Tutorials cannot be used to fulfill distribution requirements.

ADDITIONAL PROGRAMS

EDUCATIONAL STUDIES AND TEACHER CERTIFICATION

College of the Atlantic is authorized by the State of Maine to recommend successful program graduates for Maine teacher licensure. Students can prepare for certification in the following areas:

- Art Education (K-12)
- Elementary Education (K-8)
- Secondary Education (7-12) in:
 - English Language Arts
 - Life Sciences
 - Social Studies

COA maintains strong partnerships with local public and private schools, providing students with extensive hands-on learning opportunities. Through placements in classrooms, after-school programs, museums, alternative educational settings, and summer camps, students gain practical experience that complements their coursework.

Students pursuing professional teacher certification may fulfill the student teaching requirement through either a 15-week student teaching internship, or three additional academic credits beyond COA's graduation requirements.

Maine participates in the National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement, which facilitates licensure reciprocity with 47 other states, the District of Columbia, Guam, and Department of Defense schools.

The interactive and interdisciplinary educational approach at COA serves as a model for the type of learning experiences many graduates go on to create in their own classrooms. Alumni pursue careers as teachers in public and private schools, as well as roles in outdoor education, environmental education, and interpretation and natural history programs.

STUDY ABROAD AND STUDY AWAY

Study abroad and study away opportunities allow students to take courses outside of COA for up to 18 credits, provided they have not already used some or all of the 18 transfer credits permitted toward their degree. The college supports students in identifying and participating in programs offered by other institutions, expanding access to a wide range of academic, cultural, and field-based learning experiences throughout the United States and around the world.

In addition to opportunities through partner institutions and external programs, COA offers its own expeditionary courses both within the US and internationally.

Students are encouraged to begin planning early with support from their academic advisor and guidance from the career development, financial aid, and registrar's offices, which assists with the approval of transfer credits earned outside of COA. International students should consult with the director of international student services when considering a study away experience.

Students must be in good academic standing and complete all required documentation before participating in a term or semester away. Programs frequently attended by COA students, including School for International Training, SEA|mester, SEA Education Association, and the Center for Ecological Living and Learning, may offer scholarship assistance.

CONSORTIUM AGREEMENTS

College of the Atlantic may enter into consortium agreements with accredited colleges and universities in the US and abroad. A consortium agreement allows eligible students to enroll in coursework at another institution while maintaining eligibility for federal financial aid through COA.

To be eligible, students must have completed at least three terms at COA and be in good academic and social standing. All consortium arrangements must be approved in advance and coordinated through the appropriate college offices. Credits earned through approved consortium agreements will be recorded on the student's COA transcript as transfer credit.

Students interested in pursuing coursework through a consortium agreement should consult the financial aid office and registrar for eligibility requirements, application procedures, and additional information.

EcoLeague exchange

The EcoLeague is a consortium of six colleges and universities that share a commitment to environmental responsibility, social change, experiential learning, and sustainability. Member institutions are Alaska Pacific University, Dickinson College, New College of Florida, Prescott College, St. Lawrence University, and College of the Atlantic.

EcoLeague exchanges are open to students in any area of study. To be eligible, students must have completed at least nine COA credits. COA students may study at another EcoLeague institution for up to two semesters, typically during their second or third year. While participating in an exchange, students remain enrolled at COA and continue to pay tuition to the college. Room and board, course and lab fees, and other applicable charges are paid to the host institution, and any additional program or travel expenses are the responsibility of the student.

Credits earned through an EcoLeague exchange are recorded as COA credits rather than transfer credits. Students interested in participating must submit an Intent to Participate form and, upon approval, a Participation/Registration form. Participants are expected to return to COA following completion of their exchange semester(s). Students interested in an EcoLeague exchange should consult the registrar for additional information.

University of Maine

Any degree-seeking undergraduate student enrolled at College of the Atlantic or the University of Maine is eligible to participate in a cooperative exchange after completing two 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 and UMaine students may enroll for coursework at COA. This exchange is contingent on space availability. See the registrar for full details.

AFFILIATION AGREEMENTS

COA has affiliation agreements with a number of organizations, whereby COA agrees to award credit for courses offered through their programs. In all cases, students must have completed a minimum of three terms at COA and be in good academic and social standing to apply. Students must submit a signed consortium agreement form to the registrar's office prior to enrollment in the program, and are charged an administrative fee (\$500 per COA credit) to process the credits. See the registrar for more information.

Center for Ecological Living and Learning

COA will award credit for study abroad programs offered by the Center for Ecological Living and Learning (CELL). CELL programs focus on local and global solutions to environmental, social, and economic problems and are offered in Central America, East Africa, Iceland, and the Middle East. Students apply directly to CELL and pay tuition and fees to CELL. Enrollment is limited to a maximum of one semester worth of credit (15 semester credits, equivalent to 4.5 COA credits).

National Outdoor Leadership School

COA will award credit for semester programs offered by the National Outdoor Leadership School (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 (variable up to 16 semester credits, equivalent to 4.8 COA credits). Students apply directly to NOLS and pay NOLS fees.

SEA|mester

COA will award credit for academic courses taken on SEA|mester voyages. Students apply directly to SEA|mester and pay tuition and fees to SEA|mester. Enrollment is limited to a maximum of one semester worth of credit (12 semester credits, equivalent to 3.6 COA credits).

GRADUATION AND SENIOR YEAR

Students should submit intent to graduate forms prior to the academic year in which they intend to graduate (see deadlines in this catalog). There are a number of important deadlines that fall during the student's senior year—eg, the human ecology essay, the senior project, and the certification of graduation requirements. 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 a student may participate in a graduation ceremony if they have not completed all degree requirements. This can only be the case if the student has a clear path to completing all degree requirements by the end of the subsequent fall term. This determination will be made by the registrar. In circumstances falling outside of these parameters, students can request an exception from the provost.

In order for a student to participate in a graduation ceremony before finishing all degree requirements, they must complete a written contract in which they acknowledge what work is outstanding and specify a timeline for completion. This contract will be prepared and agreed upon by the student and the registrar, with input from the academic advisor and instructors as needed.

Once the student has completed all degree requirements, the registrar will confer the degree at the next conferral date, and a diploma will be mailed. If a student is not in good academic or social standing, or there are pending academic or social misconduct matters, the student may be denied the opportunity to participate in the commencement ceremony.

GRADUATE PROGRAMS

ACCELERATED BA/JD PROGRAM WITH THE UNIVERSITY OF MAINE SCHOOL OF LAW

Beginning in fall 2026, College of the Atlantic will offer an accelerated 3+3 BA in human ecology/juris doctor (JD) pathway in partnership with the University of Maine School of Law. This program provides qualified COA students with the opportunity to save a year of time and tuition by applying to Maine Law during their junior year and matriculating to the JD program in what would otherwise be their senior year at COA.

Students who are admitted and successfully complete the first year of Maine Law's JD program (the "1L" year) will receive transfer credit equivalent to their remaining COA degree requirements and may be awarded a Bachelor of Arts in human ecology from COA. Participation in the program is contingent upon meeting all COA degree requirements and Maine Law admission requirements, including completion of the Law School Admission Test (LSAT). Students interested in this accelerated pathway should work closely with their academic advisor, the accelerated law program advisor, and the registrar throughout the application and degree-completion process. Students seeking information about this program should contact the registrar, who can connect them with the acting accelerated law program advisor.

COA MASTER'S PROGRAM

Beginning in 1990, College of the Atlantic offered a Master of Philosophy (MPhil) in human ecology. The program was designed for both COA graduates seeking to extend the interdisciplinary work begun during their undergraduate studies and for other students interested in applying a human ecology perspective to advanced research and scholarship.

In the 2024-25 academic year, the faculty voted to pause admissions to the master's program in order to focus institutional resources on the undergraduate curriculum and student experience. At the same time, the college remains committed to the long-term development of graduate education in human ecology and is actively exploring opportunities to strengthen and re-envision the master's program for the future.

COURSE LISTINGS

Current courses are listed on the courses webpage of the college's website and in the student portal. This listing includes course descriptions, course level, and whether a course fulfills any degree requirements. Those needing information about past courses are encouraged to reach out to the registrar.

The college maintains a listing of anticipated courses for three years into the future. These projections can also be found in the student portal and on the registrar webpage.

ADVISING

Incoming students are assigned an academic advisor when they first arrive on campus. Academic advisors serve as professional mentors and guides as students work their way through their college experience. Designing an effective academic program in our self-directed curriculum requires planning and intentionality. The academic advisor serves as a primary resource for this planning process. Students and advisors share responsibility for meeting regularly.

The academic advisor must approve students' independent study, residency, internship, and senior project proposals, as well as serve as one of the readers for the human ecology essay.

Students are encouraged to change advisors as their academic interests and needs evolve. Students can change advisors by using the change of advisor form available on the registrar webpage or in the registrar's office. Note that the new advisor must agree to serve in this role, and as such their signature is required on the change of advisor form.

Some students find that an effective academic advisor is one with whom they feel comfortable talking about academic and career goals, and not necessarily someone who shares their intellectual or career interests. Advising meetings may include reviewing graduation requirements, considering further educational or career planning, or discussing shared interests and concerns. As there is an atmosphere of collaboration at COA, students are encouraged to seek connections broadly with other faculty, staff, and students.

International students will be assigned the director of international student services as an additional advisor. The role of this additional advisor is primarily limited to matters specific to international students, including visa and immigrant regulations, bureaucratic matters (such as social security numbers, driver's licenses), among others.

Students pursuing teacher certification will need to work closely with the director of educational studies to plan their course of study.

CAREER DEVELOPMENT

The career development office advances the college's mission by helping students develop the intellectual and practical skills needed to lead purposeful lives and careers. COA students have selected human ecology as the lens through which they explore the world by recognizing its problems, studying the issues, and taking action to make positive change. Career development is an integral part of the COA experience.

The director of career development supports students in building strong foundations for lifelong career success. This includes helping students explore career interests; connect with alumni, professionals, and mentors; identify internship opportunities; and understand how internships, coursework, work-study, community engagement, and other experiential learning opportunities complement one another. The director also advises students on off-campus opportunities such as study abroad and consortium programs and encourages students to consider how their academic and professional experiences can contribute to a fulfilling and purposeful life as a human ecologist.

In addition, the career development office provides guidance throughout the professional development process, including career exploration; guidance on application materials such as resumes, cover letters, and portfolios; interviewing skills; networking strategies; and workplace rights and responsibilities. Through these services, the office helps students translate their education into meaningful professional and civic engagement. More information about career development is available on the internships & career development webpage of the college website.

CONDUCTING RESEARCH WITH HUMAN SUBJECTS

Many COA students conduct research involving humans as part of their coursework, independent studies, senior projects, residencies, or graduate theses. To protect participants and ensure research meets ethical and legal standards, some projects involving human subjects will require review by COA's Ethical Research Review Board (ERRB).

The ERRB helps student, staff, and faculty researchers determine whether their project qualifies as human subjects research and provides guidance on meeting ethical and federal requirements. Projects that may be publicly shared are especially likely to require review.

If you plan to conduct any research with human subjects, talk to your COA academic advisor and/or your project director to discuss if it will qualify for ERRB review. When in doubt, contact ERRB. If your project requires ERRB approval, you must receive approval before beginning any research activities. Approval cannot be granted retroactively. Student projects that do not receive required approval may not be eligible for academic credit or count toward graduation requirements.

The ERRB application includes a submission form and project narrative. Proposals are reviewed on a rolling basis by the ERRB chair and committee members. Students may appeal an ERRB decision to the provost or the provost's designee; that decision is final.

For more information about the review process and college policy, contact the ERRB chair or visit the ERRB webpage of the college's website.

STUDENT RESPONSIBILITY

ACADEMIC INTEGRITY

As members of an academic community, students are expected to uphold the principles of honesty, fairness, respect, and responsibility in their academic work. Cheating, plagiarism, fabrication or falsification of data, unauthorized collaboration, and other forms of academic misconduct are inconsistent with these principles and are prohibited.

Students are responsible for ensuring that all submitted work accurately represents their own learning and contributions and that the ideas, words, data, and creative work of others are properly acknowledged and cited. This expectation applies regardless of the source of the material, including print and digital resources, online content, and AI tools. Questions about appropriate citation, collaboration, use of sources, or other issues of ethical scholarship should be discussed with the instructor before work is submitted.

Alleged violations of academic integrity are reported to the provost or their designee and reviewed according to college procedures. Two violations of academic integrity may be grounds for dismissal from the college.

USE OF GENERATIVE ARTIFICIAL INTELLIGENCE (AI)

College of the Atlantic recognizes that generative AI tools—including Large Language Models such as Copilot, ChatGPT, Claude, Gemini, etc.—are increasingly woven into academic, professional, and community life. We believe that learning to engage with these tools critically, ethically, and appropriately is itself a valuable skill. At the same time, human ecology asks us to take responsibility for our own learning and growth—to integrate knowledge across disciplines, draw on personal experience, and arrive at understanding through our intellectual and creative labor. Uncritical or passive use of AI tools to generate answers, summaries, or finished work undermines this process and may constitute academic dishonesty.

While COA does not have a college-wide policy governing the use of generative AI in coursework, each instructor is responsible for establishing the expectations and guidelines appropriate to their course, which may range from full restriction to active, structured incorporation of these tools. Students are expected to read and follow the AI guidelines stated in each course syllabus, and are strongly encouraged to check in directly with instructors whenever they are uncertain about the appropriate use of any AI tools. When specific guidance is not available, students should assume that submitting AI-generated material as their own original work is a violation of academic integrity and therefore is not permitted.

CLASS ATTENDANCE

Students are expected to attend the first meeting of any course in which they are enrolled. Students who do not attend the first class meeting may be removed from the course at the instructor's discretion. Students may also be removed from a course if they have not met the published prerequisites. During the add/drop period, students may drop a course without the instructor's signature; however, students are asked to inform the instructor so that their seat in the course may be given to another student.

COA does not maintain a college-wide attendance policy. Attendance expectations are established by individual instructors and described in the course syllabus. Students are responsible for understanding and meeting those expectations. When a class is missed, students are responsible for contacting the instructor and making arrangements to complete any missed work.

COURSE EVALUATIONS

Students are expected to complete an evaluation at the end of each course. Evaluations provide valuable feedback that helps faculty improve teaching and learning at COA.

Students must complete these evaluations in order to view their final course grades. Evaluations may be completed online through the student portal or on paper, depending on the instructor's preference. To ensure that student feedback remains independent of faculty assessments, instructors do not have access to course evaluations until after they have submitted students' final grades and narratives.

ACCOMMODATING STUDENTS WITH DISABILITIES

College of the Atlantic is committed to ensuring that its programs, services, and activities are accessible to all matriculating students. In accordance with the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act, and applicable state laws, the college provides reasonable accommodations to qualified students with documented disabilities.

Documented disabilities may include, but are not limited to, learning disabilities, attention-deficit/hyperactivity disorder (ADHD), visual, hearing, or mobility impairments, and physical or mental health conditions.

Students seeking accommodations should contact the director of student support and wellness in the student life office. The college works with each student individually to review documentation, discuss disability-related needs, and determine appropriate accommodations.

Students requesting accommodations must provide current documentation of their disability before or at the time accommodations are requested. Because accommodation needs may vary by course or term, students are responsible for working with appropriate faculty and staff each term to ensure accommodations are in place as early as possible. Reasonable accommodations are determined through an interactive process between the student and the college. Accommodations must support equal access while maintaining the essential requirements of a course or program. Accommodations that fundamentally alter a course or program, pose a safety risk, or create an undue administrative or financial burden may not be approved.

COA does not provide diagnostic testing for learning differences. Students who require assessments for documentation purposes must obtain them through qualified outside providers at their own expense.

RECORDS AND EVALUATIONS

Every course, including independent studies, group studies, residencies, tutorials, and the senior project, is documented as follows. The instructor assigns a grade (or indicates credit or no-credit) and writes a narrative evaluation. The student also may, optionally, write a self-evaluation with the exception of residencies, independent studies, and senior projects in which a self-evaluation is required. These evaluations are preceded on a student's transcript by the course description, which provides context for the evaluations. The instructor and evaluation and student self-evaluation are described more fully below.

Evaluations serve a dual purpose: they form an ongoing portfolio and permanent record for use by the student and advisors, and they comprise a 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.

COA has partnered with Parchment to deliver secure official transcripts either electronically or in paper format. Information about ordering transcripts can be found on the registrar webpage of the college's website. Processing time is 2–5 business days. Current students can print unofficial transcripts directly from their student portal.

Transcripts will not be released if the student has an overdue balance of \$2,500 or more in the business office and/or library. 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.

INSTRUCTOR EVALUATION

For every course, students receive a narrative evaluation from the instructor. 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.

A student may choose to receive a letter grade or to take a course credit/no-credit. Residencies, internships, and senior projects are only offered on a credit/no-credit basis. A few courses are also only offered on a credit/no-credit basis. If this is the case, it will be indicated in the course description.

Requests from a student to take a course for credit/no-credit must be made by the student in writing on the add/drop form no later than the add/drop deadline. Grade options may not be changed after the add/drop deadline. The grading option to be selected should be discussed thoroughly with advisors and instructors.

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 a 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 are 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 **Unsatisfactory:** Completion of minimal requirements and demonstration of minimal competence; academic credit is awarded
- F **Not passing:** Minimum requirements not completed and/or insufficient demonstration of comprehension of key course topics; recorded as No-Credit for students not opting for letter grades.

STUDENT SELF-EVALUATION

Students also have the opportunity to write a narrative self-evaluation. While optional for most courses, submitting a self-evaluation is required for independent studies, residencies, 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 their education and provides valuable insights to the reader about the student's performance in classes beyond what is conveyed by a letter grade. Instructions for submitting self-evaluations are distributed by the registrar at the end of each term. 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.

GRADE POINT AVERAGE

COA does not calculate a grade point average (GPA) for its students or include GPAs on transcripts. However, upon special request, the registrar will calculate a GPA based only on courses for which the student received letter grades, and include it in a separate letter that also states the number of courses from which the GPA is calculated.

EXTENSIONS

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 may request an extension from the course's instructor. The extension request is granted at the discretion of the instructor. Extensions are usually granted only when there are extenuating circumstances. If an extension is granted, the student must complete and submit an extension request form to the registrar's office. The form can be found in the registrar's office and on the registrar webpage of the college's website. It is the student's responsibility to request the extension and submit the form. Students must file signed extension contracts with the registrar's office within three weeks after the end of the term.

The duration of the extension is determined jointly by the student and the instructor, but may not be later than the fourth week of the following term. The extension may be lengthened beyond the end of the fourth week at the instructor's discretion and with approval from the academic probation officer and the registrar. Extensions past the fourth week of the following term may impact academic standing and financial aid.

If an extension is granted, the student will not receive credit for the course, and they will receive a "grade" of EX. If by the extension deadline the work still is not complete and there is no further extension, the instructor will evaluate the student based on the work completed to date. If the instructor does not assign a grade or credit, a failing grade or no-credit will automatically be assigned. An EX "grade" will automatically be assigned an F or no-credit three weeks into the subsequent term unless proper paperwork is filed with the registrar.

If an instructor fails to submit a grade for a student by the grading deadline, a grade of MG will be assigned. A "grade" of MG converts to an F or no-credit at the end of week three of the subsequent term.

ACADEMIC STANDING

A student's progress toward a COA degree is measured in credit units. To remain in good academic standing, students must make satisfactory progress toward their degree and must not be on academic probation. Each COA course carries one credit, although workload may vary by course. With advisor approval, students who are not in their first term may register for up to four credits in a term. Students should be aware that enrolling in four credits may affect their required course load in future terms and could have implications for financial aid eligibility or enrollment status. Before registering for four credits, students are strongly encouraged to consult with their advisor and the financial aid and registrar's offices.

SATISFACTORY ACADEMIC PROGRESS

Students are expected to make steady progress toward completing their degree. A typical, full-time course load is three credits per term, or nine credits per academic year, allowing completion of a degree in the equivalent of four years of full-time study.

The college recognizes that students may follow a variety of academic timelines. Students whose plans differ from the traditional four-year path should consult with their advisor and the financial aid office to understand any implications for enrollment status, financial aid, student loans, or other benefits.

To remain eligible for financial aid, students must maintain satisfactory academic progress (SAP). In general, SAP requires successful completion of coursework and maintenance of at least a 2.0 cumulative GPA (some exceptions may apply). Students who fail to meet SAP requirements may lose eligibility for financial aid until SAP has been reestablished. The complete SAP policy is available on the COA website and through the financial aid office.

For financial aid purposes, courses completed on a credit/no-credit basis are treated as the equivalent of a C (2.0). Students should be aware that this treatment may affect the evaluation of SAP and should consult the financial aid office with any questions.

ACADEMIC PROBATION

At COA, academic probation is intended to support student learning and academic progress. While probation reflects a serious academic concern, it also provides an opportunity for students to work with advisors and college staff to identify challenges, access resources, and develop strategies for success.

There are three levels of academic probation, each reflecting the need for sustained academic improvement and consistent academic success in subsequent terms.

1. A student is placed on **Level 1 Academic Probation** when, after previously being in good academic standing, they receive a grade in the D range (D+, D, or D–), an F, or NC (No-Credit) in any course during a term, or accumulate two or more course extensions during that term.
2. A student is placed on **Level 2 Academic Probation** when, after being on academic probation in the immediately preceding term, they again receive a grade in the D range, an F, or NC in any course, or accumulate two or more course extensions during that term. Students on Level 2 Academic Probation will be placed on an academic contract that outlines specific expectations and support measures designed to promote academic success.
3. A student is placed on **Level 3 Academic Probation** when, after being on academic probation for the two immediately preceding terms, they again receive a grade in the D range, an F, or NC in any course, or accumulate two or more course extensions during that term. A student is also placed on Level 3 Academic Probation upon accumulating a total of four failing grades (F or NC) during their enrollment at COA. Level 3 Academic Probation is the final level of probation before a mandatory one-year suspension. Students on Level 3 Academic Probation are expected to demonstrate sustained academic improvement and comply with all conditions of their academic contract.

Students placed on academic probation, as well as their advisors, will be notified in writing. The student must attend a mandatory meeting with the academic probation officer or the provost within the first three weeks of the term. The purpose of this meeting is to identify and address factors that contributed to the student's probationary status and to develop strategies for future success. Although academic probation is a serious matter, the meeting is intended to be supportive and constructive rather than punitive. Failure to attend the required meeting will result in a registration hold for the subsequent term.

Academic contracts are individualized and establish clear expectations and outcomes designed to support student success. Conditions may include, but are not limited to:

- A reduced course load in the subsequent term
- Mandatory participation in a study-skills group
- Regular check-in meetings with advisors, instructors, or counselors
- Expectations regarding attendance and timely submission of coursework

International students should consult with the academic probation officer regarding the potential implications of academic probation for maintaining F-1 student status and eligibility to remain in the United States.

Students on academic probation are not considered to be in good academic standing and are therefore ineligible to participate in independent studies, residencies, EcoLeague programs, or other consortium and exchange opportunities.

To return to good academic standing, a student must earn grades of CR or C- or higher in all courses during the subsequent term. Students who complete a third consecutive term on academic probation without returning to good academic standing, or who accumulate a total of five failing grades (F or NC), will be suspended from the college for one academic year.

Students returning from academic suspension will be placed on Level 3 Academic Probation. Any subsequent grade below C or any course extension while on Level 3 Academic Probation may result in academic dismissal from the college.

The academic probation officer is appointed by the provost and has discretion to interpret and apply these procedures in ways that support student success while maintaining the college's academic standards. Decisions of the academic probation officer may be appealed to the provost or their designee, whose decision is final.

LEAVES OF ABSENCE

A student may request a leave of absence for up to three terms. Guidance for this purpose is 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. Failure to file a request for leave by the end of the add/drop period for any given term results in automatic withdrawal from the college.

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, in order 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 they are 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.

MEDICAL LEAVE

College of the Atlantic strives to maintain an environment that supports intellectual wellbeing 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 director of student support and wellness, dean of student life, or provost. 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.

Medical leaves are not possible after week eight of the term, except in compelling circumstances. In such cases, the director of student support and wellness, dean of student life, and provost will review the request together and may approve a late medical leave when they determine that the student's circumstances are severe enough to warrant an exception.

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 handbook. During the time of the leave, students must actively engage in appropriate treatment as recommended by their physician or therapist.

INVOLUNTARY LEAVE

In the event that a student's continuation at the college may pose a direct threat to the health or safety of the student or others in the community, the dean of student life, in consultation with the director of student support and wellness and on-campus health services staff, will conduct an individualized assessment before placing a student on involuntary medical leave. This assessment will be based on current medical knowledge or the best available objective evidence about the specific student—not generalizations, assumptions, or stereotypes about a diagnosis or condition—and will consider:

- the nature and severity of the potential harm.
- how long the risk is likely to last.
- the likelihood that the potential harm will actually occur.
- whether reasonable modifications to the student's participation in college programs, services, or activities could sufficiently reduce the risk without requiring leave.

Involuntary medical leave will be imposed only if this assessment concludes that no such modification would be sufficient. The dean of student life will provide the student with a written explanation of the basis for the decision. The student may appeal this decision, in writing, to the president of the college within five working days.

RETURN FROM LEAVE

Return and re-enrollment from a medical leave of absence begins with a written assessment from the student's physician or therapist confirming that the student is ready to resume their studies. The director of student support and wellness or dean of student life will review this assessment in consultation with on-campus health services staff, giving significant weight to the treating provider's clearance. The college will notify the student of its decision within ten business days of receiving a complete return request.

If the college approves the student's return, the director of student support and wellness will establish a re-entry plan (eg, referral to a local specialist, ongoing treatment plan) as necessary with the returning student to ensure that they are fully aware of the resources available to support them, and the provost or registrar will meet with the student to review an appropriate academic course load upon their return to the college.

If the college denies the student's return, the student will be provided with a written explanation of the reasons for the denial. The student may appeal this decision, in writing, to the president of the college within five working days, and may reapply for return at a later date.

REGISTRATION AND FEES

REGISTRATION

Registration for an academic term takes place during the middle of the preceding term. Registration deadlines are published on the COA website and publicized by the registrar's office. Registration materials are available approximately one week prior to registration. Students register online through their student portal. Students with unpaid balances exceeding \$500 will be unable to register for courses until they have paid down their balance or entered into a payment plan through the college's business office.

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 week to settle their account with the business office. Failure to settle the account will result in an additional \$300 late payment fee. Students may not register for classes after the end of week two. Late payment policies do not apply to students receiving VA benefits.

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. In this context, the first week of the term refers to one full week from the official start date of the term. After the add/drop period has ended, the student's current registration can be viewed on their portal. If the student feels that an error has been made on the schedule, they should notify a staff member in the registrar's office immediately.

Add/drop forms returned to the registrar's office after the add/drop deadline will be assessed a \$100 late fee. Appeals may be granted for extenuating circumstances; such appeals will be reviewed by the Review and Appeals Committee.

WITHDRAWAL

After add/drop week has concluded, a student may withdraw from a class up through the end of week four by submitting a drop form specifying the request for withdrawal. A grade of W (withdrawal) will appear on the student's transcript. Students should be aware of the tuition reimbursement policy for withdrawals (refer to the course withdrawal/ financial considerations section for more information). A student wishing to withdraw after the fourth week may only do so with written consent from the course instructor and approval by the provost. Withdrawals are not permitted after week eight.

AUDITING

Students are allowed to audit one course during a term with the instructor's permission and with payment of the \$203 audit fee in addition to any applicable course fees. 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.

Individuals from the Bar Harbor community may also audit a COA course with permission of the instructor and payment of the audit fee 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.

NON-DEGREE-SEEKING STUDENTS

Persons desiring undergraduate credit may enroll as special students if they meet the prerequisite of the desired courses and have the permission of the instructor. Long-term residents of Hancock, Washington, and Waldo counties may enroll for a limited number of courses, on a space-available basis, at a reduced-tuition rate. To be eligible for this special rate Hancock County status must be determined by the office of admission prior to registration. Other special students pay regular, full-tuition rates. The number of Hancock County courses taken per student 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 and admission offices.

IMMUNIZATION REQUIREMENT

Maine state law requires that all students provide certification by a doctor, nurse, or other health official of vaccination against or of their immunity to measles, mumps, and rubella (German measles), , diphtheria, and tetanus. Evidence of immunization or immunity may be demonstrated with either a record of immunization with dates and dosages or a report of laboratory results of tests for immunity. Documentation must display the student's name, be signed by a doctor, nurse, or other health official and include the following:

- MMR (measles/mumps/rubella). Two doses of MMR vaccine, administered after the student's first birthday
- DT, Td or TDaP (diphtheria/tetanus) vaccination within the last 10 years

The State of Maine does not allow religious or philosophical exemptions to required immunizations. Students seeking a medical exemption must provide a written statement from a licensed physician, nurse practitioner, or physician's assistant that, in that provider's professional judgment, immunization against one or more of the diseases may be medically inadvisable. If you have a state-approved medical exemption and an outbreak of any of these diseases should occur, you would be asked to leave the campus for the duration.

The criteria for medical exemption articulated in the law are as follows:

Medical exemptions to receiving tetanus-diphtheria toxoid are limited to: 1) having received tetanus toxoid or tetanus-diphtheria toxoid within five years of enrollment; 2) A hypersensitivity reaction to a prior dose of tetanus toxoid or tetanus-diphtheria toxoid.

Medical exemptions to receiving measles, mumps, and rubella vaccine (MMR) are limited to: 1) pregnancy, or those students planning to become pregnant within three months; 2) a history of anaphylactic reaction following egg ingestion or receipt of neomycin; 3) students with altered immunocompetence, as occurs with leukemia, lymphoma, generalized malignancy, or therapy with alkylating agents, anti-metabolites, radiation, or large doses of corticosteroids.

Students must either provide proof of immunization or of a medical exemption before they will be allowed to attend in-person classes at COA. 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.

TUITION

- All fees are billed in June, July, November, and February, and must be paid by the specified due date.
- The total annual undergraduate tuition for 2026-27 is \$50,895. Tuition is charged at a flat rate of \$5,655 per credit, or \$16,965 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, fees, housing, food, books, materials, and miscellaneous expenses, may be estimated at \$65,039.
- Summer enrollment is considered the first term of the next academic year.
- The fee for internships taken for credit, regardless of the length of the work period, is \$16,965; the internship is a full-time enrollment earning three COA credits.
- Senior projects are worth three academic credits and therefore are also 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/Waldo 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 student services fees.
- Full-time graduate tuition rates are \$11,310 per term. Additional associated fees and penalties apply as outlined for undergraduates. Hancock County rates do not apply for graduate students.
- If a no-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.

BILL PAYMENT

Students have access to account statements on their student portal. Paper bills are not mailed. Students must have either paid or made arrangements to pay all tuition and fees by the payment due dates. A late payment fee of 3% or a maximum of \$300 will be assessed on overdue accounts.

PAYMENT DUE DATES:

- Fall: August 17, 2026
- Winter: December 7, 2026
- Spring: March 22, 2027
- Summer 2026: July 12, 2027
- Fall 2027: August 16, 2027

COA accepts payment plans with an outside agency, however, the approved plan must be in place and current by the statement due date. The college is 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 \$1,000 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 \$40 service fee. Online payments may be made through NELNET at mycollegepaymentplan.com/atlantic. If wiring funds please request instructions from the business office. There will be a \$25 fee charged for incoming wires.

Bills for special term enrollment (ie, Yucatan/Cavilam), where the student starts the term before the regular COA term begins, will be due one week before the student leaves for the program. International and special deposits are nonrefundable.

A late payment fee of 3% up to \$300 will be assessed on overdue accounts and on delinquent payment plans. Students will not be allowed to register for the next term if there is an outstanding balance on their account. If a student has had a late payment in a prior term, COA may unenroll the student from the upcoming term if that payment is not paid by the due date. Transcripts, grades, or diplomas will not be released until the student account is paid in full. Late payment policies do not apply to students receiving VA benefits.

Students must satisfy outstanding financial obligations to the college before registering for classes, receiving a diploma, or requesting an official transcript. Charges for lost library materials are considered financial obligations.

BILLING ERRORS

Students understand that administrative, clerical, or technical billing errors do not absolve them of their financial responsibility to pay the correct amount of tuition, fees and other associated financial obligations assessed as a result of their registration at College of the Atlantic.

HOUSING AND DINING

The fee for a room in COA housing is \$7,059 per year. There is a nonrefundable \$100 housing application fee charged to all students living in housing. The full meal plan is \$5,178 per year (all students living on campus 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 they must choose from: ten meals/week for \$3,369, five meals/week for \$1,989, or a \$110 declining balance card. Meals/week plans are not transferable from term to term. Declining meal plan balances can be used from term to term but expire at the end of the academic year.

STUDENT ACTIVITIES FEE

A \$183 student services fee is charged each term for every enrolled student, whether the student is on campus or not. This covers the cost of visits to the campus health clinic (lab work or other tests are not covered by the fee) and helps fund student activities. The fund is managed by the Student Activities Committee.

COURSE FEES

Course fees are charged for courses in which there are additional expenses not covered by a standard course budget, such as expendable materials and supplies, field trips, or honoraria for visiting speakers. Course fees typically range from \$10 to \$50, but may be higher depending on the nature of the class. Course fees are listed on registration materials and billed with tuition. Course 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 automatically issued to the student after add/drop has been completed and all financial aid for the student has been received and applied to the student's account each term. If the CBR is a result of a PLUS loan, overpayment by a parent, or from a parent payment plan (NELNET), the refund will be returned to the parent unless a signed authorization from the parent is given to the business office to return the funds directly to the student. Parent authorizations are needed each term. Credit balance returns will not be automatically processed for overpayment from international payments, a 529 plan, or other unique payment. Students will be notified when a CBR is available for pickup in the business office; checks are not put in student mailboxes. If the credit is to be left on account for a future term, then written authorization to the business office is required.

FINANCIAL CONSIDERATIONS OF COURSE WITHDRAWAL

Full course withdrawal: Students who register for a term but withdraw from all courses, either for medical or non-medical reasons, by 4 p.m. on the add/drop deadline will receive a full reversal except for program fees, which are nonrefundable (and see health insurance below). Additionally, a prorated charge for any days of room and board will be assessed. Students who withdraw from all classes in weeks two through five will receive a daily prorated refund based upon the cash amount paid for the current term. No additional billing adjustments are computed for housing and meals as they are already included in the amount paid. There are no reversals after week one for the student services fee, program fees, or lab fees (and see health insurance below). In the rare case of a student staying on campus for more than one night after dropping all classes, COA will assess a prorated charge for room and board. Federal aid adjustments and outside scholarships will be adjusted per the laws of such aid.

If a student is enrolled in a COA-sponsored international or off-campus program and drops the program after the deposit deadline but before the program begins, a \$500 fee will be assessed. If a student drops the program once the program begins, the standard reversal policy above applies.

Health insurance during full course withdrawal: Except in the case of a medical leave of absence due to sickness or injury, any student who withdraws from all courses during the first 31 days of classes will not be covered under the insurance plan. A full refund of the premium will be made, minus the cost of any claim benefits paid since the effective date. If a student withdraws from all classes after 31 days, they will remain covered for the term purchased and no refund will be allowed. For additional information please visit your student health insurance website.

Partial course withdrawal: Students who drop one or two courses will receive credit toward tuition for a future term based upon the chart below. This credit must be used within the next four consecutive terms and will be factored into computing that term's financial aid award. The student may not apply the credit to a prior term balance. All balances must be paid prior to application of this credit.

Reversal credit schedule per courses dropped:

- Add/drop deadline: Full tuition and lab fee reversal, excluding nonrefundable program fees
- Week two: \$4,000 credit toward tuition for a future term
- Week three: \$2,500 credit toward tuition for a future term
- Week four: \$1,500 credit toward tuition for a future term
- Week five: \$500 credit toward tuition for a future term
- Weeks 6–10: No credit or reversal

The date used to determine the reversal amount is the date the completed paperwork is turned in to the registrar's office.

FINANCIAL AID AND WORK-STUDY

Financial aid information is available in the financial aid office and on the financial aid webpage of the college's website. Domestic students applying for financial assistance at COA must complete the Free Application for Federal Student Aid (FAFSA) at <https://studentaid.gov/h/apply-for-aid/fafsa>. International students must complete COA's International Student Financial Aid Packet to receive financial aid.

All students must fill out the FAFSA or COA's International Student Financial Aid Packet annually.

In a case where a student's parents are divorced or separated, the college requires that the noncustodial parent complete the noncustodial parent finances form in order for the student to be considered for institutional sources of financial aid.

Financial aid forms are available at <https://www.coa.edu/admissions/financial-aid/apply-for-aid>.

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

- March 1: Financial aid applications for returning students should be completed
- May 15–June 30: COA sends financial aid offers to returning students

Students will have two weeks from the date their financial aid offer is sent to fill out, sign and return the final page to the financial aid office.

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 36 required COA credits and are generally not eligible to receive institutional 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 and on the COA website.

Eligible students receive a work-study award as part of their financial aid package. Award amounts vary depending on financial need. Through a wide variety of positions—from whale research to farm work to library support—students contribute to campus life while gaining practical, real-world experience. At COA, everybody does their part—and the entire community benefits.

Work-study assignments are managed by the work-study coordinator within the financial aid office. Once assigned, a student sets up their work-study schedule with the job supervisor. Because supervisors invest time training students, work-study assignments will typically last the full academic year. The student is responsible for tracking and keeping record of hours worked, and for submitting their timesheets to the business office every other week.

- May 1: Work-study placement form becomes available to returning students
- June 1: Work-study placement form responses are due

Further details regarding COA's work-study program, including eligibility information, can be found on the work-study webpage of the college's website.

NAMES OF PERSONNEL REFERENCED ABOVE

As of the start of the 2026-27 academic year, the roles mentioned in this handbook are held by the following people:

- *Academic Probation Officer:* Andrea Russell
- *Assistant to the Faculty:* Barbara Carter
- *Assistant Registrar:* Kellie Hoffart
- *Chair of the Academic Affairs Committee:* Dave Feldman
- *Chair of the Review and Appeals Committee:* Barbara Carter
- *Confidential Resource Advisor:* Pamela Gagnon da Silva
- *Dean of Academic Affairs:* Dave Feldman
- *Dean of Student Life:* Josh Luce
- *Director of Academic Services:* Andrea Russell
- *Director of Career Development:* Jeffry Neuhouser
- *Director of Financial Aid:* Amy McIntire
- *Director of International Student Services:* Cat Fuller
- *Director of Student Support and Wellness:* Barbara Conry
- *Director of the Writing Center:* Valeria Tsygankova
- *Ethical Research Review Board Chair:* Heather Lakey
- *Financial Aid Assistant & Work-Study Coordinator:* Willow Gibson
- *President, Interim:* Lynn Boulger
- *Provost:* Kourtney Collum
- *Registrar:* Krystal Meservey
- *Title IX Coordinator:* Puranjot Kaur

These roles may shift during the academic year.

FACULTY MEMBERS

2026–2027

Baker, Jodi	Joanne Woodward & Paul Newman Chair in Performing Arts; Faculty member in theater, performance, movement training
Buchanan, Rebecca	Faculty member in educational studies
Cline, Kenneth	David Rockefeller Family Chair in Ecosystem Management and Protection; Faculty member in environmental law, land and water conservation, parks and protected areas
Clinger, Catherine	Allan Stone Chair in the Visual Arts; Faculty member in art history, printmaking, visual and critical theory
Collum, Kourtney	Partridge Chair in Food & Sustainable Agriculture Systems; Faculty member in food studies, agricultural anthropology, food policy
Cox, J. Gray	Faculty member in philosophy, peace studies, language learning
Feldman, David	Faculty member in mathematics and physics
Ferrari, Melissa	Faculty member in animation, film and video, historical filmmaking
Friedlander, Jay	Sharpe-McNally Chair of Green and Socially Responsible Business; Faculty member in sustainable business
Gadeken, Kara	Mitchell P. Rales Chair in Ecology; Faculty member in marine biology and environmental science
Hall, Sarah R.	Anne T. and Robert M. Bass Chair in Earth Systems and GeoSciences; Faculty member in geology and earth science
Henderson, Jonathan	Darron Asher Collins Chair in Music & Sound Studies; Faculty member in ethnomusicology, music performance and theory, musical history
Hill, Kenneth	Faculty member in psychology, education, human ecology
Ialeggio, Anna	Faculty member in ceramics, sculpture, mixed media, performance art
Khor, Su Yin	Faculty member in writing and rhetoric
Lakey, Heather	McNally Family Chair in Human Ecology and Philosophy; Faculty member in philosophy and women, gender, and sexuality studies
Letcher, Susan G.	Elizabeth Battles Newlin Chair in Botany; Faculty member in plant biology
Little-Siebold, Todd	Faculty member in history, Latin American studies, historical agriculture
McKown, Jamie	James Russell Wiggins Chair in Government and Polity; Faculty member in political science, rhetoric, critical theory, American history
Muller, Brook	Charles Eliot Chair in Ecological Planning, Policy, and Design; Faculty member in architecture, ecological design, water, environmental studies, urban studies
Nguyen, Duc Hien	Cody van Heerden Chair in Economics & Quantitative Social Sciences; Faculty member in microeconomics, macroeconomics, Marxist political economy, feminist economics
Peña, Karla	Richard J. Borden Chair in the Humanities; Faculty member in Spanish and cultural immersion
Sebastian, Neeraj	T.A. Cox Chair in Studio Arts; Faculty member in painting and drawing
Slabach, Brittany	Kim M. Wentworth Chair in Environmental Studies; Faculty member in terrestrial biology, vertebrate zoology, museum studies, wildlife ecology
Stabinsky, Doreen	Faculty member in global environmental politics, agriculture policy, international studies

Taneja, Palak	Faculty member in literature and writing, digital humanities, global Anglophone and postcolonial literature
Todd, Sean K.	Steven K. Katona Chair in Marine Sciences; Faculty member in marine mammalogy, biology, oceanography, statistics
van Vliet, Netta	Faculty member in cultural and political anthropology, postcolonial studies, feminist theory, Israel studies
Waldron, Karen	Lisa Stewart Chair in Literature and Women's Studies; Faculty in nineteenth and twentieth century American literature, women's literature, feminist theory

EMERITI

Anderson, John	Zoology, behavioral ecology, anatomy and physiology
Andrews, Nancy	Performance art, video production
Beal, Elmer	Ethnology, anthropological theory, traditional music
Borden, Richard	Psychology, human relations, history and philosophy of human ecology
Carpenter, JoAnne	Art history, architectural history, painting
Carpenter, William	Creative writing, Maine studies, mythology
Colbert, Dru	Studio practice, 2D and 3D design, visual communications, museum studies
Hess, Helen	Biology, biomechanics, zoology
Katona, Steven	Biology
Kozak, Anne	Writing, composition
Lerner, Susan	Visual arts, women's studies
Mancinelli, Isabel	Architecture, design, land use, landscape architecture, planning
McMullen, Ernest	Drawing and painting, two-dimensional design, ceramics
Morse, Suzanne	Plant ecology, agroecology, organic production, fermented foods
Petersen, Christopher	Marine biology, evolution, field ecology, policy
Ressel, Stephen	Vertebrate biology, comparative animal physiology, herpetology
Tai, Bonnie	Educational theory, research, and practice
Taylor, Davis	Institutional economics, economic democracy, cooperation
Visvader, John	Cosmology, history of ideas, philosophy

VISITING FACULTY

Brothers, Tionna	Chemistry
Smith, Hillary	Marine studies, blue food systems

LECTURERS

Donovan, Martha	English literature and writing
Levin, Robert	Journalism
Mahoney, Daniel	Writing
Turok, Katharine	Comparative literature
Weber, Jill	Botany
Winer, Joshua	Photography

LECTURERS EMERITI

Demeo, Anna	Physics, engineering
Stover, Candice	Writing, literature

TEACHING STAFF

Gibson, David	Energy systems, building science
Graham, Carrie	Entomology, field sketching
Longsworth, Gordon	Geographic information systems
Tsygankova, Valeria	Writing

ADJUNCT INSTRUCTORS (2025–2026 ACADEMIC YEAR)

Becker, Michael	<i>Spanish: Immersive Beginning I</i>
Bennett, Michael	<i>World Percussion</i>
Benson, Robert	<i>Now What? Finding Purpose in Chaotic Times</i>
Blotnick, Ryan	<i>Jazz Ensemble</i>
Breslow, Peter	<i>Audio Journalism: Reporting, Producing, Storytelling</i>
Brothers, Tionna	<i>Organic Chemistry I & II</i>
Buchanan, Rebecca	<i>Culturally Sustaining and Revitalizing Education</i>
Coiner, Tom	<i>Actor Training I</i>
Diemler, Cory	<i>Physics I</i>
Earley, Annika	<i>Fundamentals of Drawing; Studio Printmaking</i>
Gagnon da Silva, Pamela	<i>Intimate Partner Violence: Dynamics and Community Response; Introduction to Feminist Therapy: Practices and Principles</i>
Hanson, Nathaniel	<i>Paddlesport Instructor and Leadership Course</i>
Herrington, Matthew	<i>Constitutional Law: Supreme Court and Civil Liberties</i>
Hilliard, Richard	<i>Chemistry I & II</i>
Hsu, Richard	<i>Chamber Music</i>
Jacoby, Franklin	<i>Introduction to Philosophy of Mind; Our Life with Words: Philosophies of Language; Philosophy of Science: Reason, Truth, and Reality</i>
Kim, June	<i>Advanced Photography</i>
Koch, Galen	<i>Audiocraft: Writing and Producing Longform Narrative Audio; Sound Studies Practicum</i>
Lepcio, Andrea	<i>10X Dramatic Writing Studio</i>
Lock, Timothy	<i>Sustainable Architecture: Ecological Artifact</i>
McLean, Adam	<i>Advanced Music Theory; Teaching and Learning Music in Human Ecology</i>
Neuhouser, Jeffry	<i>Human Ecology Core Course; Career Ecology Seminar</i>
Nugent, April	<i>Farming the Wild</i>
Rand, Kendra	<i>Public Speaking Workshop</i>
Robbins, Dani	<i>Beginning Contemporary Dance Technique; Contemporary Dance Composition; Queer Dance Histories</i>
Rock, Jennifer	<i>Communicating Science</i>
Sanborn, Kelley	<i>Supporting Students with Disabilities in the Regular Classroom</i>
Santavicca, Elliot	<i>Archiving COA: A Practicum</i>

Schultz, Eloise	<i>Curriculum Design and Assessment</i>
Sigler Sibara, Josie	<i>Your Turn: Critical/Creative Inquiries in Board Game Media</i>
Smith, Hillary	<i>Blue Food Systems</i>
Smith, Jasmine	<i>Experiential Education</i>
Spurling, Christina	<i>Chamber Music</i>
Stephenson, Toby	<i>Working the Sea; Navigation: Skills, Tools, and the Drivers of Seafaring; Introduction to Marine Navigation</i>
Sullivan, Leeann	<i>Environmental Justice; Mutual Aid: Past and Future</i>
Summers, Kristy	<i>Metal Arts</i>
Titcomb, Anna	<i>Foundations of Human Nutrition</i>

FACULTY ASSOCIATES

Frank, Katherine	Anthropology
Gutiérrez Uicab, Heidi del Lucero Guadalupe	Spanish language and cultural immersion
Honea-Fleming, Patricia	Psychology
Manzanilla Haas, Raúl Ernesto	Social anthropology and Spanish immersion

RESEARCH ASSOCIATES

Allen, Judy	Demeo, Anna	Jacobi, Charles	Shlepr, Kate
Altair, Thiago	DenDanto, Dan	Jones, Lindsey	Springuel, Natalie
Anderson, Karen	Fuller, Linda	Mainwaring, Alan	Stevick, Peter
Baker, Laurie	Guenther, Carla	Manski, David	Todrank, Josephine
Barkdoll, Edwin	Harris, Tanner	McGreavey, Bridie	Vaux, Peter
Barrows, Abby	Hazan Connery, Judy	Messori, Gaia	Watts, Diana
Blavascunas, Eunice	Hazard, Katherine	Negoita, Luka	Weber, Jill
Cannelli, Selene	Helprin, William	O'Keefe, Susan	Wenzel, Fred
Cole-Will, Rebecca	Heth, Giora	Rajakaruna, Nishanta	Zoidis, Ann
Connery, Bruce	Hudson, Reuben	Rock, Jennifer	

STAFF MEMBERS 2026–2027

OFFICE OF THE PRESIDENT

Boulger, Lynn	Interim President Chief Philanthropy Officer
Daul, Kara	Chief of Staff
Hill, Ken	Vice President of Academic Innovation and Global Outreach
Keeley, Shawn	Director of the COA Summer Institute

OFFICE OF THE PROVOST

Collum, Kourtney	Provost Dean of Faculty
Feldman, Dave	Dean of Academic Affairs

ADMINISTRATION

Albert-Knopp, Heather	Chief Operating Officer
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ACADEMIC SERVICES

Carter, Barbara	Assistant to the Faculty
Neuhouser, Jeffry	Director of Internships & Career Development
Russell, Andrea	Director Academic Services Academic Probation Officer
Sands, Kerri	Program Manager for Sustainable Business, Food Systems, & Academic Initiatives

ADMISSION OFFICE

Black, Linda	Director of Admission Operations
Miner, Todd	Director of Admission
Schuller Jordan, Casey	Assistant Director of Admission

ALLIED WHALE

DenDanto, Dan	MDR Station Manager & Research Associate
Lubansky, Tanya	Director of Photo-Identification Research
Samuelson, Heddie	Allied Whale Internship Coordinator
Seton, Rosemary	Marine Mammal Stranding Coordinator
Todd, Sean	Director of Allied Whale
Viechnicki, Mindy	Photo-ID Catalog & Development Manager

BEECH HILL FARM

Allen, Tara	Assistant Farm Manager
Davis, Anna	Farm Manager
Levinson, David	Farm Manager

BOATS AND WATERFRONT OPERATIONS

Farley, Rowan	Assistant to the Director of Boats and Waterfront Operations
Stephenson, Toby	Director of Boats and Waterfront Operations Captain, <i>M/V Osprey</i>

BUILDINGS AND GROUNDS

Daigle, Dan	Chief Facilities and Safety Officer
Dow, Richard	Mechanical and Building Systems Manager
Greer, Regan	Assistant Director of Buildings, Grounds, and Campus Safety
Guerette, John	Lead Groundskeeper
Gurtler, Mason	Custodian Night Watch
Holway, Russell	Head Custodian
Kiefer, Lou	Night Watch
Lambert, Steve	Buildings & Grounds Associate
Meyers, Barbara	Gardener

BUSINESS OFFICE

Cook, Melissa	Controller
Thurlow, Jenel	Accounts Payable Representative
Wiley, Shana	HR Payroll & Benefits Administrator

COMMUNICATIONS

Levin, Rob	Dean of Communications
Mahoney, Dan	Editor, <i>COA Magazine</i>

DINING

Ball, Forest	Night Cook
Cundy, Kelanie	Day Dining Room Supervisor
Desrochers, Lise	Co-Director of Food Services
Mitchell, Jon	Day Cook
O'Brien, Connor	Baker
Sebelin, Ken	Co-Director of Food Services
Smith, Caroline	Manager, Sea Urchin Cafe

IT SERVICES

Bobadilla, Jarly	Helpdesk Manager
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FINANCIAL AID

Gibson, Willow	Financial Aid Assistant Work-Study Coordinator
McIntire, Amy	Director of Financial Aid

GEOGRAPHIC INFORMATION SYSTEMS

Longworth, Gordon	Geographic Information Systems Lab Director
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GEORGE B. DORR MUSEUM OF NATURAL HISTORY

Graham, Carrie	Dorr Museum Director
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HUMAN RESOURCES

Gagnon da Silva, Pamela Confidential Resource Advisor
Kaur, Puranjot Title IX Coordinator | HR Support

INSTITUTIONAL ADVANCEMENT

Boulger, Lynn Interim President | Chief Philanthropy Officer
Carvalho e Silva, Cora Director of Alumni Relations
Dickson, Kelly Grant Writer
Meredith, Caitlin Manager of Advancement Services
Morley, Amy Manager of Annual Fund and Major Gifts
Woodward, Lucy Capital Campaign Assistant

PEGGY ROCKEFELLER FARM

Kelly, Ro Assistant Farm Manager
Nugent, April Farm Manager

REGISTRAR’S OFFICE

Hoffart, Kellie Assistant Registrar
Meservey, Krystal Registrar

STUDENT LIFE

Caines, Maya Director of Residence Life and the Student Experience
Conry, Barbara Director of Student Support and Wellness
Fuller, Cat Director of International Student Services
Hill, Ingrid Student Life Operations Manager
Jenei, Nick Director of Outdoor Programs
Luce, Joshua Dean of Student Life

SUMMER PROGRAMS

Horton, Jenna Director of Summer Programs
Rivera-Hughes, Megan Summer Field Studies Director

SUSTAINABILITY & ENERGY

Gibson, David Director of Energy

THORNDIKE LIBRARY

Cantwell, Trisha Co-Director of the Thorndike Library
Preston-Schreck, Catherine Co-Director of the Thorndike Library
Santavicca, Elliot Archivist | Librarian
Stevens, Hannah Librarian

WRITING PROGRAM

Khor, Su Yin Director of the Writing Program
Tsygankova, Valeria Director of the Writing Center

DATES AND DEADLINES **2026–2027** *continued*

TERMS	FALL 2026	WINTER 2027	SPRING 2027	FALL 2027
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INTERNSHIPS

Internship proposals (for subsequent term)	6/1/2026	11/16/2026	3/8/2027	5/31/2027
Internship report and evaluation (for prior term)	9/16/2026	1/8/2027	4/2/2027	9/17/2027

ACADEMIC AFFAIRS COMMITTEE

Group study proposals	10/2/2026	1/22/2027	4/16/2027	10/1/2027
Student expeditionary fund proposals	10/2/2026	1/22/2027	4/16/2027	10/1/2027

SENIORS

Watson Fellowship COA deadline	9/21/2026			
Human ecology essay draft	10/23/2026			
Final signed human ecology essay		2/19/2027		
Senior project proposal	9/16/2026	1/4/2027	3/29/2027	9/13/2027
Senior project completed			5/28/2027	
Class of '27 Intent to Graduate form	5/1/2026			
Class of '28 Intent to Graduate form			5/3/2027	
Completed: internship, degree certification, community service, incompletes, commencement participation contract, transfer credit, extensions			4/16/2027	

SUMMER 2027 BUSINESS OFFICE (2027–2028 ACADEMIC YEAR)

Bills available online	6/14/2027			
Bills due	7/12/2027			

