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Unity College is accredited by the New England Association of Schools and Colleges, Inc.
Our Mission:

Through the framework of sustainability science, Unity College provides a liberal arts education that emphasizes the environment and natural resources. Through experiential and collaborative learning, our graduates emerge as responsible citizens, environmental stewards, and visionary leaders.
Student Affairs

The Student Affairs Office provides programs and services in the areas of residential life, social and cultural activities, dining services, health and wellness, intercollegiate athletics, and recreational sports designed to help students achieve maturity in self-image, in relationships with others, and in their ability to deal with life’s challenges. Below is a brief outline of the Student Affairs services at Unity College. For more detailed information, please refer to the Student Handbook.

Residence Life
The Office of Residence Life offers students the opportunity to be on campus in a dynamic, challenging and educational environment. While in residence, students have the convenience of easy access to the library, classrooms, recreational facilities, leadership opportunities and educational programs that take place in the residences. Social activity, both planned and spontaneous, frequently begins in the halls. Some students believe that their strongest interpersonal relationships are initiated in the halls.

Athletics
Unity College is a member of the United States Collegiate Athletic Association (USCAA), and the Yankee Small College Conference (YSCC). Unity College offers seven varsity intercollegiate sports: men’s soccer, basketball, cross-country and women’s volleyball, basketball, soccer and cross-country. In addition, Unity sponsors various intercollegiate club sports and intramural activities throughout the year. Woodsmen, ice hockey, and ultimate Frisbee teams compete with other college clubs throughout New England.

- **Equity in Athletics Disclosure Report** - Each year on October 1, the college makes available the Equity in Athletics Disclosure report to students, potential students, and the public. This report may be reviewed upon request in the Registrar’s Office.

Dining
Unity College Dining Services is a self-operated food service program with a goal to provide high-quality food, a friendly atmosphere, and excellent customer service while supporting local and sustainable practices. In our dining hall located in Wyman Commons, we offer an array of dining options ranging from comfort foods to our 6-foot cooked-to-order Mongolian Grill.

We offer the following on-campus meal plans: 19 meals a week for first-year students and a choice between 19, 14 or 10 meal plans for upper-class students. These meal plans incorporate a declining balance that can be used at the Student Center or downtown in two restaurant locations. We also offer a meal plan for off-campus students or any student not required to be on one of our standard meal plans. This plan permits 60 meal swipes per semester in either the Student Center or Dining Commons. Meals must be used by the end of each semester. The first meal of each semester begins with the Sunday dinner meal of the first week of classes and ends with the dinner meal on Wednesday of finals week.

The Student Center is Dining Services’ retail operation where students can purchase food and sundries. Meal plan dining dollars and meal exchanges can also be used here as well as Unity Dollars.

Student Health and Counseling
The Health Center provides a wide range of services including daily walk-in clinics, a weekly physician clinic, a monthly reproductive health clinic, individual counseling, and health education on an individual basis.

- **Religious Resources** - Unity College seeks to respond to a variety of religious traditions and encourages independent religion involvement on a part of its students. There are Catholic, Islamic, Jewish and Protestant services available in and around Unity. Area ministers are available for spiritual and personal counseling.
**Public Safety**

The Public Safety Department is responsible for providing a comprehensive program of police, security, crime prevention, fire safety, emergency medical, parking, and related public safety services on a 24-hour basis. To further this objective, the Department of Public Safety works toward the establishment of a partnership with students, staff, and faculty in the development of crime prevention, security assessment, response, and education. This partnership is the foundation of maintaining an environment which encourages mutual respect, caring, and safety for the campus community.

Public Safety maintains a working relationship with Waldo County Sherriff, Maine State Police, Unity Fire Department, and Unity Ambulance to ensure an immediate response in the event additional assistance is required to ensure the safety of students, faculty, staff, and visitors and to protect the property and facilities. Public safety officers are trained to assist, when necessary, the Emergency Response Team.

Federal regulations require the reporting of crime statistics each year by September 1. The Public Safety Report is available on the college website at [www.unity.edu](http://www.unity.edu). A printed copy of this report is available to anyone, at no cost, by contacting the Unity College Public Safety Office.

**Student Activities**

Student Activities provides a diverse offering of events for the participation and enjoyment of students. These program opportunities are geared to expand students’ academic experience and facilitate their social connection with the community around them. A quick look at the monthly calendar will reveal that there is plenty going on at Unity College, such as, entertainers, lectures, trips, parties, and dances. The Student Activities Director and staff of work study students provide a variety of social, cultural, and educational programs throughout the school year. Students are strongly encouraged to recommend, help organize, and participate in student activities events.

**Student Government**

The Student Government Association is an active, highly respected, and influential voice on campus that helps to organize rewarding activities and non-academic programs. Funded by the student activity fee, the Student Government Association distributes funds each semester to the various student projects, activities, clubs, and organizations.

Unity College’s Student Government Association is made up of a president, vice-president, secretary, treasurer, two senior class representatives, two junior class representatives, two sophomore class representatives, two incoming class representatives, one commuter representative and one residence representative. The student government president is also the student representative to the Board of Trustees of the College. Many college committees include student representatives, who may be appointed by the Student Government president with the approval of the Student Government Association. In addition to these committees, the Student Government Association forms its own committees to take action and make recommendations on issues related to the well-being of the Unity College community.
Academic Information

Academic Program
Unity College prepares students for world citizenship and environmental stewardship. The Unity College education includes broad-based general learning as well as in-depth professional training. Unity graduates leave with well-developed skills in writing, speaking, mathematics, and computer science; with breadth and depth in areas of general knowledge and environmental issues; with mature, independent thinking skills; and with an appreciation of our cultural heritage.

Academic Advising
Your academic advisor is important as a guide, a mentor, and a partner. Your advisor helps you to plan your academic program, select courses, consider internships and off-campus study, and get the most out of your college career. When you enroll, you will be assigned to an academic advisor who is both interested and skilled in helping new students make the adjustment to Unity College. In addition to your advisor, there are other resources on campus to help you plan your academic coursework: faculty experts in your degree program, resident advisors, the Collaborative Learning Center, Career Services, and upper-class students. Students may change advisors after their first semester by filling out a change of advisor form, which is available from the Registrar’s Office. Academic Advisors focus in specific degree fields in order to best serve students.

Calendar, Academic
The calendar is composed of two 15-week sessions, followed by a three-week session in May. Students may or may not choose to take courses in the three-week session, but some courses which are required for some programs might be offered only then. The drop period for May session will be during the first two days of classes in that session.

Campus Store
The campus store is conveniently located adjacent to Wyman Commons. In addition to school supplies, you can purchase snack foods and drinks, general interest books, computer supplies, and Unity College memorabilia. Campus community members can also post mail and packages via USPS, UPS and FedEx from the campus store.

Career Services and Experiential Programs
The Career Services and Experiential Programs office educates students about career development, helps facilitate community-based learning projects, coordinates all credit-bearing internships, and provides resources for studying abroad and graduate school. The career development process begins as soon as a student enrolls at Unity College and continues throughout the college experience. Career Services provides one-on-one counseling, educational outreach programs, and co-curricular programs, and hosts a variety of events throughout the year. Services are available to both students and alumni. Students may also elect to enroll in a 1-credit professional development course.

Collaborative Learning Center
The Collaborative Learning Center (CLC) is an academic center that offers general academic support to the entire student body and specialized support, including academic course accommodations to the students who are diagnosed with learning disabilities, ADHD or similar challenges. The staff of the CLC includes a director, a professional learning specialist, and trained peer tutors.

The Center offers services designed to promote academic success in all subject areas especially math and writing, study skill improvement and individual development. Academic skill improvement is addressed through tutorial assistance and instruction in time management and other study skills. Most students who take advantage of the support offered by the CLC to improve their study habits, develop more effective learning strategies, and succeed in their coursework.
The CLC offers the following programs and services:

**Assistive Technology**
The CLC has assistive technology, *Kurzweil 3000* and *Dragon Naturally Speaking* available for students with print related disabilities. Assistive technology can help students with learning differences become more successful readers and writers and can bridge the gap between their reading and writing needs and their current skills. Assistance and training are available for students to learn to use the technology.

**Services for Students with Learning Disabilities and ADHD**
The CLC’s Learning Specialist works with the students who have specific learning disabilities, ADHD or other eligible learning differences, providing individual skill instruction and counseling. The Learning Specialist works collaboratively with eligible students to orient them to the College’s support services and writes appropriate academic and course accommodations concerning specific student needs in the classroom.

**Study Skills Workshops**
Periodically, the Collaborative Learning Center conducts workshops designed to help students develop better techniques for college level skills such as taking notes in class, listening to and remembering classroom material, reading textbooks, and taking examinations.

**Tutoring**
Faculty members and trained peer tutors are available in the CLC to help students with their coursework. Tutors assist students in completing assignments, studying, understanding concepts, and developing improved study skills.

**Dorothy Webb Quimby Library**
The library houses a collection of more than 50,000 titles in a variety of formats, including e-books and digitized local materials, which are selected primarily to support the college’s curriculum. In addition, the library provides access to hundreds of scholarly and special-interest journals and research databases, along with providing access to multimedia equipment such as camcorders, GPS units, projectors and laptops. Quimby Library is a member of several consortia: Minerva (Maine InfoNet): Lyrasis; OCLC: the Maine Download Library; and WALDO (Westchester Academic Library Directors Organization), providing the library with substantial interlibrary loan capabilities and purchasing options. Small general fiction and children’s collections are also provided for use by the campus and local communities, along with public-use computers.
Special Programs and Partnerships

The Washington Center
Unity College is affiliated with the Washington Center, a living-learning laboratory in the heart of Washington, D.C. The program provides individually tailored, full-time, supervised work experience. It also contains weekly academic seminars in a subject of choice. Programs are designed to show what life in a chosen career field is like and to update students on the changes and innovations taking place in the field.

Participants tend to be highly motivated people from a wide range of backgrounds and interests who want to focus on career skills and options.

Students live in apartment settings, work on the job 35 hours a week, and attend a weekly academic seminar. A cultural program and a lecture program are included. The program is intense and demanding but will help students build a solid foundation for their professional future. There is a program fee and room charge paid directly to the Washington Center in addition to tuition paid to Unity College, but the cost is comparable to a semester on campus. The tuition costs are 50% of the normal Internship rate per credit hour. For the 2016-2017 academic year, the cost will be $262.50 per credit.

Students should have a B average and junior standing in order to qualify. Spirit, tenacity, the desire to learn, and the willingness to put in long hours will compensate for academic shortcomings in some cases. Students will be required to complete a public presentation on campus upon completion of the Washington Center program.

Washington’s energy and openness make it a rich resource for students of all interests. Indeed, the city is often called the intern capital of the United States. Hundreds of sponsors seek out Washington Center interns each year; whatever your career aspirations, the Center will tailor an internship placement for you.

Areas of current interest for the Washington Center include:

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<tr>
<td>Executive Branch</td>
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<td>Consumer Affairs</td>
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<td>Public Relations</td>
<td>Labor Relations</td>
<td>Arts, Museums and Theatre</td>
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Unity College/Chatham University
Unity College has an articulation agreement with Chatham’s School of Sustainability and the Environment (SSE). This agreement covers students from Unity College seeking to gain entry to the Master of Sustainability program of Chatham’s SSE. Chatham University will guarantee an interview from the Master of Sustainability program for each qualified applicant from Unity College. Each qualified applicant must have a cumulative GPA of at least 3.3 and submit all application materials before the January deadline. Admissions materials include: three letters of recommendation from faculty or direct work supervisors; a one- to two-page letter explaining the motivation to join a trans-disciplinary sustainability program; a copy of their most recent transcript; and a completed application form.

Unity College/Clarkson University
Unity College has articulation agreements in conjunction with Clarkson University’s Bachelor of Science Environmental Engineering, Master of Science in Environmental Science and Engineering, and Master of Science in Environmental Politics and Governance programs. Students must have a minimum grade point average of 3.25 and meet program specific provisions to be considered for acceptance into Clarkson University in conjunction with the articulation agreements. For more information, students are welcome to contact the Unity College Registrar’s Office.
Unity College/Husson University Partnership
Unity College has an agreement with Husson University to permit students accelerated progress towards either a Master of Business Administration degree or a Master of Science in Criminal Justice Administration degree. Students earn the BA or BS from Unity at the end of the fourth year and the MBA or MSCJA from Husson at the end of the fifth year. Graduate course work begins in the fourth year on the Unity campus with one graduate course in the fall term and one in the spring term. A six credit internship or course work is completed during the summer at Husson University between fourth and fifth years. In the fifth year, students take graduate course work on the Husson campus or at the Husson South Portland Center.

The two courses taken at Unity College must be from the list of designated 4000-level courses. The student must meet the general requirements in the 4000-level course and complete a project that represents beginning graduate level work. The specific project requirements will be established by the course instructor and will include at a minimum a research paper, presentation, or similar product of substance and quality.

Unity College students interested in completing a master’s degree in this five-year program will apply for admission to either the Husson University Masters in Business Administration program or the Masters in Science in Criminal Justice Administration program in the second semester of their junior year. The admission requirements include: a completed application, two letters of recommendation, and submission of transcripts (with student consent) for all undergraduate course work completed to date. It is expected that candidates will have an undergraduate GPA of a 3.0 or better; exceptions to this standard may be made on a case-by-case-basis. Initial acceptance into the graduate program will be provisional.

Students must complete the two graduate level courses in the senior year with grades of B or better and maintain an overall GPA of 3.0 or better. Upon completion of their undergraduate program of study and award of the baccalaureate degree, students will be admitted to regular status in the Master of Business Administration or the Masters in Science in Criminal Justice Administration program.

Unity College/Maine Criminal Justice Academy
In partnership with the Maine Criminal Justice Academy, Unity College offers Conservation Law Enforcement program students interested in pursuing state or local law enforcement careers the opportunity to attend the eighteen-week Basic Law Enforcement Training Program at the Academy as part of their academic program. Students who successfully complete the Basic Law Enforcement Training Program (BLETP) at the Maine Criminal Justice Academy will receive 12 credits from Unity College. Successful completion of the BLETP is considered equivalent to completing all of the following courses: CL 3224 Crime Scene and Investigative Techniques, CL 4503 Conservation Law Capstone, AS 4403 Public Service Supervision, and a 2-credit elective. If a student has already completed an otherwise waived course, the BLETP credits will count as elective credits at the 3000 level. Students who are interested in attending the Basic Law Enforcement Training Program while enrolled at Unity College should meet with a Conservation Law Enforcement faculty member during their Junior year for further information regarding requirements, costs, and eligibility. Please note that students who attend BLETP are not eligible to receive academic credit for completing the National Park Service Seasonal Law Enforcement Training Program.

Unity College/ME Organic Farmers and Gardeners Assoc. Sustainable Agriculture Program
This unique program offers a thorough introduction to sustainable agriculture in theory and practice. A fall semester practicum course provides a foundation in sustainable agriculture through visits to premier sustainable farms, classroom instruction, hands-on laboratory work in the college gardens and greenhouses, and seminars with visiting farmers. The internship offers college credit for a summer farm work experience mentored by a MOFGA farm expert in both sustainable agriculture practice and education.

Unity College/National Park Service Seasonal Law Enforcement Training Program
Unity College students enrolled in the Conservation Law Enforcement program or the Parks and Forest Resource program who are interested in pursuing federal conservation law enforcement careers have the opportunity to attend the National Park Service Seasonal Law Enforcement Training Program (SLETP) as part of their academic program. Students who successfully complete the SLETP will receive 15 credits from Unity College. For Conservation Law Enforcement program students, successful completion of the SLETP is considered equivalent to completing all of the following courses: CL 3224 Crime Scene and Investigative Techniques, CL 4503 Conservation Law Capstone,
AS 4403 Public Service Supervision, and a 5-credit elective. If a student has already completed, or is not required to complete, an otherwise waived course, the SLETP credits will count as elective credits at the 3000 level. Successful graduates of the SLETP receive a federal Level II law enforcement officer certificate, the requirement to attain a seasonal law enforcement ranger position with the National Park Service. The program is accredited through the Federal Law Enforcement Training Center as part of the National Park Service seasonal ranger training program. Students who are interested in attending the SLETP while enrolled at Unity College should meet with a Conservation Law Enforcement faculty member before their Junior year for further information regarding requirements, costs, and eligibility. Please note that students who attend SLETP are not eligible to receive academic credit for completing the Maine Criminal Justice Academy Basic Law Enforcement Training Program.

Unity College/National Outdoor Leadership School
Unity College has an articulation agreement with the National Outdoor Leadership School (NOLS) whereby NOLS courses may be transferred for academic credit providing the student receives academic credit through another college or university. The Unity College and the National Outdoor Leadership School, Lander, Wyoming relationship exists to provide education services and opportunities. NOLS courses are a valuable way to learn outdoor skills and develop leadership. NOLS will give Unity College students preference in admission and intern selection.

Students must register with the Unity College Registrar’s Office prior to attending the National Outdoor Leadership School to receive course credit.

Unity College/Vermont Law School
The College has an articulation agreement with Vermont’s Law School for students interested in pursuing their Juris Doctor (JD), Master of Environmental Law Policy (MELP) or Joint JD/MELP. Unity students interested in attending Vermont Law School must meet certain criteria including: completing all requirements for Unity bachelor’s degree program; completing a minimum of 60 credits towards a bachelor’s degree in residence at Unity College; have a minimum grade point average that meet or exceeds the average GPA of the first-year JD or MELP class in residence at Vermont Law School at the time of the student’s application; a current LSAT score that meets or exceeds the average LSAT score of the first-year JD class in residence at Vermont Law School at the time of application (LSAT scores are not needed for MELP applicants); two positive letters from Unity faculty recommending the student; and there must be no evidence of character or fitness concerns that would generally disqualify the applicant from admission into Vermont Law School.

High School Articulations
High school graduates from the following programs may be eligible for up to six college credits upon matriculation to Unity College. Students must have graduated from their high school program, and their overall high school, with a specific grade point average as outlined in the individual articulation agreement. For more information you may contact the Unity College Registrar’s Office.

Unity College has articulation agreements with the following high schools:

- Bristol County Agricultural High School, Dighton, Massachusetts (Natural Resource Management Program)
- Cedar Creek High School, Egg Harbor City, NJ (Environmental Magnet Program)
- Lyman Hall High School, Wallingford, Connecticut (Wildlife Biology and Aquaculture Programs)
- Middletown Regional Vocational Agriculture Center, Middletown, Connecticut (Natural Resources Program)
- Minuteman Regional High School, Lexington, Massachusetts (Environmental Technology Program)
- Nonnewaug High School, Woodbury, Connecticut (Conservation Program)
- Norfolk County Agricultural High School, Walpole, Massachusetts (Plant and Enviroscience Program, Animal and Marine Science Program)
Pinkerton Academy, Derry, New Hampshire (Environmental Studies/Outdoor Skills and Forestry Technology Programs)

Stafford Technical Center, Rutland, Vermont (Forestry and Natural Resource Program)

Wamogo Regional High School, Litchfield, Connecticut (Natural Resources Program)

College Articulations

Bristol Community College, Fall River, Massachusetts
  AA, Environmental Science degree

Finger Lakes Community College, Canandaigua, New York
  AAS, Natural Resource Conservation: Law Enforcement
  AAS, Fish and Wildlife Technology
  AAS, Natural Resource Conservation

Greenfield Community College, Greenfield, Massachusetts
  AA, Renewable Energy/Energy Efficiency
  AA, Farm and Food Systems
  AA, Environmental Science

Hocking College, Nelsonville, Ohio
  AAS, Fish Management and Aquaculture Sciences degree
  AAS, Wildlife Sciences degree

North Shore Community College, Danvers, Massachusetts
  AA, Environmental Science
  AAS, Environmental Horticulture

Raritan Valley Community College, Branchburg, New Jersey
  AS, Biology degree

Thompkins-Cortland Community College, Dryden, New York
  AAS, Sustainable Farming and Food Systems

York County Community College, Wells, Maine
  AAS, Criminal Justice degree

College Cross-Registration Agreement/Thomas College

Unity College offers a cross-registration program with Thomas College in Waterville, Maine for the purpose of expanding each institution’s academic offerings. Juniors and seniors who are full time degree-seeking students at Unity College may register for one course on a space-available basis and with the approval of the Thomas College Registrar. Students selecting a cross-registration course pay their Unity College tuition and owe no additional tuition to the other college. However, the student must pay for books, supplies, transportation and other fees incurred as a result of taking a cross-registration course. For more information, contact the Registrar at Unity College.
Major Fields of Study

Unity College offers degrees in the following academic majors:

**Associate Programs**
Association of Arts
- Liberal Studies

Association of Science
- Environmental Science

**Baccalaureate Programs**

Bachelor of Arts
- Art and Environment
- Environmental Writing and Media Studies

Bachelor of Science
- Adventure-Based Environmental Education
- Adventure Therapy
- Biology
- Captive Wildlife Care and Education
- Conservation Law Enforcement
- Earth and Environmental Science
- Environmental Policy, Law, and Society
- Marine Biology
- Parks and Forest Resources
- Secondary Education: Life Science
- Secondary Education: Physical Science
- Sustainable Agriculture
- Sustainable Energy Management
- Wildlife Biology
- Wildlife and Fisheries Management

**All bachelor’s degree major fields of study are comprised of the following components:**

- Unity College Environmental Citizen Curriculum
- Major Requirements
- General Degree Requirements
  - A minimum of 120 credit hours
  - Thirty credit hours taken in residence
  - Thirty credit hours at the 3000 level or above
  - All degree candidates must have an overall GPA of 2.0 or above and be in good standing
Unity College Environmental Citizen Curriculum

The Unity College Environmental Citizen Curriculum, a primary component of the Unity education, engages students in real world problem-solving using the framework of sustainability science. It begins with the Nova Orientation program to promote personal growth and connection to our community of environmental stewards. The trans-disciplinary Keystone Courses, integral to all baccalaureate degrees, connects academic skills and a broad foundation of disciplinary tools to hands-on experiences. As a result, students graduate prepared for leadership in a wide range of careers and environmental issues.

Program courses can be used to fulfill any Environmental citizen requirement. Any given course can only fulfill one of the Environmental Citizen requirements.

I. Foundation Courses:
   - CM 1003 Composition and Communication I
   - CM 1013 Composition and Communication II
   - A Mathematics course
   - A Life Science course
   - A Physical Science course
   - A Humanities course
   - A Social Science course
   - An Arts course
   - An internship, academic field experience, or thesis
   - A Community-based Learning course
   - Passing grade on a computer applications proficiency exam or LR 1222 Introduction to Computer Applications

II. Keystone Courses:
   - IC 1112 Unity Experience or IC 1111 Unity Transfer Experience
   - IC 2223 Environmental Issues and Insights
   - Environmental Studies course (minimum of 3 credits)
   - IC 3413 Environmental Scenarios and Solutions

The courses below fulfill the Environmental Citizen Foundation and Keystone requirements:

- **Math courses:** Courses with a course code of MA
- **Physical Science courses:** Courses with a course code of CH, GL, PS (except PS 2023) - the course that fulfills this requirement must have a lab component
- **Life Science courses:** Courses with a course code of BI (the course that fulfills this requirement must have a lab component)
- **Social Science courses:** Courses with a course code of AN, EC, GY, PL, PY, SY
- **Humanities courses:** Courses with a course code of CM (except CM 1003, CM 1013, CM 2013, CM 2233, CM 3113), EH (except EH 3213), GS 1023, HU
- **Art courses:** Courses with a course code of AR, CM 3113
Environmental Studies courses:

- AN 2113 Society and Sustainability
- BI 3063 Agroecology
- BI 3323 Conservation Biology
- BI 4423 Ecosystem Ecology
- CH 4044 Environmental Chemistry
- CM 2123 Environmental Communication
- EC 3003 Ecological Economics
- GL 2003 Geology of Environmental Problems
- HU 3113 Global Environmental History
- PL 3013 Issues in Food and Agriculture
- PL 3413 Environmental Advocacy
- PL 4413 Natural Resource Policy

Community-based learning: is experiential learning that engages students in service opportunities within the community as an integral part of a course. It allows students the opportunity to apply classroom learning to real-life situations, which enriches the learning experience, teaches civic responsibility, and produces positive benefits for the greater community.

The following courses fulfill the Community-based learning requirement:

- AE 1003 Experiential Learning Initiatives
- AF 3324 Fisheries Science and Techniques
- AR 2003 Introduction to Drama
- AR 3033 Environmental Photography
- AS 4333 Administration and Organization
- BI 4703 Biodiversity Capstone
- CH 4044 Environmental Chemistry
- CM 2123 Environmental Communication
- CM 3123 New Media
- ED 3342 Exceptional and Universal Programs
- ED 3443 Teaching Science - Secondary Schools
- ES 3213 Applied GIS
- FY 4003 Forests and Society
- FY 4213 Silviculture
- GL 3524 Lake Sedimentation
- HU 2123 Spanish II
- IC X213 Community Applications
- PF 3213 Visitor and Resource Protection
- PF 4123 Interpretive Methods
- PF 4223 Park and Forest Resource Plan
- PF 4313 Environmental Advocacy
- PL 3413 Environmental Advocacy
- WF 2003 Animal Training
- WF 4013 Wildlife Conservation Capstone

Internship

An internship is a carefully planned, well-supervised job experience related to an academic field. This can include comprehensive research such as NSF Research Experiences for Undergraduates (REUs). To fulfill the Unity College Environmental Citizen requirement, the internship must be a minimum of three credits and be at the 3000 level or above. Completion of AS 2111 Professional Development, before registering for an internship is recommended. Students should plan to take their internship no later than the summer of their junior year in order to complete their degree requirements in the appropriate time.

Senior Thesis

A senior thesis is open to all majors including but not limited to natural, physical and social sciences although sampling and analysis methods may differ between fields of study. A thesis is an independent research project completed under the guidance of two faculty advisors. To complete a senior thesis, students must enroll in a two-course sequence - UC 4003 and UC 4013. A thesis is a substantial written work that documents and defends a viewpoint or hypothesis relying on the use of rigorous field, lab, or other research and represents a significant body of original work. The topic and methodology of the thesis are decided between the student and two faculty thesis advisors. Students will defend their senior thesis during a public presentation on campus and furnish an electronic copy of their thesis to the Undergraduate Research Program. See course descriptions and specific program requirements for more information.

Creative Thesis

A capstone experience for students in the arts and humanities. Students demonstrate the rigorous application of writing, critical thinking, and/or creative skills to create a significant body of original work. To complete, students must enroll in UC 4023. The topic and methodology of the thesis are decided between the student and two faculty advisors. Students are expected to present and defend their thesis during a public forum on campus.
**Academic Field Experience**

A field experience will include at least three credits of academic course study at the 3000 level or above, conducted over a period of at least three calendar weeks at a college/university research station. Field experiences must be pre-approved by the Unity College Internship Committee. Transfer credits associated with academic field experiences must be approved by the Registrar and come from an accredited institution of higher learning.
Degree Programs

Liberal Studies Associate of Arts

The Associate of Arts degree, emphasis in Liberal Studies, provides the greatest possible choice to the student in the design of his/her academic program. This degree program provides exposure in the traditional liberal arts. A student may concentrate heavily in one academic discipline, or he/she may design a program with considerable breadth in course selection. The Associate of Arts degree is designed to facilitate entry into a baccalaureate degree program.

I. A minimum of 60 credit hours, of which at least 30 must be earned in residence at the College.

II. The Unity Environmental Citizen Curriculum Requirements:
   CM 1003 Composition and Communication I
   CM 1013 Composition and Communication II
   IC 1112 Unity Experience or IC 1111 Unity Transfer Experience
   IC 2223 Environmental Issues and Insights
   One Mathematics course
   One Life Science course
   One Physical Science course
   Pass computer proficiency exam or LR1222 Introduction to Computer Applications

   One course each from two of the following categories:
   An Arts course
   A Humanities course
   A Social Science course

III. A minimum of 24 credit hours must be earned at the 2000 level or above.

IV. All degree candidates must have an overall GPA of 2.0 and be in good standing.
Environmental Science Associate of Science

The Associate of Science degree is a two-year program that offers a general foundation in the environmental sciences. It is designed to provide basic skills and allow for the exploration of the varied fields in the natural resources. The two years needed to complete the degree provide the experience necessary for further specialization in a specific environmental science through continuation in the baccalaureate degree program.

I. A minimum of 60 credit hours, of which at least 30 must be earned in residence at the college.

II. The Unity Environmental Citizen Curriculum Requirements:
   - CM 1003 Composition and Communication I
   - CM 1013 Composition and Communication II
   - IC 1112 Unity Experience or IC 1111 Unity Transfer Experience
   - IC 2223 Environmental Issues and Insights
   - One Mathematics course
   - One Life Science course
   - One Physical Science course
   - Pass computer proficiency exam or LR1222 Introduction to Computer Applications

   One course each from two of the following categories:
   - An Arts course
   - A Humanities course
   - A Social Science course

   Complete 36 credit hours from courses listed under the following course codes:
   - AF, BI, CH, CL, ES, FY, GL, MA, PS, SA, WF.

III. A minimum of 24 credit hours must be earned at the 2000 level or above.

IV. All degree candidates must have an overall GPA of 2.0 and be in good standing.
Art and Environment Bachelor of Arts
The B.A. in Art and Environment program prepares graduates to be authentic artists who literally change the way people see environmental issues. From climate change to biodiversity loss, from personal sustainability to environmental justice, Art and Environment majors present their vision of what is possible and inspire action. Unlike any other art program, Art and Environment integrates environmental studies and sciences, studio and applied arts, and media. Through their grasp of environmental issues, their solid scientific education, and their ability to create, communicate, and inspire, Art and Environment graduates are well prepared for careers as sustainability innovators, communications specialists, independent artists, and for graduate school in media or fine art.

Graduates in the B.A. in Art and Environment will be able to…

1. Demonstrate authenticity as an artist from their first year: a. understanding, making, and critiquing art, b. participating in the real arts world, c. building networks and community, d. promoting their own work.
2. Demonstrate a grounding in environmental sciences: a. knowledge, b. methods, c. public environmental issues.
3. Demonstrate ability for critical thinking: a. conceptual rigor, b. flexibility, c. questioning assumptions, d. making value-judgments, e. executing concepts, f. problem-solving, g. fluency in shifting between scientific and artistic ways of knowing, h. finding new solutions
4. Demonstrate fluency in media languages: a. traditional, b. contemporary, c. emerging
5. Demonstrate insight about the world and its issues: a. authentic, b. personal, c. well-crafted
6. Demonstrate preparedness to participate in the larger arts world and the greater community through a. education and b. advocacy.

AR 1013 Drawing
AR 1023 Ceramics or AR 2033 Sculpture
AR 2013 Painting
AR 2023 Photography
AR 4003 Apprenticeship
AR 4013 Senior Exhibition
CM 1003 Composition and Communication I
CM 1013 Composition and Communication II
CM 2123 Environmental Communication
CM 2233 Digital Media Production
HU 3133 Art History
IC 1112 Unity Experience or IC 1111 Unity Transfer Experience
IC 2223 Environmental Issues and Insights
IC 3413 Environmental Scenarios and Solutions
A Mathematics course
A Life Science course
A Physical Science course
A “Community-based Learning” course
An “Environmental Studies” course
Passing grade on computer applications proficiency exam or LR 1222 Introduction to Computer Applications

Complete one of the following:
AR 3013 Advanced Painting
AR 3023 Advanced Ceramics
AR 3033 Environmental Photography
AR 3213 Advanced Drawing
AR 3223 Advanced Sculpture
AR 3043 Designing with Nature
AR 3213 Advanced Drawing
AR 3223 Advanced Sculpture
CM 3113 Documentary Film

Complete nine additional credits from the following:
AR 2103 Art Exploration: Theme
AR 3013 Advanced Painting
AR 3023 Advanced Ceramics
AR 3033 Environmental Photography
AR 3043 Designing with Nature
AR 3213 Advanced Drawing
AR 3223 Advanced Sculpture
CM 3113 Documentary Film

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Complete one of the following Environmental Issues Options:

**Biodiversity Option:**
BI 1114 Biology: Diversity of Life
BI 2001 Population and Community Ecology Lab
BI 2003 Population and Community Ecology
BI 3323 Conservation Biology

*One of the following:*
BI 1213 Biology in Practice: Theme-based
BI 2033 Marine Biology
BI 2053 Systematic Botany
BI 3173 Animal Behavior
BI 3233 Ichthyology
BI 3243 Herpetology

**Climate Change Solutions Option:**
GL 1013 Weather and Climate
GL 4003 Global Change
PS 3003 Sustainable Energy
PS 3303 Green Building: Assess, Design, Retrofit

**Wildlife Management Option:**
BI 2001 Population and Community Ecology Lab
BI 2003 Population and Community Ecology
WF 1003 North American Wildlife
WF 3013 Population Assessment and Management
WF 3103 Habitat Assessment and Management

**Sustainable Societies Option:**
AN 1123 Cultural Anthropology
AN 2113 Society and Sustainability
EC 2123 Intro to Economics and Econ. Criticism
HU 3113 Global Environmental History

**Advocacy Option:**
PL 1013 American Democracy
PL 2013 State and Local Government
PL 3413 Environmental Advocacy

*One of the following:*
PL 3213 Natural Resource Law
PL 4413 Natural Resource Policy

**Food and Farms Option:**
BI 3063 Agroecology
PL 3013 Issues in Food and Agriculture
SA 1003 Fundamentals of Organic Horticulture
SA 2113 Sustainable Agriculture Systems

**College Wide Requirements:** A minimum of 120 earned credit hours, 30 credits at the 3000 level or above, a minimum of 30 credits earned at Unity, and an overall cumulative GPA of 2.0 or above
Environmental Writing and Media Studies Bachelor of Arts
The Bachelor of Arts in Environmental Writing and Media Studies offers students the opportunity to explore modes of self-expression, master techniques necessary to advocate for the environment, and produce compelling media. Graduates combine a broad-based liberal arts education with focused training in creative writing, journalism, and writing for social or biological sciences. Environmental Writing and Media Studies majors produce effective websites, powerful documentary films, and strategic social media. Emphases on experiential learning, writing and editing as a process, and the development of a unique voice offer students the tools necessary for a variety of careers in the environment. Graduates from the program are well prepared to serve as environmental journalists, and professional writers for nonprofit organizations, media content developers, or independent filmmakers. The Bachelor of Arts in Environmental Writing and Media Studies also serves as excellent preparation for law school, graduate programs, film and media school, or advanced creative writing programs.

Graduates in the B.A. in Environmental Writing and Media Studies will be able to...
1. Demonstrate proficiency in the craft of writing: a. genres, b. audience, c. modes
2. Demonstrate ability to think critically about texts: a. critique, b. analyze, c. assess, d. interpret
3. Demonstrate ability to engage readers in environmental issues
4. Demonstrate the ability to navigate new and emerging media and publication venues
5. Understand contemporary environmental issues

AR 2113 Creative Writing
CM 1003 Composition and Communication I
CM 1013 Composition and Communication II
CM 2123 Environmental Communication
CM 2233 Digital Media Production
CM 3113 Documentary Film
CM 3123 New Media
CM 3333 Environmental Journalism
EH 1123 Environmental World Literature
EH 2213 Introduction to Environmental Writing
EH 3213 Professional and Technical Writing: Theme (complete two different themes)
EH 4213 Writing for Publication
IC 1112 Unity Experience or IC 1111 Unity Transfer Experience
IC 2223 Environmental Issues and Insights
IC 3413 Environmental Scenarios and Solutions
PL 3413 Environmental Advocacy
UC 4023 Creative Thesis or Internship
A Mathematics course
A Life Science course
A Physical Science course
A “Community-based Learning” course
An “Environmental Studies” course
Passing grade on computer applications proficiency exam or LR 1222 Introduction to Computer Applications

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Complete one of the following Environmental Issues Options:

**Biodiversity Option:**
BI 1114 Biology: Diversity of Life  
BI 2001 Population and Community Ecology Lab  
BI 2003 Population and Community Ecology  
BI 3323 Conservation Biology

*One of the following:*
BI 1213 Biology in Practice: Theme-based  
BI 2033 Marine Biology  
BI 2053 Systematic Botany  
BI 3173 Animal Behavior  
BI 3233 Ichthyology  
BI 3253 Invertebrate Zoology

**Climate Change Solutions Option:**
GL 1013 Weather and Climate  
GL 4003 Global Change  
PS 3003 Sustainable Energy  
PS 3303 Green Building: Assess, Design, Retrofit

**Wildlife Management Option:**
BI 2001 Population and Community Ecology Lab  
BI 2003 Population and Community Ecology  
WF 1003 North American Wildlife  
WF 3013 Population Assessment and Management  
WF 3103 Habitat Assessment and Management

**Sustainable Societies Option:**
AN 1123 Cultural Anthropology  
AN 2113 Society and Sustainability  
EC 2033 Environmental Economics  
HU 3113 Global Environmental History

**Advocacy Option:**
PL 1013 American Democracy  
PL 2013 State and Local Government  
PL 3213 Natural Resource Law  
PL 4413 Natural Resource Policy

**Food and Farms Option:**
BI 3063 Agroecology  
PL 3013 Issues in Food and Agriculture  
SA 1003 Fundamentals of Organic Horticulture  
SA 2113 Sustainable Agriculture Systems

**College Wide Requirements:** A minimum of 120 earned credit hours, 30 credits at the 3000 level or above, a minimum of 30 credits earned at Unity, and an overall cumulative GPA of 2.0 or above
Adventure-based Environmental Education Bachelor of Science

Graduates of the Adventure-based Environmental Education program will make a difference in education for the future of the environment! The field of environmental education encompasses a broad spectrum - ranging from broad knowledge of ecology and geology, to group development, and safe field instruction. In this program, students explore how to use adventure activities such as backpacking, canoeing, and rock climbing as tools to make environmental learning an adventure. Students in this program will explore, plan, practice and promote action-oriented programs that will reshape learning to inspire their students. Adventure-based Environmental Education at Unity College provides every learner with an understanding of their contribution to the environment, the power of working collaboratively, and their interconnectedness with all living things. This program highlights Unity College’s mission and expertise – using experiential and adventure teaching to develop the environmental understanding needed to imagine and enact solutions to 21st Century environmental issues.

Students enrolled in Adventure-based Environmental Education should expect to enroll in the Experiential Educators Block within the spring semester of their first year on campus. Courses will be offered in two seven week blocks allowing for students to experience consistent field based travel within the second seven week block. Students will be off-campus for 2-3 days at a time in the second half of the block.

Graduates in the B.S. in Adventure-based Environmental Education will be able to…

1. Understand and explain foundational earth systems concepts inherent to environmental processes and natural history.
2. Demonstrate mastery of technical skills related to Adventure-based Environmental Education appropriate to setting and involved equipment.
3. Understand and integrate theory and practice of experiential methodology, identify ethical and safe group practices as well as explain supporting theories.
4. Develop and provide cohesive, relevant and safe instruction in various settings to diverse groups.
5. Integrate and articulate individual understanding of leadership theory, styles, group dynamics, flexibility and judgment.
6. Have working knowledge of both remote and traditional learning environments, risk and personnel management, marketing and professionalism.
7. Show commitment to professional identity and path through involvement, interest, membership, or research, etc.

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<thead>
<tr>
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<td>AE 2012 Challenge Course Programming</td>
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<td>AE 2002 Adventure Facilitation</td>
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Entire semester course: AE 1003 Experiential Learning Initiatives

AE 1003 Experiential Learning Initiatives (Experiential Educators Block)
AE 1012 Introduction to Rock Climbing (Experiential Educators Block)
AE 1061 Map and Compass (Experiential Educators Block)
AE 2002 Adventure Facilitation (Experiential Educators Block)
AE 2012 Challenge Course Programming (Experiential Educators Block)
AE 3013 Experiential Education, Ethics and Moral Development
AE 3993 Internship
AE 4003 Adventure Leadership and Programming
AS 4333 Administration and Organization
BI 1114 Biology: Diversity of Life
BI 2001 Population and Community Ecology Lab
BI 2003 Population and Community Ecology
CM 1003 Composition and Communication I
CM 1013 Composition and Communication II

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ED 1013 Foundations of Education
ED 2003 Experiential Theory and Practice
ED 2113 Instruction and Assessment Design
IC 1112 Unity Experience or IC 1111 Unity Transfer Experience
IC 2223 Environmental Issues and Insights
IC 3413 Environmental Scenarios and Solutions
MA 2243 Elementary Statistics
PF 1023 Interpretation of Natural and Cultural Heritage
PY 1013 Introduction to Psychology
PY 2113 Group Process and Management (Experiential Educators Block)
A Humanities course
An Arts course
A “Community-based Learning” course
An “Environmental Studies” course
Passing grade on computer applications proficiency exam or LR 1222 Introduction to Computer Applications

**Complete one of the following:**
- BI 3323 Conservation Biology
- FY 2043 Dendrology
- WF 1003 North American Wildlife

**Complete one of the following:**
- GL 1003 Physical Geology
- GL 1013 Weather and Climate
- GL 2003 Geology of Environmental Problems

**Complete 6 additional credits from one of the following options:**

**Art Option:**
- AR 1013 Drawing
- AR 1023 Ceramics
- AR 2013 Painting
- AR 2023 Photography
- AR 2033 Sculpture
- CM 3113 Documentary Film

**Technical or Physical Skills Option:**
- AE 1002 Food, Fitness and Outdoor Cooking
- AE 1032 Introduction to Backpacking
- AE 1062 Introduction to Canoeing
- AE 2022 Sea Kayaking
- AE 2032 Technical Winter Mountaineering
- AE 2042 Winter Pursuits Level 2
- AE 2122 Intermediate Rock Climbing

**Science Option:**
- BI 3283 Ornithology
- BI 3323 Conservation Biology
- ES 3183 Limnology
- FY 2043 Dendrology
- GL 1003 Physical Geology
- GL 2003 Geology of Environmental Problems
- WF 1002 Introduction to Wildlife and Fisheries Conservation
- WF 1003 North American Wildlife

**Animals in Education Option:**
- WF 1003 North American Wildlife
- WF 1013 Intro to Wildlife Care and Education
- WF 2003 Animal Training
- WF 3023 Enrichment and Exhibit Design

**Special Populations Option:**
- AE 3233 Adventure Therapy Programs
- ED 3333 Education for the Exceptional Child and Youth
- ED 3342 Exceptional and Universal Programs
- PY 2013 Human Development
- PY 3013 Human Sexuality
- PY 3133 Abnormal Psychology
- PY 4223 Counseling Theories for Wilderness Programming

**College Wide Requirements:** A minimum of 120 earned credit hours, 30 credits at the 3000 level or above, a minimum of 30 credits earned at Unity, and an overall cumulative GPA of 2.0 or above
**Adventure Therapy Bachelor of Science**

Adventure Therapy is a specialized field of psychology that uses outdoor adventure to promote interpersonal, social and psychological wellness and change. The Bachelor of Science degree in Adventure Therapy is designed to provide students the expertise, dispositions, and experience to obtain employment in therapeutic settings located within schools, community health services, and the wilderness. The program develops understanding of psychology and counseling theory to be used with adventure and technical skills.

Students enrolled in Adventure Therapy should expect to enroll in the *Experiential Educators Block* within the spring semester of their first year on campus. Courses will be offered in two seven week blocks allowing for students to experience consistent field based travel within the second seven week block. Students will be off-campus for 2-3 days at a time in the second half of the block.

**Graduates in the B.S. in Adventure Therapy will be able to…**

1. Demonstrate sufficient levels of self-awareness, adventure experience, teaching ability and leadership in the knowledge and skills that promote professional performance as an instructor/leader of A.T.
2. Analyze instructional situations to make well-advised professional and appropriate decisions/judgments in A.T. settings and be able to present written and oral arguments and justifications for such actions
3. Demonstrate knowledge, skill, disposition, understanding of leadership and followership as it relates specifically to A.T.
4. Communicate through both oral and written mediums, risk management, theoretical, and practical components of A.T.
5. Exhibit sufficient skill, knowledge and disposition, including those related to psychological counseling to engage populations served by the field of A.T.

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**Entire semester course: AE 1003 Experiential Learning Initiatives**

AE 1003 Experiential Learning Initiatives (*Experiential Educators Block*)
AE 1012 Introduction to Rock Climbing (*Experiential Educators Block*)
AE 1061 Map and Compass (*Experiential Educators Block*)
AE 2002 Adventure Facilitation (*Experiential Educators Block*)
AE 2012 Challenge Course Programming (*Experiential Educators Block*)
AE 3013 Experiential Education, Ethics and Moral Development
AE 3233 Adventure Therapy Programs
AE 3993 Internship
AE 4003 Adventure Leadership and Programming
CM 1003 Composition and Communication I
CM 1013 Composition and Communication II
ED 2003 Experiential Theory and Practice
ED 3333 Education for the Exceptional Child and Youth
ED 3342 Exceptional and Universal Programs
IC 1112 Unity Experience or IC 1111 Unity Transfer Experience
IC 2223 Environmental Issues and Insights
IC 3413 Environmental Scenarios and Solutions
MA 2243 Elementary Statistics

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PY 1013 Introduction to Psychology
PY 2013 Human Development
PY 2113 Group Process (*Experiential Educators Block*)
PY 3133 Abnormal Psychology
PY 4223 Counseling Theories for Wilderness Programming
A Life Science course
A Physical Science course
A Humanities course
An Arts course
A “Community-based Learning” course
An “Environmental Studies” course
Passing grade on computer applications proficiency exam or LR 1222 Introduction to Computer Applications

An additional four credits of technical skills from the following:

- AE 1002 Food, Fitness and Outdoor Cooking
- AE 1032 Introduction to Backpacking
- AE 1062 Introduction to Canoeing
- AE 1072 Winter Pursuits Level 1
- AE 2022 Sea Kayaking
- AE 2032 Technical Winter Mountaineering
- AE 2042 Winter Pursuits Level 2
- AE 2122 Intermediate Rock Climbing
- AE 308X Expeditionary Assistant

College Wide Requirements: A minimum of 120 earned credit hours, 30 credits at the 3000 level or above, a minimum of 30 credits earned at Unity, and an overall cumulative GPA of 2.0 or above
**Biology Bachelor of Science**

The Biology program provides opportunities for students who are fascinated with living organisms to develop their passion. All Biology majors gain a foundational knowledge of cellular, organismal, and ecological aspects of biology that are necessary for any type of biologist. The Biology program then allows students to specialize in an area that most interests them by selecting either the Organismal or Ecological option and choosing courses within their option to meet their needs. In addition to the knowledge of cells, organisms, populations, and ecosystems, the Biology program prepares students to be professionals through practice with lab and field skills, use of the scientific process, and scientific communication. Biology graduates are ready to take on issues of biodiversity loss, habitat degradation, invasive species, and global change and can become foresters, zoologists, botanists, conservation biologists, educators, environmental consultants, fisheries biologists, ecologists, park rangers, game wardens, science writers, and more. Students wishing to pursue graduate studies should consider completing the Graduate School Core for Biological Sciences in addition to their Biology curriculum.

**Graduates of the B.S. in Biology will be able to:**

1. Understand and articulate central ideas and foundational assumptions of evolution and ecology.
2. Understand and explain the fundamental processes of cellular and organismal biology.
3. Integrate and properly cite primary scientific literature in a written document.
4. Be proficient with microscopy and other appropriate lab and field techniques.
5. Complete a scientific research experience, including hypothesis development, experimental design, data collection and analysis, and communicate results in the appropriate scientific style.

BI 1114 Biology: Diversity of Life
BI 1213 Biology in Practice: Theme-based
BI 2001 Population and Community Ecology Lab
BI 2003 Population and Community Ecology
BI 2304 Cell Biology
BI 3204 Comparative Animal Physiology or BI 3214 Biology of Plants
BI 4703 Biodiversity Capstone
CH 1104 General Chemistry I
CH 1114 General Chemistry II
CM 1003 Composition and Communication I
CM 1013 Composition and Communication II
IC 1112 Unity Experience or IC 1111 Unity Transfer Experience
IC 2223 Environmental Issues and Insights
IC 3413 Environmental Scenarios and Solutions
MA 2243 Elementary Statistics
MA 2333 Calculus I or MA 3263 Biometry
A Humanities course
A Social Science course
An Arts course
A “Community-based Learning” course
An “Environmental Studies” course

Passing grade on computer applications proficiency exam or LR 1222 Introduction to Computer Applications
An Internship or Senior Thesis I and II (UC 4003 & UC 4013) or Academic Field Experience (minimum 3 credits at or above the 3000 level)

**One of the following:**
CH 2324 Organic Chemistry
CH 4034 Biochemistry
CH 4044 Environmental Chemistry

**One of the following:**
ES 3013 Oceanography
GL 1003 Physical Geology
GL 2003 Geology of Environmental Problems
GL 4003 Global Change
PS 2004 Physics: Mechanics and Energy

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One of the following Options:

Organismal Option
BI 3204 Comparative Animal Physiology
BI 3214 Biology of Plants

And 3 of the following:
BI 2033 Marine Biology
BI 2053 Systematic Botany
BI 3173 Animal Behavior
BI 3233 Ichthyology
BI 3243 Herpetology
BI 3253 Invertebrate Zoology
BI 3263 Special Topics in Biology
BI 3273 Mammalogy
BI 3283 Ornithology
BI 3293 Entomology
BI 3423 Evolution
BI 3654 Microbiology
BI 4243 Genetics and Molecular Biology
BI 4323 Marine Macrovertebrate Biology
ES 2103 Introduction to GIS
FY 2043 Dendrology
WF 3013 Population Assessment and Mgmt
WF 4034 Animal Health

Ecological Option
BI 3423 Evolution
BI 4423 Ecosystem Ecology

And 3 of the following:
BI 2033 Marine Biology
BI 2053 Systematic Botany
BI 3063 Agroecology
BI 3214 Biology of Plants
BI 3263 Special Topics in Biology
BI 3293 Entomology
BI 3323 Conservation Biology
BI 3654 Microbiology
BI 4243 Genetics and Molecular Biology
ES 2103 Introduction to GIS
ES 3013 Oceanography
ES 3183 Limnology
ES 3213 Applied GIS
FY 2043 Dendrology
GL 3433 Soil Science
PL 4413 Natural Resource Policy
WF 3013 Population Assessment and Mgmt

College Wide Requirements: A minimum of 120 earned credit hours, 30 credits at the 3000 level or above, a minimum of 30 credits earned at Unity, and an overall cumulative GPA of 2.0 or above
Captive Wildlife Care and Education Bachelor of Science
This program is designed for students interested in careers related to the care and husbandry of wild species in captivity and education of the public concerning conservation issues. Students receive a solid foundation in the biological sciences, specialized courses related to wild animal husbandry and management, and classes that develop educational and interpretive techniques. Target employers include zoos, aquariums, rehabilitation, and wildlife education facilities.

Graduates in the B.S. in Captive Wildlife Care and Education will be able to…
1. Explain the science behind the art of animal care.
2. Provide the husbandry needs of various animal species.
3. Demonstrate the art of animal training and explain the supporting science.
4. Implement health management programs.
5. Gather information from a variety of sources and conduct research in fields related to wildlife.
6. Understand conservation issues and be prepared to participate in conservation efforts on a variety of levels during their careers.
7. Design education programs.
8. Display self-assured public speaking skills.
9. Demonstrate commitment to professional ethics, environmental stewardship, and citizenship.
10. Possess skills and knowledge necessary to enhance career opportunities.

BI 1114 Biology: Diversity of Life
BI 2001 Population and Community Ecology Lab
BI 2003 Population and Community Ecology
BI 2304 Cell Biology
BI 3204 Comparative Animal Physiology
BI 3323 Conservation Biology
CH 1104 General Chemistry I
CM 1003 Composition and Communication I
CM 1013 Composition and Communication II
IC 1112 Unity Experience or IC 1111 Unity Transfer Experience
IC 2223 Environmental Issues and Insights
IC 3413 Environmental Scenarios and Solutions
MA 1223 Precalculus
MA 2243 Elementary Statistics
PF 1023 Interpretation of Natural and Cultural Heritage
PY 1013 Introduction to Psychology
WF 1003 North American Wildlife
WF 1013 Introduction to Wildlife Care and Education
WF 2003 Animal Training
WF 3023 Enrichment and Exhibit Design
WF 3101 Seminar in Captive Wildlife Care and Education
WF 3993 Internship
WF 4034 Animal Health
WF 4044 Captive Wildlife Care and Education Capstone
A Humanities course
An Arts course
A “Community-based Learning” course
An “Environmental Studies” course
Passing grade on computer applications proficiency exam or LR 1222 Introduction to Computer Applications

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One of the following:
ED 1013 Foundations of Education
ED 2003 Experiential Theory and Practice
PF 4123 Interpretive Methods

One of the following:
BI 2033 Marine Biology
BI 3233 Ichthyology
BI 3243 Herpetology
BI 3273 Mammalogy
BI 3283 Ornithology

College Wide Requirements: A minimum of 120 earned credit hours, 30 credits at the 3000 level or above, a minimum of 30 credits earned at Unity, and an overall cumulative GPA of 2.0 or above
Conservation Law Enforcement Bachelor of Science

Conservation Law Enforcement prepares students for a comprehensive understanding of fields related to resource and environmental protection. Building on a broad base of law enforcement knowledge, students learn the importance of integrating science and law into their theoretical and practical views concerning conservation of our natural resources. Active classroom and laboratory experiences focus on exciting topics like wildlife techniques, marine and wildlife law, crime scene investigation, biology and fisheries sciences. Our students gain distinct advantages from our carefully designed courses intended for careers in conservation and environmental and marine law enforcement. Successful students are employable in agencies dedicated to enforcing conservation and environmental laws at the federal, state and local level. Opportunities include positions as game wardens, natural resource officers, marine patrol officers, harbor masters, and environmental protection officers.

Graduates in the B.S. in Conservation Law Enforcement will be able to…
1. Demonstrate an understanding of the fundamental principles of the American form of government and the responsibilities of citizenship.
2. Demonstrate knowledge of the criminal justice system and the ability to perform in an ethical and professional manner.
3. Demonstrate the field-based knowledge and skills necessary to work in the natural environment.
4. Demonstrate respect for, and knowledge of law.
5. Demonstrate the ability to communicate effectively.
6. Demonstrate a commitment to environmental stewardship.
7. Demonstrate management and administration skills suitable for a conservation law enforcement professional.

AF 3324 Fisheries Science and Techniques
AS 4403 Public Service Supervision
BI 1114 Biology: Diversity of Life
BI 2001 Population and Community Ecology Lab
BI 2003 Population and Community Ecology
CL 1003 Introduction to Criminal Justice
CL 1013 Introduction to Conservation Law Enforcement
CL 2033 Marine Law Enforcement or CL 2113 Wildlife Law Enforcement
CL 2123 Community Relations and Ethics
CL 3013 Courtroom Procedure and Evidence
CL 3224 Crime Scene and Investigative Techniques
CL 4503 Conservation Law Capstone
CM 1003 Composition and Communication I
CM 1013 Composition and Communication II
CM 2013 Interpersonal Relations
IC 1112 Unity Experience or IC 1111 Unity Transfer Experience
IC 2223 Environmental Issues and Insights
IC 3413 Environmental Scenarios and Solutions
MA 2243 Elementary Statistics
WF 1003 North American Wildlife
WF 2433 Wildlife Techniques
A Physical Science course
A Humanities course
A Social Science course
An Arts course
A “Community Based Learning” course
An “Environmental Studies” course
Passing grade on computer applications proficiency exam or LR 1222 Introduction to Computer Applications
An Internship (3 credits minimum at or above the 3000 level)

College Wide Requirements: A minimum of 120 earned credit hours, 30 credits at the 3000 level or above, a minimum of 30 credits earned at Unity, and an overall cumulative GPA of 2.0 or above
Earth and Environmental Science Bachelor of Science

Earth and Environmental Science (EES) majors study the formation, evolution, and monitoring of the physical landscape – past, present, and future. Students will also explore interconnections between Earth systems to gain a broader understanding of the discipline and see how change may manifest itself elsewhere. Students study these systems from the small scale (e.g. molecules) to the large scale (e.g. mountain ranges) over time scales spanning from minutes (e.g. chemical reactions) to thousands of years (e.g. environmental change). Students in the EES program will learn a variety of laboratory and field skills and apply this knowledge in real world scenarios to become better prepared for graduate school and/or a career. Students participate in research projects as part of individual classes or while working directly with faculty members. Students will have considerable opportunity to develop strong Geographic Information Systems (GIS) skills and learn how to utilize other modes of technology including computer models and data loggers in lab and field pursuits. Recent Unity College EES graduates are employed professionally in analytical labs or as environmental consultants, or are continuing their studies in M.S. and Ph. D. programs around the nation.

Graduates of the B.S. in Earth and Environmental Science will be able to…

1. Apply theory to real world environmental situations in the field and lab.
2. Apply research skills to earth and environmental science questions.
3. Possess strong and effective communication skills (oral, written, visual).

BI 1114 Biology: Diversity of Life
CH 1104 General Chemistry I
CH 1114 General Chemistry II
CH 4044 Environmental Chemistry or GL 3524 Lake Sedimentation
CM 1003 Composition and Communication I
CM 1013 Composition and Communication II
ES 2103 Introduction to Geographic Information Systems (GIS)
ES 3213 Applied Geographic Information Systems (GIS)
GL 1003 Physical Geology
GL 1013 Weather and Climate
GL 2003 Geology of Environmental Problems
GL 3044 Surface and Groundwater Hydrology
GL 3223 Geomorphology
GL 3433 Soil Science
GL 4003 Global Change
GL 4011 Earth and Environmental Sciences Seminar: Theme
IC 1112 Unity Experience or IC 1111 Unity Transfer Experience
IC 2223 Environmental Issues and Insights
IC 3413 Environmental Scenarios and Solutions
MA 2243 Elementary Statistics
MA 2333 Calculus I
PS 2004 Physics: Mechanics and Energy
PS 2014 Physics: Heat, Electricity and Magnetism
A Humanities course
A Social Science course
An Arts course
A “Community-based Learning” course
An “Environmental Studies” course
Passing grade on computer applications proficiency exam or LR 1222 Introduction to Computer Application
An ES or GL Internship or Senior Thesis I and II (UC 4003 & UC 4013) or Academic Field Experience (minimum 3 credits at or above the 3000 level)

College Wide Requirements: A minimum of 120 earned credit hours, 30 credits at the 3000 level or above, a minimum of 30 credits earned at Unity, and an overall cumulative GPA of 2.0 or above
Environmental Policy, Law, and Society Bachelor of Science

The Environmental Policy, Law, and Society program is designed to give students the tools and knowledge needed to improve the environmental health of both humans and the natural world through wise governmental and non-governmental decision making. Studies in law, science, social science, environmental ethics, and history provide an interdisciplinary framework for understanding and analyzing the broad range of factors that play a role in environmental policy formation. The program partners with environmental and conservation agencies, non-profits, and green enterprise, to model, as well as train students in, the practical application of concepts and methods for civic engagement and policy decision-making. Employment opportunities in environmental policy and law are expected to increase in the near future in the public, private, and non-profit sectors.

Graduates of the B.S. in Environmental Policy, Law, and Society will be able to…

1. Develop effective policy approaches to environmental problems, integrating knowledge of political process, the American legal system, economics, science, and history.
2. Communicate policy approaches to environmental problems at a level suitable for professional service and graduate studies.
3. Understand, analyze, and integrate environmental policy and legal concepts at a level appropriate for professional service and graduate studies.
4. Demonstrate ability and commitment to work collaboratively to achieve a civic aim accompanied by reflective insights or analysis about the aim and accomplishment of one’s actions.

BI 1114 Biology: Diversity of Life
BI 2001 Population and Community Ecology Lab
BI 2003 Population and Community Ecology
CH 1104 General Chemistry I
CM 1003 Composition and Communication I
CM 1013 Composition and Communication II
EC 2123 Introduction to Economics and Economic Criticism
EC 3003 Ecological Economics
ES 2103 Introduction to Geographic Information Systems (GIS)
GL 2003 Geology of Environmental Problems
HU 2003 American Environmental History
IC 1112 Unity Experience or IC 1111 Unity Transfer Experience
IC 2223 Environmental Issues and Insights
IC 3413 Environmental Scenarios and Solutions
MA 1223 Precalculus or MA 2333 Calculus I
MA 2243 Elementary Statistics
PL 1013 American Democracy
PL 2013 State and Local Government
PL 3213 Natural Resource Law
PL 3233 Environmental Law
PL 3413 Environmental Advocacy
PL 3993 Internship
PL 4413 Natural Resource Policy
SY 3183 Social Problems
An Arts course
A “Community-based Learning” course
An “Environmental Studies” course
Passing grade on computer applications proficiency exam or LR 1222 Introduction to Computer Applications
Complete one of the following:
BI 3323 Conservation Biology
BI 4423 Ecosystem Ecology
CH 4044 Environmental Chemistry

College Wide Requirements: A minimum of 120 earned credit hours, 30 credits at the 3000 level or above, a minimum of 30 credits earned at Unity, and an overall cumulative GPA of 2.0 or above
Marine Biology Bachelor of Science

The Marine Biology program provides dedicated, engaged students with specialized knowledge of marine organisms and marine ecosystems. Marine Biology majors gain a solid foundation in the biological sciences while specializing in the unique characteristics of marine life. Students of this program are prepared to be professional biologists ready to take on the issues of biodiversity loss, over exploitation of marine resources, marine habitat loss and degradation, invasive species, and other issues in need of passionate leaders educated in the science of marine biology. Graduates are prepared to enter marine or other biological careers and may work for aquariums, conservation organizations, government agencies, or researchers as field or lab technicians, or they may go on to graduate school to pursue their own research areas. Students wishing to pursue graduate studies in marine biology should consider completing the Graduate School Core for Biological Sciences in addition to the Marine Biology curriculum.

Graduates of the B.S. in Marine Biology will be able to:

1. Characterize the phylogenetic, morphological, and physiological diversity of marine organisms, from microbes to marine mammals.
2. Understand and explain how concepts of ecology and evolution apply to marine organisms and habitats.
3. Integrate and properly cite primary scientific literature in a written document.
4. Be proficient with appropriate lab and field techniques.
5. Complete a marine scientific research experience, including hypothesis development, experimental design, data collection and analysis, and communicate results in the appropriate scientific style.

BI 1114 Biology: Diversity of Life
BI 1213 Biology/Marine Biology in Practice: Theme-based
BI 2001 Population and Community Ecology Lab
BI 2003 Population and Community Ecology
BI 2013 Marine Fisheries
BI 2033 Marine Biology
BI 2304 Cell Biology
BI 3053 Marine Botany
BI 3111 Themes in Marine Science
BI 3253 Invertebrate Zoology
BI 3993 Internship (Marine Themed) or Senior Thesis I and II (UC 4003 & UC 4013) or Academic Field Experience (minimum 3 credits at or above the 3000 level)
BI 4023 Coral Ecology and Management
BI 4033 Marine Mammalogy
BI 4703 Biodiversity Capstone
CH 1104 General Chemistry I
CH 1114 General Chemistry II
CM 1003 Composition and Communication I
CM 1013 Composition and Communication II
ES 3013 Oceanography
IC 1112 Unity Experience or IC 1111 Unity Transfer Experience
IC 2223 Environmental Issues and Insights
IC 3413 Environmental Scenarios and Solutions
MA 2243 Elementary Statistics
MA 2333 Calculus I
A Humanities course
A Social Science course
An Arts course
A “Community-based Learning” course
An “Environmental Studies” course
Passing grade on computer applications proficiency exam or LR 1222 Introduction to Computer Applications

CONTINUED ON NEXT PAGE
BI 3423 Evolution or BI 4243 Genetics and Molecular Biology

One of the following:
CH 2324 Organic Chemistry
CH 4034 Biochemistry
PS 2004 Physics: Mechanics and Energy
PS 2014 Physics: Heat, Electricity and Magnetism

College Wide Requirements: A minimum of 120 earned credit hours, 30 credits at the 3000 level or above, a minimum of 30 credits earned at Unity, and an overall cumulative GPA of 2.0 or above
Parks and Forest Resources Bachelor of Science
The Parks and Forest Resources degree prepares students with a comprehensive look at land management, with particular attention to forests and parks. This program will provide students with a foundation in the fundamentals of resource and visitor management practices utilized in the governmental, nonprofit and for-profit sectors. Students will integrate the sciences with resource management, planning, policy, and administrative skills to be informed stewards of our natural resources.

Successful graduates meet the entry requirements for employment in federal, state, local, nonprofit, and for-profit land management agencies/organizations. Students are prepared with the skills and educational background to be successful in organizations such as: the National Park Service, U.S. Forest Service, State Park and Forest agencies, local and regional parks and land management agencies, land trusts, and for-profit land management consultants/organizations.

Graduates in the B.S. in Parks and Forest Resources will be able to…
1. Communicate effectively in oral and written formats.
2. Demonstrate knowledge of land management and protection agencies and the ability to work as a professional within them.
3. Demonstrate management and administration skills suitable for a Parks and Forest Resources professional.
4. Demonstrate a commitment to sustainable stewardship and ecotourism.
5. Demonstrate a commitment to citizenship.

AS 2111 Professional Development
AS 4333 Administration and Organization
BI 1114 Biology: Diversity of Life
BI 2001 Population and Community Ecology Lab
BI 2003 Population and Community Ecology
CM 1003 Composition and Communication I
CM 1013 Composition and Communication II
ES 1003 Introduction to Natural Resources
ES 2103 Introduction to Geographic Information Systems (GIS)
FY 2043 Dendrology
FY 3223 Forest Ecology
IC 1112 Unity Experience or IC 1111 Unity Transfer Experience
IC 2223 Environmental Issues and Insights
IC 3413 Environmental Scenarios and Solutions
MA 2243 Elementary Statistics
PF 1023 Interpretation of Natural and Cultural Heritage
PF 4223 Park and Forest Resource Planning
PL 3213 Natural Resource Law or PL 3233 Environmental Law
PL 4413 Natural Resource Policy
WF 1003 North American Wildlife
A Humanities course
A Physical Science course
A “Community-based Learning” course
An “Environmental Studies” course
An Arts course
Passing grade on computer applications proficiency exam or LR 1222 Introduction to Computer Applications
An Internship

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Complete one of the following options:

**Visitor Services and Management Option:**
- AR 2023 Photography
- AS 3113 Sustainability Management and Leadership
- EH 3213 Technical Writing
- PF 2123 Sustainable Ecotourism
- PF 3213 Visitor and Resource Protection
- PF 4123 Interpretive Methods

**Resource Management Option:**
- EC 2033 Environmental Economics
- ES 1031 Introduction to GPS
- ES 3213 Applied Geographic Information Systems (GIS)
- FY 2013 Forest Measurements
- FY 2163 Wildland Fire Management and Science
- FY 4003 Forests and Society
- FY 4213 Silviculture

**College Wide Requirements:** A minimum of 120 earned credit hours, 30 credits at the 3000 level or above, a minimum of 30 credits earned at Unity, and an overall cumulative GPA of 2.0 or above.
Secondary Education: Life Science Bachelor of Science

The Secondary Education program prepares students to be excellent secondary science teachers. Students develop the knowledge and skills necessary to teach using the local environment and the broader world. Specialized skills are developed through a highly experiential program that includes a combination of on-campus classes with integrated field experiences. The capstone is a full-time semester long experience student teaching in an area school.

Graduates in the B.S. in Secondary Education will be able to…

1. Understand how students learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and design and implement developmentally appropriate and challenging learning experiences.
2. Use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that allow each learner to reach his/her full potential.
3. Work with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self-motivation.
4. Understand the central concepts, tools in inquiry, and structures of the discipline(s) of science and create learning experiences that make these aspects of the discipline accessible and meaningful for learners.
5. Understand how to connect concepts and use differing perspectives to engage learners in critical/creative thinking and collaborative problem solving related to authentic logic and global issues.
6. Understand and use multiple methods of assessment to engage learners in their own growth, to document learner process, and to guide the teacher’s ongoing planning and instruction.
7. Draw upon knowledge of content areas, cross-disciplinary skills, learners, the community, and pedagogy to plan instruction that supports every student in meeting rigorous learning goals.
8. Understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to access and appropriately apply information.
9. Be reflective practitioners who use evidence to continually evaluate practice, particularly the effects of choices and actions on others (students, families, and other professionals in the learning community), and adapts practice to meet the needs of each learner.
10. Seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, and other school professionals, and community members to ensure learner growth, and to advance the profession.
11. Model and apply the National Education Technology Students for Students (NETS-S) as they design, implement, and access learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community.

BI 1114 Biology: Diversity of Life
BI 2001 Population and Community Ecology Lab
BI 2003 Population and Community Ecology
BI 2304 Cell Biology
BI 3423 Evolution
CH 1104 General Chemistry I
CM 1003 Composition and Communication I
CM 1013 Composition and Communication II
ED 1013 Foundations of Education
ED 2102 Education Field Practicum I
ED 2113 Instruction and Assessment Design
ED 2212 Teaching with Technology
ED 3122 Education Field Practicum II
ED 3223 Curriculum and Evaluation Design
ED 3333 Education for Exceptional Children and Youth
ED 3443 Teaching Science in the Secondary Schools
ED 3912 Internship in Education or ED 4912 Student Teaching
IC 1112 Unity Experience or IC 1T11 Unity Transfer Experience

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IC 2223 Environmental Issues and Insights  
IC 3413 Environmental Scenarios and Solutions  
MA 1223 Precalculus  
MA 2243 Elementary Statistics  
PY 1013 Introduction to Psychology  
PY 2013 Human Development  
PY 3123 Educational Psychology  
A Humanities course  
An Arts course  
A “Community-based Learning” course  
An “Environmental Studies” course

Passing grade on computer applications proficiency exam or LR 1222 Introduction to Computer Applications

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<thead>
<tr>
<th>One of the following:</th>
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<tbody>
<tr>
<td>BI 3204 Comparative Animal Physiology</td>
<td>AE 2002 Adventure Facilitation</td>
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<tr>
<td>BI 3214 Biology of Plants</td>
<td>ED 3342 Exceptional and Universal Programs</td>
</tr>
<tr>
<td>BI 3323 Conservation Biology</td>
<td>ES 2103 Intro to GIS</td>
</tr>
<tr>
<td>BI 4243 Genetics and Molecular Biology</td>
<td>PF 1023 Interp. of Natural and Cultural Heritage</td>
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</table>

Choose two additional courses from the list below to equal 24 total credits in Biology content:

- AF 3324 Fisheries Science and Techniques
- BI 1213 Biology in Practice
- BI 2033 Marine Biology
- BI 2053 Systematic Botany
- BI 3063 Agroecology
- BI 3173 Animal Behavior
- BI 3204 Comparative Animal Physiology
- BI 3214 Biology of Plants
- BI 3233 Ichthyology
- BI 3253 Invertebrate Zoology
- BI 3263 Special Topics in Biology: Theme Based

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<th>Additional Courses:</th>
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<tr>
<td>BI 3283 Ornithology</td>
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<td>BI 3293 Entomology</td>
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<td>BI 3323 Conservation Biology</td>
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<td>BI 3654 Microbiology</td>
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<tr>
<td>BI 4243 Genetics and Molecular Biology</td>
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<td>ES 3183 Limnology</td>
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<td>FY 2043 Dendrology</td>
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<td>FY 4213 Silviculture</td>
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<td>SA 3363 Soil Fertility</td>
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<td>WF 1003 North American Wildlife</td>
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<tr>
<td>WF 2433 Wildlife Techniques</td>
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<tr>
<td>WF 3103 Habitat Assessment and Management</td>
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</tbody>
</table>

**College Wide Requirements:** A minimum of 120 earned credit hours, 30 credits at the 3000 level or above, a minimum of 30 credits earned at Unity, and an overall cumulative GPA of 2.0 or above
Secondary Education: Physical Science Bachelor of Science

The Secondary Education program prepares students to be excellent secondary science teachers. Students develop the knowledge and skills necessary to teach using the local environment and the broader world. Specialized skills are developed through an experiential program that includes a combination of on-campus classes with integrated field experiences. The capstone is a full-time semester long experience student teaching in an area school.

Graduates in the B.S. in Secondary Education will be able to…

1. Understand how students learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and design and implement developmentally appropriate and challenging learning experiences.
2. Use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that allow each learner to reach his/her full potential.
3. Work with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self-motivation.
4. Understand the central concepts, tools in inquiry, and structures of the discipline(s) of science and create learning experiences that make these aspects of the discipline accessible and meaningful for learners.
5. Understand how to connect concepts and use differing perspectives to engage learners in critical/creative thinking and collaborative problem solving related to authentic logic and global issues.
6. Understand and use multiple methods of assessment to engage learners in their own growth, to document learner process, and to guide the teacher’s ongoing planning and instruction.
7. Draw upon knowledge of content areas, cross-disciplinary skills, learners, the community, and pedagogy to plan instruction that supports every student in meeting rigorous learning goals.
8. Understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to access and appropriately apply information.
9. Be reflective practitioners who use evidence to continually evaluate practice, particularly the effects of choices and actions on others (students, families, and other professionals in the learning community), and adapts practice to meet the needs of each learner.
10. Seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, and other school professionals, and community members to ensure learner growth, and to advance the profession.
11. Model and apply the National Education Technology Students for Students (NETS-S) as they design, implement, and access learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community.

CH 1104 General Chemistry I
CH 1114 General Chemistry II
CM 1003 Composition and Communication I
CM 1013 Composition and Communication II
ED 1013 Foundations of Education
ED 2102 Education Field Practicum I
ED 2113 Instruction and Assessment Design
ED 2212 Teaching with Technology
ED 3122 Education Field Practicum II
ED 3223 Curriculum and Evaluation Design
ED 3333 Education for Exceptional Children and Youth
ED 3443 Teaching Science in the Secondary Schools
ED 3912 Internship in Education or ED 4912 Student Teaching
GL 1003 Physical Geology
GL 1013 Weather and Climate
IC 1112 Unity Experience or IC 1111 Unity Transfer Experience
IC 2223 Environmental Issues and Insights
IC 3413 Environmental Scenarios and Solutions

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MA 1223 Precalculus
MA 2243 Elementary Statistics
PS 2004 Physics: Mechanics and Energy
PS 2014 Physics: Heat, Electricity and Magnetism
PY 1013 Introduction to Psychology
PY 2013 Human Development
PY 3123 Educational Psychology
A Life Science course
A Humanities course
An Arts course
A “Community-based Learning” course
An “Environmental Studies” course
Passing grade on computer application proficiency exam or LR 1222 Introduction to Computer Applications

One of the following:
AE 2002 Adventure Facilitation
ED 3342 Exceptional and Universal Programs
ES 2103 Introduction to GIS
PF 1023 Interp. of Natural and Cultural Heritage

One of the following from the list below to equal a minimum of 24 total credits in physical science content:
CH 2324 Organic Chemistry
CH 4034 Biochemistry
CH 4044 Environmental Chemistry
ES 3013 Oceanography
ES 3183 Limnology

GL 2003 Geology of Environmental Problems
GL 3044 Surface and Groundwater Hydrology
GL 3433 Soil Science
GL 4003 Global Change
PS 3003 Sustainable Energy

College Wide Requirements: A minimum of 120 earned credit hours, 30 credits at the 3000 level or above, a minimum of 30 credits earned at Unity, and an overall cumulative GPA of 2.0 or above
Sustainable Agriculture Bachelor of Science

The B.S. in Sustainable Agriculture is designed to prepare students for future study and careers in the expanding fields of sustainable agriculture and food systems. The program emphasizes small-scale, local, sustainable agriculture, blending applied knowledge of plants and soils, the context of environmental change, and skills necessary to problem solve and advocate for the role of agriculture in healthy communities.

Graduates of the B.S. in Sustainable Agriculture will be able to….

1. Apply fundamental concepts and principles of biology and agroecology to improve food production in an era of global change.
2. Think critically about food and agriculture systems.
3. Communicate effective approaches to food systems at a level appropriate for professional service or graduate school.

AS 4123 Sustainable Enterprise
BI 1114 Biology: Diversity of Life
BI 3063 Agroecology
BI 3214 Biology of Plants
CH 1104 General Chemistry I
CH 1114 General Chemistry II
CM 1003 Composition and Communication I
CM 1013 Composition and Communication II
EC 3003 Ecological Economics
HU 2003 American Environmental History
IC 1112 Unity Experience or IC 1111 Unity Transfer Experience
IC 2223 Environmental Issues and Insights
IC 3413 Environmental Scenarios and Solutions
MA 1223 Precalculus
MA 2243 Elementary Statistics
PL 3013 Issues in Food and Agriculture
PL 3413 Environmental Advocacy
SA 1003 Fundamentals of Organic Horticulture
SA 2013 Livestock and Pasture Management
SA 2023 Sustainable Pest Management or WF 4034 Animal Health
SA 2113 Sustainable Agriculture Systems
SA 3363 Soil Fertility
SA 3993 Sustainable Agriculture Internship
SA 4014 Sustainable Agriculture Project
An Arts course
A “Community-based Learning” course
An “Environmental Studies” course
Passing grade on computer applications exam or LR 1222 Introduction to Computer Applications

• College Wide Requirements: A minimum of 120 earned credit hours, 30 credits at the 3000 level or above, a minimum of 30 credits earned at Unity, and an overall cumulative GPA of 2.0 or above
**Sustainable Energy Management Bachelor of Science**

This program allows students to develop their talents and skills as applied scientists, entrepreneurs, business managers, and planners in the fields of energy efficiency, renewable energy, and related responses to climate change. Emphasis is placed on practical skills based on solid general theory, on understanding and employing technology, on practical implementation and related accounting for costs and benefits. Students learn to both evaluate and implement emerging technologies and design, quantify, and account for programs of energy efficiency and climate emission reductions. Remunerative and useful employment for these skills can be found at different scales and sectors of society; for government and in science research, for industry and private businesses, and for communities and individual households via contracting or energy auditing. Upon graduation, students may choose work in the emerging job market in government sustainability implementation and planning, to work as lobbyists and advocates in the same arena, to work in the housing market as implementers and auditors of sustainability and energy efficiency measures, to work in industry as environmental compliance officers, sustainability coordinators or sustainability officers, or to go on to graduate school in the fields of public policy, planning, architecture, environmental law, environmental and industrial design, or climate mitigation. In the event that the student chooses not to work in the energy field they are competitive candidates to enter graduate school programs in business or science, or to apply their problem solving and quantitative skills to some other aspect of business or governance.

**Graduates of the B.S. in Sustainable Energy Management will be able to…**

1. Use fundamental principles of matter and energy to solve practical problems of energy and climate.
2. Communicate at a technical level suitable for professional service.
3. Be competent in the use of modeling, spatial, and quantitative reasoning for professional service.

AS 3113 Sustainability Management and Leadership
AS 4123 Sustainable Enterprise
BI 1114 Biology: Diversity of Life
BI 2001 Population and Community Ecology Lab
BI 2003 Population and Community Ecology
CH 1104 General Chemistry I
CH 1114 General Chemistry II or PS 2014 Physics: Heat, Electricity and Magnetism
CM 1003 Composition and Communication I
CM 1013 Composition and Communication II
EC 2033 Environmental Economics
EC 3003 Ecological Economics
GL 4003 Global Change
IC 1112 Unity Experience or IC 1111 Unity Transfer Experience
IC 2223 Environmental Issues and Insights
IC 3413 Environmental Scenarios and Solutions
MA 1223 Precalculus or MA 2333 Calculus I
MA 2243 Statistics I
PL 1013 American Democracy or PL 2013 State and Local Government
PL 3233 Environmental Law
PL 3413 Environmental Advocacy
PL 4413 Natural Resource Policy
PS 2004 Physics: Mechanics and Energy
PS 3003 Sustainable Energy
PS 3303 Green Building: Assess, Design, Retrofit
A Humanities course
An Arts course
A “Community-based Learning” course
An “Environmental Studies” course
An Internship or Senior Thesis I and II (UC 4003 & UC 4013) or Academic Field Experience (minimum 3 credits at or above the 3000 level)
Passing grade on computer applications proficiency exam or LR 1222 Introduction to Computer Applications

**College Wide Requirements:** A minimum of 120 earned credit hours, 30 credits at the 3000 level or above, a minimum of 30 credits earned at Unity, and an overall cumulative GPA of 2.0 or above
**Wildlife Biology Bachelor of Science**

The Wildlife Biology program immerses students into the depths of wildlife science. Students who are serious about researching the biology and habitats of our free-ranging wild mammals and birds receive a solid background of biological and ecological knowledge for sustaining populations in our ever-changing environment. Program courses include a full suite of wildlife courses such as North American Wildlife and Wildlife Habitat and Assessment, plus advanced biological and ecological science courses such as Cell Biology, Comparative Animal Physiology, Evolution, and Ecosystem Ecology.

Graduates of the Wildlife Biology program are qualified to pursue careers as wildlife biologists and technicians; however, they are encouraged to pursue further education in graduate degree programs to enhance their ability to be successful in the highly competitive field of wildlife research. Students wishing to pursue graduate studies should also consider completing the Graduate School Core for Biological Sciences in addition to their Wildlife Biology curriculum.

**Graduates in the B.S. in Wildlife Biology will be able to…**

1. Demonstrate proficiency in identification of species, sex, and age of common North American wildlife.
2. Demonstrate ability to successfully perform common wildlife management field skills.
3. Demonstrate the ability to apply theoretical concepts to wildlife management problems.
4. Communicate effectively in a professional style or manner.
5. Demonstrate understanding of professional behavior and ethics.
6. Identify and evaluate essential components of wildlife management plans.
7. Demonstrate ability to apply modern analytical tools to management questions.

BI 1114 Biology: Diversity of Life
BI 2001 Population and Community Ecology Lab
BI 2003 Population and Community Ecology
BI 2304 Cell Biology
BI 3214 Biology of Plants
CH 1104 Chemistry I
CH 1114 Chemistry II
CM 1003 Composition and Communication I
CM 1013 Composition and Communication II
ES 2103 Introduction to Geographic Information Systems (GIS)
IC 1112 Unity Experience or IC 1111 Unity Transfer Experience
IC 2223 Environmental Issues and Insights
IC 3413 Environmental Scenarios and Solutions
MA 2243 Elementary Statistics
MA 2333 Calculus I
MA 3263 Biometry
PL 3213 Natural Resource Law
WF 1002 Introduction to Wildlife and Fisheries Conservation
WF 2433 Wildlife Techniques
WF 3013 Population Assessment and Management
WF 3103 Habitat Assessment and Management
WF 4013 Wildlife Conservation Capstone
A Humanities course
An Arts course
A “Community-based Learning” course
An “Environmental Studies” course
A Wildlife-Related Internship or Senior Thesis I and II (UC 4003 & UC 4013) or Academic Field Experience (minimum 3 credits at or above the 3000 level)
Passing grade on computer applications proficiency exam or LR 1222 Introduction to Computer Applications
Choose one:
BI 3323 Conservation Biology
BI 3423 Evolution
BI 4423 Ecosystem Ecology

Choose two:
BI 3233 Ichthyology
BI 3243 Herpetology
BI 3273 Mammalogy
BI 3283 Ornithology

Choose one:
BI 2053 Systematic Botany
BI 3204 Comparative Animal Physiology
BI 4243 Genetics and Molecular Biology
CH 2324 Organic Chemistry
CH 4034 Biochemistry
CH 4044 Environmental Chemistry

ES 3213 Applied Geographic Information Systems
GL 2003 Geology of Environmental Problems
GL 3433 Soil Science: Principles and Applications
GL 4003 Global Change
MA 3443 Calculus II
PS 2004 Physics: Mechanics and Energy

**College Wide Requirements:** A minimum of 120 earned credit hours, 30 credits at the 3000 level or above, a minimum of 30 credits earned at Unity, and an overall cumulative GPA of 2.0 or above
Wildlife and Fisheries Management Bachelor of Science

This Wildlife and Fisheries Management Program builds from the core Unity Environmental Stewardship Curriculum, providing a broad interdisciplinary knowledge base for environmental leaders, integrates quantitative skills with social sciences and communications, and develops student ethics and dispositions to become professional leaders for wildlife and fisheries conservation. Graduates will have mastered knowledge of ecological and biological principles that underpin the disciplines of wildlife and fisheries management. This knowledge base develops from coursework in population and community ecology, population assessment, habitat assessment, and resource modeling. In addition, all wildlife and fisheries majors will have experiential learning in the techniques and practices of wildlife and fisheries management and will be familiar with the concepts that underlie manipulations of wild populations and their environment to maintain these sustainable resources. Students then choose between the concentrated studies in their chosen management discipline: wildlife or fisheries. Graduates of these programs are qualified for entry into the wildlife and fisheries professions as field biologists or technicians. The fisheries concentration allows graduates additional opportunity with cultured food and industrial products as algae, shellfish, crustaceans, and finfish.

Graduates in the B.S. in Wildlife and Fisheries Management will be able to…

1. Demonstrate competency in the concepts and skills underlying the biological sciences.
2. Understand and study resource management and protection issues through using primary literature, experimental design, field and lab techniques, and data analysis.
3. Demonstrate competency in oral communication, scientific writing, problem solving, and quantitative reasoning.
4. Gain life-long learning skills and perspective developed through a liberal-arts education.
5. Demonstrate ability to apply their scientific knowledge and skills to solving natural resource management and protection issues in their chosen profession and in life as a knowledgeable citizen.

BI 1114 Biology: Diversity of Life
BI 2001 Population and Community Ecology Lab
BI 2003 Population and Community Ecology
BI 3214 Biology of Plants
CH 1104 Chemistry I
CM 1003 Composition and Communication I
CM 1013 Composition and Communication II
ES 2103 Introduction to Geographic Information Systems (GIS)
IC 1112 Unity Experience or IC 1111 Unity Transfer Experience
IC 2223 Environmental Issues and Insights
IC 3413 Environmental Scenarios and Solutions
GL 2003 Geology of Environmental Problems or PS 2004 Physics: Mechanics and Energy
MA 1223 Precalculus
MA 2243 Elementary Statistics
MA 3253 Applied Statistics
PL 3213 Natural Resource Law
WF 1002 Introduction to Wildlife and Fisheries Conservation
WF 3013 Population Assessment and Management
WF 3103 Habitat Assessment and Management
WF 4013 Wildlife Conservation Capstone
A Wildlife-Related Internship or Senior Thesis I and II (UC 4003 & UC 4013) or Academic Field Experience
(minimum 3 credits at or above the 3000 level)
An Arts course
A Humanities course
A “Community-based Learning” course

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An “Environmental Studies” course
Passing grade on computer applications proficiency exam or LR 1222 Introduction to Computer Applications

**Complete one of the following:**
- AS 4123 Sustainable Enterprise
- AS 4333 Administration and Organization
- EC 3003 Ecological Economics

**Complete either the Wildlife or Fisheries options below:**

**Wildlife Option:**
- BI 2053 Systematic Botany or FY 2043 Dendrology
- FY 2013 Forest Measurements
- WF 2433 Wildlife Techniques

**Complete two of the following:**
- BI 3273 Mammalogy
- BI 3283 Ornithology
- BI 3243 Herpetology

**Fisheries Option:**
- AF 3324 Fisheries Science and Techniques
- BI 2013 Marine Fisheries
- BI 2111 Themes in Fisheries and Aquaculture
- BI 3233 Ichthyology

**Complete one of the following:**
- BI 3293 Entomology
- BI 3253 Invertebrate Zoology
- ES 3013 Oceanography
- ES 3183 Limnology

**College Wide Requirements:** A minimum of 120 earned credit hours, 30 credits at the 3000 level or above, a minimum of 30 credits earned at Unity, and an overall cumulative GPA of 2.0 or above
Academic Minors

An academic minor is a specified sequence of courses totaling 18 to 24 credits and requiring at least nine credits of 3000 or 4000 level work. Twelve of the credits must be outside of your major degree requirements. Students are limited to declaring one minor in addition to their major(s). Minors do not lead to a degree. No substitution or waiver of courses in a minor is allowed. The college does not guarantee courses for a minor.

Applied Mathematics and Statistics

A minor in Applied Math and Statistics will familiarize students with techniques and applications of mathematical modeling in fields of interest to them. Fundamentals of modeling system change will be discussed in the Calculus sequence. Working with data will be addressed in the Statistics sequence. By taking a mathematics-intensive course in their field of interest, students will learn how mathematical models apply to the world around them.

MA 2003 Applications in Mathematics: Theme
MA 2243 Elementary Statistics
MA 2333 Calculus I
MA 3263 Biometry or MA 3253 Applied Statistics
MA 3443 Calculus II

Two of the following:
- BI 3423 Evolution
- BI 4423 Ecosystem Ecology
- EC 3003 Ecological Economics
- ES 3213 Applied Geographic Information Systems

or

- GL 4003 Global Change
- PS 2004 Physics: Mechanics and Energy
- PS 3003 Sustainable Energy
- WF 3013 Population Assessment and Management

Botany

Plants are the basis of an ecosystem. A solid understanding of plants serves biologists and naturalists of all types, especially as plants provide food and habitat for wildlife. The Botany minor has a core of four courses that comprise structure, function, identification, and environmental context of plants. The additional courses are a choice, allowing students to cast their minor in a more applied or basic mode according to individual goals.

BI 2001 Population and Community Ecology Lab
BI 2003 Population and Community Ecology
BI 2053 Systematic Botany
BI 3214 Biology of Plants
FY 2043 Dendrology

Two of the following:
- BI 3053 Marine Botany
- BI 3063 Agroecology
- BI 3323 Conservation Biology
- BI 3423 Evolution

or

- BI 4243 Genetics and Molecular Biology
- BI 4423 Ecosystem Ecology
- FY 3213 Forest Silviculture and Management
- SA 3363 Soil Fertility
Ecology
The Ecology minor is intended to complement other environmental majors and help students develop the skills to use ecological science to address a wide range of environmental issues.

BI 2001 Population and Community Ecology Lab
BI 2003 Population and Community Ecology
BI 3423 Evolution
BI 4423 Ecosystem Ecology

Three of the following:
- BI 2033 Marine Biology
- BI 2053 Systematic Botany
- BI 3053 Marine Botany
- BI 3063 Agroecology
- BI 3173 Animal Behavior
- BI 3214 Biology of Plants
- BI 3233 Ichthyology
- BI 3253 Invertebrate Zoology
- BI 3263 Special Topics in Biology

Environmental Interpretation and Education
The Environmental Interpretation and Education minor offers students the opportunity to explore the fields of formal and non-formal learning environments, how people learn, the needs of diverse audiences and the best practices in instructional as well as heritage and resources interpretive settings. This minor will support the students who plan on working with educational/interpretive programs in a variety of settings including zoos, wildlife parks, aquariums, parks, environmental learning centers, and other educational settings.

CM 2123 Environmental Communication
ED 1013 Foundations of Education
ED 2113 Instruction and Assessment Design
PF 1023 Interpretation of Natural and Cultural Heritage
PF 4123 Interpretative Methods

Eight credits from the following:
- CM 2233 Digital Media Production
- CM 3113 Documentary Film
- CM 3123 New Media
- ED 2102 Educational Field Practicum I
- ED 2212 Teaching with Technology
- ED 3333 Education for Exceptional Children and Youth

- ED 3443 Teaching Science in the Secondary Schools
- EH 3213 Professional and Technical Writing
- EH 4213 Writing for Publication
- PF 2213 Sustainable Ecotourism
- PF 2013 Human Development
- PY 3123 Educational Psychology
**Geoscience**
At its core, the Geoscience minor includes field and lab inquiry rooted in the geosciences, especially soils and hydrology. Other thematic elements include landform evolution, erosion and sedimentation, water quality, Geographic Information Systems (GIS), environmental change, land use change, and wetland delineation. Students will learn important field and lab skills and demonstrate their comprehension of the theoretical and applied nature of the geosciences through a variety of real world settings, environmental problem-solving scenarios, and research projects.

GL 1003 Physical Geology  
GL 2003 Geology of Environmental Problems  
GL 3044 Surface and Groundwater Hydrology  
GL 3223 Geomorphology  
GL 3433 Soil Science  
GL 3524 Lake Sedimentation

**Psychology**
The Unity College minor in Psychology is designed to provide interested students with a broad overview of topics and domains within the field of psychology. The science of psychology is a rich compliment to a variety of liberal arts and professional degree programs. The psychology minor will introduce students to theoretical concepts, research methodologies, and practical applications within the diverse field of psychology. The program will allow students to support their major field of study by increasing their understanding of human behavior and by enriching their credentials for prospective employers in the human service field or for pursuing graduate studies.

PY 1013 Introduction to Psychology  
PY 2013 Human Development  
PY 2113 Group Process and Management  
PY 3013 Human Sexuality or PY 4223 Counseling Theories for Wilderness Programming  
PY 3123 Educational Psychology  
PY 3133 Abnormal Psychology

**Sustainable Forest Management**
The Sustainable Forest Management minor offers students the opportunity to acquire the knowledge and skills to measure and assess forest and other natural resources in order to understand the ecology of forest systems; manage for environmental services; manage forest fuels; understand sustainable harvest methods and processes; comprehend the production and marketing of sustainable forest products; and understand how social, economic, and ecological forces impact the management of forests and their resources.

FY 2013 Forest Measurements  
FY 2043 Dendrology  
FY 2163 Wildland Fire Science and Management  
FY 3223 Forest Ecology  
FY 4003 Forests and Society  
FY 4213 Silviculture
**Zoology**
In the Zoology minor students investigate the behavior, ecology, and physiology of animals. Students then focus on an aspect of animal biology that fascinates them ranging from particular types of animals, such as in ornithology, to how animals work, such as through cell biology or genetics.

BI 2001 Population and Community Ecology Lab
BI 2003 Population and Community Ecology
BI 3173 Animal Behavior
BI 3204 Comparative Animal Physiology

**One of the Following:**
BI 2304 Cell Biology
BI 3423 Evolution
BI 4243 Genetics and Molecular Biology

**Two of the following:**
BI 2033 Marine Biology
BI 3233 Ichthyology
BI 3253 Invertebrate Zoology
BI 3273 Mammalogy
BI 3283 Ornithology
BI 3293 Entomology
WF 4034 Animal Health
Graduate School Preparation Core for Biological Sciences

The Graduate School Core for Biological Sciences is a set of courses that supplement programs in Wildlife Biology, Marine Biology, Biology, Captive Wildlife Care and Education, or Secondary Education and provide students with the foundations in physical sciences and math that are needed for entry and success into graduate school programs. Students should declare the core in the second semester of their sophomore year, or later, after demonstrating an ability to maintain a high enough cumulative grade point average (3.00) to make them competitive for graduate school. Once declared, students will now be given some priority for these courses that are not necessarily required for graduation with their major.

The Graduate School Preparation Core for Biological Sciences

CH 2324 Organic Chemistry
CH 4034 Biochemistry
MA 2333 Calculus I
MA 3263 Biometry
PS 2004 Physics: Mechanics and Energy
At least one of the following:
   BI 3654 Microbiology
   BI 4243 Genetics and Molecular Biology
   CH 4044 Environmental Chemistry
   ES 3213 Applied Geographic Information Systems (GIS)
   GL 2033 Geology of Environmental Problems
   GL 3044 Surface and Groundwater Hydrology
   GL 4003 Global Change
   MA 3443 Calculus II
   PS 2014 Physics: Heat, Electricity and Magnetism

Requirements for declaring the Graduate School Preparation Core:
- Student must have and maintain a cumulative grade point average of 3.00
- Student must have earned a minimum of 45 credits
- Student must submit written confirmation of completion of the GRE Practice Test in the Career Services

Unity College Honors Program

The Unity College Honors program offers an engaging challenge for academically-talented and motivated students from all academic disciplines. Through the Honors Program, students participate in intellectual pursuits that both broaden and deepen their knowledge. Honors students will be encouraged to reach their potential as independent thinkers and creative problem solvers.

Students with a cumulative GPA of at least 3.50 are able to apply for the Honors Program after their second semester at Unity College. Students who have transferred into Unity College 30 or more credits and maintained a cumulative GPA of at least a 3.50 at their previous institution may apply to the Honors Program after completing one semester at Unity College with a GPA of at least a 3.50.

To fulfill the Honors Program requirements, students must complete:

- Two Honors Seminars (UC 3001) with an A or B
- A six credit thesis (UC 4013 for two semesters OR UC 4003 and UC 4013 OR UC 4023 for two semesters OR UC 4033 for two semesters) with a transdisciplinary component with an A or B
- Designated components of Unity College Co-curricular Leadership Program
Administrative Science

AS 2111 Professional Development
This course will help to better prepare students for entering a professional work environment. Students will learn foundational professional development skills such as resume and cover letter writing, interviewing techniques and business etiquette. Students will also learn the process of arranging an internship for credit, *Lewin/Kohl’s Experiential Learning* model, writing effective learning objectives, the stages of an internship, selecting a meaningful internship experience, understanding organizational culture and risk awareness/management. Students planning to complete an internship are strongly encouraged to enroll in this class. 2 class hours for seven weeks  
Credits: 1  
Offered: Semesters I and II  
Prerequisites: None

AS 3113 Sustainability Management and Leadership
This course introduces students to the field of sustainability management. While providing some background to the field, it is a practical course organized around the core concepts of sustainability. Students will learn to connect social, financial, and environmental issues to organizational management by exploring the managerial, and leadership challenges to effectively managing a sustainable environment and a flourishing society. This course is taught in a case and project based format and will expose students to the basics and practice of management in the context of sustainability. 3 class hours  
Credits: 3  
Offered: Semester I  
Prerequisites: Junior Status

AS 4123 Sustainable Enterprise
This is a problem-based learning course in sustainable enterprise; students will begin with the basics of business start-up and operation from envisioning a product or service to understanding market niche and the constraints and opportunities posed by the taxation and regulatory environment. The course then moves to operations: the basic techniques for the financial management of a business including bookkeeping and accounting (ledgers, balance sheets, profit/loss statements, and cash flow analysis) and general business problem-solving. In addition to working on their own plan for a green business, students will look at case studies of other sustainable enterprises drawn from areas such as energy, agriculture, food services, and ecotourism. The concepts and ideas learned in this course will apply to both for-profit and non-profit enterprises. 3 class hours  
Credits: 3  
Offered: Semester II  
Prerequisites: Junior Status

AS 4333 Administration and Organization
This course is designed to give students of public administrative and non-governmental operations an opportunity to evaluate management systems, strategies, and policies. Students will conduct administrative operations (planning, human resources, financial management, supervisory and employee ethics, risk and liability assessment), prepare reports, and respond to situations that might occur in those preparing to enter careers in outdoor studies. 3 class hours  
Credits: 3  
Offered: Semester II  
Prerequisites: Junior Status

AS 4403 Public Service Supervision
The course introduces the components and functions of supervision as they apply to public service employees with a focus on conservation law enforcement and other enforcement agencies of the criminal justice system. Topics include: role of a supervisor, span of control and discretion, recruiting, training, and retention of personnel, personnel complaints and investigations, employee discipline, funding and budgeting, communications, and other related topics. Upon completion, students should be able to identify and discuss the basic components and functions of various public service organizations and their supervisory and managerial operations. 3 class hours  
Credits: 3  
Offered: Semester I  
Prerequisites: Junior Status
**Adventure Education**

**AE 1002 Food, Fitness, and Outdoor Cooking**
Students will be exposed to a variety of outdoor cooking methods, which may include reflector oven, Dutch oven, and double boiler. They will learn to plan nutritious and sustaining meals that appeal to diverse audiences. The fitness component will include basic information such as heart rate calculation, strength, and flexibility training specific to backcountry pursuits. This course is offered the second 7 weeks of the semester, but the first session meets in week 1 during add/drop. 4 class hours.

Credits: 2  
Offered: Semester II  
Prerequisites: None

**AE 1003 Experiential Learning Initiatives**
This course acts as an introduction to the current programs, methods, and practices that employ Experiential Education. Students will develop an understanding of the history, fundamentals of, and engage with the spectrum of Experiential Learning programs. During the field portion of this course students will be exposed to and participate in programs that represent the spectrum of adventure-based environmental and therapeutic education. Students will develop a professional portfolio to include an educational philosophy and professional plan. This course is a part of the Experiential Educators Block.

Credits: 3  
Offered: Semester II  
Prerequisites: None

**AE 1012 Rock Climbing**
This 7-week course covers fundamentals of rock climbing. Students will work on the indoor climbing wall and outdoor cliffs learning belaying techniques, construction of anchor and safety systems, and movement skills. Students will participate in a weekend climbing trip, either two separate days or as an overnight trip, depending on conditions and site location. This course assumes no prior knowledge or experience with this topic and is taught to American Mountain Guide Standards. Hours depend on semester taken.

Credits: 2  
Offered: Semester I  
Prerequisites: None

**AE 1013 Physical Fitness and Wellness**
This course is designed to introduce students to various components of lifetime fitness and wellness. Fitness components include assessment in the following areas: cardiovascular endurance, muscular strength and endurance, flexibility, and body composition. Individual testing will be performed in each area. Introduction to various types of exercise including sessions in yoga, Pilates, martial arts, and aerobics may be included. Wellness components will include nutrition, cardiovascular disease and cancer prevention, stress management, and substance abuse. The components of the course will be taught through a combination of lecture, self-assessment, and lab exercises. Students will be expected to partake in all exercise labs.

Credits: 3  
Offered: Semester II  
Prerequisites: None

**AE 1032 Introduction to Backpacking**
This 7-week course is an introduction to backpacking and travel techniques. The course includes: choosing clothing and equipment, Leave No Trace principles, reading and understanding guidebooks and maps, compass use, trail selection, stove use, time management, emergency response plans, and basic cooking. This course assumes no prior knowledge or experience with this topic. One weekend trip is required.

Credits: 2  
Offered: Semester I  
Prerequisites: None

**AE 1061 Map and Compass**
This 7-week course is designed to provide students the opportunity to learn and develop map and compass skills. Specific skills and knowledge include reading and understanding maps, and land navigation techniques. This course may include an off-campus field trip.

Credits: 1  
Offered: Semester I  
Prerequisites: None
AE 1062 Introduction to Canoeing
This 7-week course will serve as an introduction to the knowledge and skills associated with flat, moving and white water canoeing. Topics will include dynamics of canoe equipment, clothing selection, short trip planning and safety considerations, strokes, basic self and equipment rescues as well as the effects of weather on enjoyment of the sport. This course assumes no prior knowledge or experience with this topic and is taught to the American Canoe Association standards. Students should be comfortable in the water and able to swim for 25 yards and get out of water, both unassisted. This course includes a weekend trip for a whitewater canoeing trip. 5 class hours
Credits: 2                    Offered: Semester I
Prerequisites: None

AE 1072 Winter Pursuits Level 1
This 7-week course is designed to introduce winter skills to students of all majors. It includes snowshoeing, cross-country skiing and winter camping. Topics include: clothing and equipment selection, travel techniques, self-care in a cold environment, group management and food selection. One weekend trip is required. 5 class hours
Credits: 2                                Offered: Semester II
Prerequisites: None

AE 2002 Adventure Facilitation
This 7-week active focused course develops an understanding of and experience base with the tools and activities that comprise adventure-challenge and experiential learning. Students will develop programs to include aspects of group membership, diversity and dynamics. Planning, sequencing, facilitating and evaluating adventure-challenge programs will occur with off-campus groups. Adventure-challenge core concepts are designed to help develop self-esteem, trust, cooperation and independent thinking. Many of the activities can be adapted to help teach other academic subject areas such as math, science, geography, and health. This course may involve some use of the physical elements of a challenge course but learning will primarily have a low and no prop focus. This course is part of the Experiential Educators Block for the spring.
Credits: 2                                Offered: Semester II
Prerequisites: None

AE 2012 Challenge Course Programming
This course will further a student’s ability in the use of Adventure-challenge concepts and skills – facilitation, group dynamics and diversity; program planning and risk assessment, implementation, debriefing and evaluation. Content will regularly expose students to initiatives; low and high challenge elements in order to learn about current construction, set-up and safety techniques of the challenge course industry. Students will also provide and receive professional level feedback and assessment (self, peer and instructor) of facilitation skills and program effectiveness. Course work may involve off-campus groups and require pre-arranged class trips. This course is a part of the Experiential Educators Block and is taught to the Association of Challenge Course Technology standards.
Credits: 2                                Offered: Semester II
Prerequisites: None

AE 2022 Introduction to Sea-Kayaking
This 7-week course is designed to immerse students in core sea-kayak concepts and equipment with progressive development towards novice sea-kayak specific skill sets and decision making. Students will learn fundamentals of kayak and equipment design, a variety of strokes and rescues, and be introduced to bracing and rolling. Secondary core content will include group expeditionary planning and travel, chart and compass, effects of weather and water on the paddler, tidal movement, and Maine oceanic ecology. This course assumes no prior knowledge or experience with this content. However, students will be required to perform a variety of maneuvers and rescue techniques in open-water. 5 class hours
Credits: 2                                Offered: Semester I
Prerequisites: None

AE 2024 Expeditionary Skills
This 21 day expedition-based course provides the student with an adventure-education immersion experience. Students will learn travel skills, expedition behavior, protocols, practice leadership in a wilderness setting, and engage in group process and decision making. Though the course will primarily focus on extended wilderness travel and logistics, students will have the opportunity to advance in one or more skill-specific content areas pre-
determined by the Instructor (i.e. Sea-Kayaking, Backcountry Navigation, Canoeing, Backpacking). This course assumes little or no previous outdoor travel experience. Minimum impact ethics and other adventure industry standards will be applied and taught.

AE 2032 Technical Winter Mountaineering
Technical Winter Mountaineering is designed to teach basic technical climbing skills in a winter environment. Skills covered may include ice climbing, snow and ice travel, winter anchor and belaying systems, avalanche awareness, introduction to the alpine environment and glacier travel. A 5-day pre-semester trip is required and this course extends only 2 weeks into the spring semester. This course is taught to American Mountain Guide Standards.

Credits: 2               Offered: Semester II
Prerequisites: AE 1012, AE 2042, and instructor consent Alternate Years Odd

AE 2042 Winter Pursuits Level 2
This 5-week course is designed for students who want to take their winter pursuits to a more challenging level. Topics may include: a review of basic clothing and equipment needs, equipment repair, weather, nutrition, traveling safely and recognizing avalanche terrain. Students will learn advanced travel techniques and build a pulk sled for carrying gear. Students will travel by snowshoe and cross-country skis to reach pre-determined terrain. The course will include one weekend day-trip and will culminate with a 5 day trip over spring break.

3 class hours
Credits: 3                                Offered: Semester II
Prerequisites: ED 2003

AE 2122 Intermediate Rock Climbing
This 7-week course assumes prior knowledge of top-rope anchor construction as well as the basics of knot tying and belaying. The course will focus on top-rope climbing systems and site management, learning to place rock protection, support lead climbers as a second, and cover beginning leading skills. Students will gain experience in face and crack climbing, placing protection, anchoring, moving efficiently as a team member on multi-pitch climbs, and rapping. One weekend trip will be scheduled. This course is taught to Single Pitch Instructor content standards.

5 class hours
Credits: 2                      Offered: Semester I
Prerequisites: AE 1012 and instructor consent Alternate Years Odd

AE 3013 Experiential Education, Ethics and Moral Development
This course will delve into the efficacy and applied scope of adventure and experiential practices, focusing in-depth on the history, influential theorists and current practices of various types of experiential education programs. Students will analyze the current state of the field and its influence on issues of persona; cognitive and character development, inclusion, social development and responsibility, and the importance of diverse populations. Through research and presentation, students will critically assess how to maximize learner development. Students will also analyze the distinction between their ethical responsibilities in field and how that role compliments aspects of moral development for learners.

3 class hours
Credits: 3                                Offered: Semester II
Prerequisites: ED 2003

AE 308X Expeditionary Assistant
In this course, students with appropriate qualifications will arrange and assist in leading experiences in basic adventure, travel, programming, or theory courses. They will design their participation and class hours and complete a learning contract with their course instructor prior to preregistration for that term. Students will expand their knowledge and skills with logistics, technical instruction, and hands-on lab sessions. This course is repeatable with a different topic. Hours dependent on individual

Credits: 1-2                       Offered: Semesters I and II
Prerequisites: Consent of instructor

AE 3233 Adventure Therapy Programs
This course is designed to introduce students to outdoor programs that deal with people with psychological disabilities. Students will learn the characteristics of certain disabilities and will examine various therapeutic
wilderness programs developed to work with specific groups, such as people who have been abused, who have post-traumatic stress disorder, or who are patients in psychiatric hospitals. **3 class hours**

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<th>Credits: 3</th>
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<td>Prerequisites: AE 2002, AE 2012</td>
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### AE 4003 Adventure Leadership and Programming

This course is the capstone for the Adventure programs. Students enrolled in this course will be expected to apply and integrate previous course work related to informal learning practices, practice effective group management, enhance learner relationships, and implement safe field work practices while delivering innovative and effective experiential curriculum. Students will support programming by engaging with off campus partners or agencies. Students will complete and present a professional portfolio to a unique advisory group. A three day trip is required. **3 class hours**

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### Anthropology

#### AN 1123 Cultural Anthropology

Anthropology is the study of culture as a human creation: its origins, development or evolution, and possible future. The course covers the range of variation in human life-styles and basic cultural similarities. There will be an examination of selected tribal, peasant, and industrial cultures, with an emphasis on how biological, cultural, and ecological factors shape them. Comparative technology, kinship, social structure, religion, magic, art, economics, cultural change, and applied anthropology will be discussed. **3 class hours**

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#### AN 2113 Society and Sustainability

The world’s high energy consumption patterns in recent years are unique in human history and are unsustainable. We must develop new forms of energy use, but also new or rediscovered social practices: alternative ways of living with each other in a world after peak oil. This course studies alternative and emerging social systems such as cooperatives, micro-banks and local currencies, land trusts, Transition Towns, new electoral systems, worker-owned companies, systems of restorative justice, regional community planning, and consumer movements. We will draw on examples from communities and nations worldwide, compare their effectiveness, and ideate ways to implement social change for sustainability. **3 class hours**

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### Aquaculture and Fisheries

#### AF 3324 Fisheries Science and Techniques

Fisheries Science and Techniques will offer experiences in fisheries stock management based on the assessment of individual organisms and populations. Sampling techniques and gear employed in a variety of habitats will offer collecting and processing opportunities for several species of freshwater fish. These samplings of local fish stocks and other exemplary data sets will then be analyzed as appropriate for sex ratios, age and growth, population age structure, reproductive capacity and success, recruitment, food habits, migrations, population estimates, and other aspects of fishery science and management. Limited experiences with marine fish and invertebrates may be possible; weekend day trips may be scheduled to Portland fish docks and markets or to Long Cove in Searsport to examine aspects of marine fisheries. Numerous activities will supplement class assignments. Service-learning will be formalized during classroom discussion, through experiential activities in the community, and by contribution of data to fisheries management agencies. **3 class hours; 2 laboratory hours**

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<th>Credits: 4</th>
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### Art

#### AR 1013 Drawing

The course develops the process of drawing from reality, stressing both skill and individual expression by exploring volume, space, form, value, and materials. **4 studio hours**
Credits: 3                        Offered: Semesters I and II
Prerequisites: None

AR 1023 Ceramics
Ceramics is a hands-on studio class using clay as a means of expressing the self in the environment. A variety of hand building, wheel forming, surface finishing, glazing, and firing techniques will be explored. At the same time, how artisans in other times and other cultures used clay and how the objects they made function in their respective societies will be considered. 4 studio hours
Credits: 3                        Offered: Semesters I and II
Prerequisites: None

AR 2003 Introduction to Drama
This course will investigate the drama as literature and as theatrical production, with special emphasis on the great periods of theatre around the world. Representative plays will be read and discussed in terms of production characteristics. Various methods of play production, stagecraft, costuming, lighting, etc. will be studied and utilized developing and presenting productions for local elementary schools. Trips to theatre productions will be a required part of the course. 3 class hours
Credits: 3                     Offered: Semester II
Prerequisites: None

AR 2013 Painting
This is an introductory course designed to establish a working familiarity with traditional techniques of painting. The semester will be based on painting from actual conditions. There will be an emphasis on how to see and interpret color and form in two dimensions. 4 studio hours
Credits: 3                     Offered: Semester II
Prerequisites: AR 1013                  Alternate Years Even

AR 2023 Photography
This introductory course focuses on teaching basic camera use and image production. Special attention will be devoted to learning to “see” photographically: to discern qualities of light and composition. 4 studio hours
Credits: 3         Offered: Semesters I and II
Prerequisites: None

AR 2033 Sculpture
This course explores the texture, forms, and substance of a variety of traditional and nontraditional materials. Strong emphasis is placed on concepts of three-dimensional design and how sculpture relates to the history of ideas. 4 studio hours
Credits: 3                     Offered: Semester II
Prerequisites: None                    Alternate Years Odd

AR 2103 Art Explorations: Theme-Based
There are many modes of making and understanding art in contemporary society. This course offers students the opportunity to engage a specific set of skills and subjects within the broad conversation of studio art. The course subject will change from year to year in response to student and instructor interest. The subjects to be addressed may be: Public Art, Art and Science, Art and the Environment, Scientific Illustration, Printmaking, and others that may occur. This course may be retaken for credit under a different subject. 4 studio hours
Credits: 3                      Offered: Semesters I and II
Prerequisites: As dictated by subject

AR 2113 Creative Writing: Theme-Based
In this experiential course, students improve their use of creative writing techniques including: metaphor, characterization, and voice, while exploring innovations in form and the writing process. Emphasis will be placed on revision and fostering a productive workshop environment. Topics in this course might include: sense of place, songwriting, or specific genres such as poetry, drama, and the short story. This course may be repeated for credit if a student chooses a different topic. 3 class hours
Credits: 3                     Offered: Semesters I and II
Prerequisites: CM 1003

AR 3013 Advanced Painting
This course expands upon the skills and concepts introduced in Painting. There will be an emphasis on developing technical and conceptual proficiency. *4 studio hours*
Credits: 3 Offered: Semester II
Prerequisites: AR 2013 Alternate Years Even

AR 3023 Advanced Ceramics
This course expands upon the skills and concepts introduced in Ceramics. There will be emphasis on developing a high level of proficiency in a variety of wheel forming and hand building techniques as it relates to clay. This course brings art and science together to explore the chemical structure of clay and glazes and how it connects to human expression in the ceramic arts. Sustainable living with well-crafted handmade ceramic objects will be emphasized. *4 studio hours*
Credits: 3 Offered: Semester I Alternate Years Even
Prerequisites: AR 1023

AR 3033 Environmental Photography
This course is a continuation in the refinement of skills and exploration of the art and craft of photography and visual storytelling. Over the span of the semester, students will continue to gain mastery over the tools in digital photography for personal and creative expression, in addition to building a vocabulary in regards to contemporary photographic practices. Students will identify and work with a community organization for the duration of the semester. This work will entail becoming familiar with the organization, making contact with a representative of the organization, and spending a significant amount of time with the people and/or place and making photographs which build into a story of your authorship. Each completed project will be shared with the organization with which the student worked. *4 studio hours*
Credits: 3 Offered: Semester I Alternate Years Even
Prerequisites: AR 2023

AR 3043 Designing with Nature
Can human society live in harmony with the rest of nature? Can we imagine what a sustainable human landscape/ecosystem would look like and how it would function? Can we imagine a place where both humans and nature can thrive? This course brings art and science together to explore questions of the structure and function of healthy human habitation in nature. This course’s goal is to create a holistic vision for sustainable living via interdisciplinary inquiry. The course will rely heavily on the work of others thriving to realize this vision such as Christopher Alexander and leaders in permaculture and community design. Field work will include studying and drawing existing landscapes, and the course will be writing intensive. *2 class hours; 2 laboratory hours*
Credits: 3 Offered: Semester I Alternate Years Even
Prerequisites: Sophomore Status

AR 3213 Advanced Drawing
This course builds on the skills developed in Fundamental Drawing continuing to stress both technical skill and individual expression. The emphasis will be on the figure, perspective, and developing a sustained drawing. *4 studio hours*
Credits: 3 Offered: Semester I Alternate Years Even
Prerequisites: AR 1013

AR 3223 Advanced Sculpture
This course builds on the skills developed in Sculpture. There will be an emphasis on technical skills and conceptual development. *4 studio hours*
Credits: 3 Offered: Semester II Alternate Years Odd
Prerequisites: AR 2033

AR 4003 Apprenticeship
This experiential course of study places the advanced art student in an independent course of study and exploration with a local artist or arts organization. Students will be expected to actively engage their mentors and seek to
develop a coherent body of artwork or other work. *This course fulfills the internship requirement in the Environmental Citizen curriculum. Hours dependent on individual*

Credits: 3
Prerequisites: Consent; Successful Portfolio Defense

**AR 4013 Senior Exhibition**
This course is intended to be the capstone achievement for Art and Environments majors. Senior majors will produce a cohesive body of artwork to be exhibited in a senior show. *Hours dependent on individual*

Credits: 3
Prerequisites: Consent; Successful Portfolio Defense

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**Biology**

**BI 1114 Biology: Diversity of Life**
Skills and foundational knowledge in this course prepare students to be knowledgeable citizens of a planet with numerous environmental challenges, most of which are based in biology. Students will engage in scientific inquiry, gain a clear sense of the nature and process of science, use quantitative information, develop professional communication skills, and appreciate the role of natural history in science. Topics will include the study of DNA and inheritance, the evolution of life, systematics and classification, matter and energy transfer through ecosystems, and ecological connections made relevant through the study of current environmental issues. *3 class hours; 2 laboratory hours*

Credits: 4
Prerequisites: LR 1123

**BI 1213 Biology in Practice: Biology Theme-Based / Marine Biology Theme-Based**
Through in-depth study of an engaging biology topic, students will develop information literacy skills: finding, reading, and evaluating scientific literature. This writing-intensive course gives students practice with scientific writing and other forms of professional communication such as oral presentations, posters, or illustration. The course also provides an important forum to discuss professionalism, ethics, current trends, and career directions in science. Researching job opportunities will help make students aware of the knowledge, skills, and dispositions needed for their desired careers. Students will start their professional portfolio and make a plan through curricular and co-curricular means, to gain necessary knowledge, skills, and dispositions. This course may be repeated for credit if taken with a different theme. *Hours dependent on theme*

Credits: 3
Prerequisites: BI 1114

**BI 2001 Population and Community Ecology Lab**
This course is the laboratory experience associated with BI 2003: Population and Community Ecology. In the lab, students will practice quantitative methods, field techniques, and conduct independent research projects. *2 laboratory hours*

Credits: 1
Prerequisites: BI 1114, MA 2243, BI 2003 or concurrent enrollment

**BI 2003 Population and Community Ecology**
This course will provide an overview of modern ecology: the patterns and processes operating in populations and communities. The first part of the course will focus on demographic characteristics of populations and simple models of population growth and natural regulation. The second part of the course will concentrate on discussions of community structure. Topics include competition, predation, species diversity, niches, and succession. *3 class hours*

Credits: 3
Prerequisites: BI 1114, MA 2243

**BI 2013 Marine Fisheries**
This course will examine the major themes in marine fisheries today, on both a local and global scale. The major topics that will be covered include: marine fishing gears, bycatch, overharvesting, the impact of climate change on marine fisheries, marine fisheries management, marine fisheries research and the role of aquaculture in the future sustainability of marine fisheries. This is a project based class that will provide students with the knowledge, skills and abilities required for marine fisheries careers and/or graduate opportunities. *3 class hours*
BI 2033 Marine Biology
Marine Biology is the study of life in the sea. This course emphasizes the nature of the ocean environment, the origin and development of life in the sea, principles of productivity, benthic and pelagic life forms, and food from the sea. Laboratories offer a comprehensive introduction to marine ecosystems and ecological relationships and include both field and lab work. Groups covered include plankton, algae and seaweeds, invertebrates, fishes, seabirds, and marine mammals. Field trips to rock shores, salt marshes, and other coastal sites are included. One weekend field trip is required.
Credits: 3  Offered: Semester II
Prerequisites: BI 1114

BI 2053 Systematic Botany
This course explores the principles of identification and nomenclature of nonvascular and vascular plants. We will survey the plant families including their geographical distribution and evolutionary history. Laboratory sessions will emphasize the identification of flowering plants of the northeastern United States. A herbarium specimen collection will be required of each student.
Credits: 3  Offered: Semester I
Prerequisites: BI 1114

BI 2111 Themes in Fisheries and Aquaculture
This course will examine themes in fisheries and aquaculture. Students may study identification, distribution, ecology, and behavior about aquatic organisms. Individual options will be offered periodically or at student request and faculty incentive. Examples of themes may include; fisheries identification, marine algae, zooplankton, etc. This course may be repeated for credit, providing the topic is not repeated. For each offering, supplementary course descriptions detailing the topic offered by individual instructors will be published in the course schedule.
Credits: 3  Offered: Semesters I and II
Prerequisites: BI 1114

BI 2304 Cell Biology
Cells are the fundamental unit of life. Understanding how an organism functions begins with understanding how a cell functions. In Cell Biology we emphasize the structure and function of eukaryotic cells including their membranes, organelles, and cytoskeleton. We also investigate the cellular processes necessary for life, including metabolism, inter- and intra-cellular communication, protein synthesis, cellular reproduction, and what happens to cells and organisms when these processes are interrupted. The lab component of the course will involve both observational and experimental labs, including microscopy, molecular biology, spectrophotometry, and other methods needed for exploring cell structure and function.
Credits: 4  Offered: Semesters I and II
Prerequisites: BI 1114, CH 1104

BI 3053 Marine Botany
This course provides an overview of marine photosynthesizers, including their taxonomy and ecology. Emphases will be placed on ecologically and commercially important species of microalgae, seaweeds, salt marsh plants, and sea grass with special attention to their roles in the marine ecosystem. Laboratory activities will include local surveys of marine flora and culturing of microalgae.
Credits: 3  Offered: Semester I
Prerequisites: BI 1114

BI 3063 Agroecology
All agricultural systems are ecosystems, and their management is fundamentally an ecological activity. This course will introduce students to the science of ecology as applied to agricultural systems, and train students to use ecological concepts as guiding principles in designing and managing agricultural systems. The course will have both lecture and laboratory components.
Credits: 3  Offered: Semester I
Prerequisites: BI 1114

**BI 3111 Themes in Marine Science**
In this themed course the biology of sea turtles, dolphins, sharks, and other marine organisms may be covered. Topics will include their physiological adaptations to marine life and their ecological role(s) within their ecosystems. This course may be repeated for credit with a different theme. 1 class hour.
Credits: 1
Offered: Semesters I and II
Prerequisites: BI 2033 or Junior status

**BI 3173 Animal Behavior**
This course deals with the study of genetics, physiology, and ecology of animal behavior in an evolutionary context. Behavioral adaptations are discussed with particular reference to their ecological significance. 3 class hours.
Credits: 3
Offered: Semester II
Prerequisites: BI 1114

**BI 3204 Comparative Animal Physiology**
By comparing different animals and how they function in different environments you will develop an understanding of the underlying principles of physiology. You will investigate such physiological processes as digestion, respiration, circulation, muscle and nerve function, ion regulation, and energetics. You will also determine how these processes are specialized in different animals. The lab component of the course gives students the opportunity to observe and collect data on a variety of organisms by conducting experiments that illustrate how physiology can be influenced by stimuli in the environment. Dissections and the use of living animals are required. 3 class hours; 2.5 laboratory hours.
Credits: 4
Offered: Semester II
Prerequisites: BI 2304

**BI 3214 Biology of Plants**
This course is an introductory survey of the structure and function of plants. The primary goal of this course is to present fundamental principles, current topics, and methodology of the plant biological sciences. Students will gain an introductory to intermediate level of knowledge of plant morphology, anatomy, physiological process, evolution and ecology. The secondary goal is for students to develop skills to question, hypothesize, test and evaluate the living world. This course will combine lectures, guided laboratories, student developed research projects, class discussions, and data collection. Topics will include carbon balance (photosynthesis and respiration), water relations, mineral nutrition, growth and reproductive processes, as well as responses to environmental stress or population. The labs will include experiments on photosynthesis, respiration, germination, hormonal responses, and observations of plant growth under different environmental conditions. Upon completion of this course students will have a broader understanding of the relevance of plants to issues such as global climate change, habitat degradation, impacts of invasive species, and maintenance of ecosystem services. 3 class hours; 2 laboratory hours.
Credits: 4
Offered: Semester II
Prerequisites: BI 1114

**BI 3233 Ichthyology**
Ichthyology deals with identification, histology, meristics and morphology, physiology, and ecology of freshwater and marine fish. Structure, function, evolution, and behavior of fish are all discussed in the framework of adaptation to the environment. Laboratories offer the opportunity to examine fish morphology and behavior in a haptic learning environment. 2 class hours; 2 laboratory hours.
Credits: 3
Offered: Semester II
Prerequisites: BI 2304 or Junior Status

**BI 3243 Herpetology**
This course is an introduction to the exciting field of herpetology, the study of amphibians and reptiles. Students will gain an appreciation for and an understanding of these often elusive and reclusive animals through lectures, readings, field trips, presentations, and discussions of the primary literature. Topics covered in the lecture portion of the course include evolution, ecology, anatomy, physiology, life history, and conservation. The lab will consist of a week-long field trip to the herpetologically-rich southeastern United States. Topics covered include many aspects of
field methodology, such as identification and the safe capture and handling of amphibians and reptiles. 2 class
hours; lab will occur during week-long field trip over spring break
Credits: 3                      Offered: Semester II
Prerequisites: BI 1114         Alternate Years Even
Fee: $960.00

BI 3253 Invertebrate Zoology
In this course, the diversity of invertebrate groups will be examined and the evolutionary trends, which they
illustrate, investigated. Highlighted groups will include sponges, annelids, mollusks, arthropods, and
echinoderms. Patterns in the development, ecology and evolution of these organisms will be investigated. Labs
will focus on understanding structure, function, taxonomy, and evolutionary relationships among the groups
using both live and preserved specimens. 2 class hours; 2 laboratory hours
Credits: 3                      Offered: Semester II
Prerequisites: BI 1114 and Sophomore Status

BI 3263 Special Topics in Biology: Theme-Based
This course will examine themes in biology. Students may study natural history, ecology, geology, or plant and
animal adaptations of different habitats, or focus on the biology of a specific taxonomic group. Examples include
courses in Desert Ecology, Herpetology, Winter Ecology, Entomology, Alpine Ecology, Tropical Biology,
Advanced Cellular Techniques, Molecular Techniques, or Biodiversity. This course will involve extensive reading
and writing activities, and may involve mandatory field trips to the habitat under study. This course may be repeated
for credit provided the topic is not repeated. For each offering, supplementary course descriptions detailing the topic
offered by individual instructors will be published in the course schedule. Hours dependent on theme
Credits: 3                      Offered: Semester I or II
Prerequisites: BI 1114 and others as dictated by theme

BI 3273 Mammalogy
This course examines the anatomy, physiology, behavior, and ecology of mammals with emphasis on the
adaptability of each feature. Classification and filed/laboratory experimentation are stressed in laboratory.
2 class hours; 2 laboratory hours
Credits: 3                      Offered: Semester I
Prerequisites: BI 1114 and Junior Status

BI 3283 Ornithology
Birds and their adaptations have intrigued humans throughout history. This course focuses on the
physiological, structural, and ecological adaptations that have allowed birds to be successful in their various
environments. Time is devoted to avian evolution, reproduction, physiology, migration, and ecology. Students
are exposed to scientific studies of birds through professional journals. The laboratory covers visual
identification of regional species, anatomy, and trapping and banding methods. Dissections are a required lab
activity. 2 class hours; 2 laboratory hours
Credits: 3                      Offered: Semester II
Prerequisites: BI 1114 and Junior Status

BI 3293 Entomology
This course is an introduction to the study of insects. Topics may include diversity of form, function, ecology, and
behavior; the basics of systematic entomology, especially phylogeny, classification, evolution, and biogeography;
the role of insects in natural systems; their effects on human welfare; and the methods by which humans attempt to
manage insect populations. Laboratory will include field collecting techniques, preservation, and identification. 2
class hours; 2 laboratory hours
Credits: 3                      Offered: Semester I
Prerequisites: BI 1114           Alternate Years Even

BI 3323 Conservation Biology
Conservation Biology focuses on the biological and human dimensions of protecting biodiversity globally. The
course investigates the value of biodiversity, threats to biodiversity, and practical approaches for conservation
of ecosystem diversity, species diversity, and genetic diversity within species. Conservation Biology stresses
management of ecosystems and habitats to carry out population conservation. Specific concepts include Tragedy of the Commons, minimum viable populations, extinction patterns, habitat fragmentation, and prioritizing conservation areas. The lab component of the course includes population modeling, design of nature reserves, wetland delineation, introduction to GIS, and 2-3 field trips requiring extended time. 3 class hours
Credits: 3
Prerequisites: BI 2001, BI 2003

BI 3423 Evolution
This course is designed to provide upper-level students with a broad understanding of the science of evolutionary biology. Topics include the study of evolutionary theory, mechanisms of evolution, basic models of population genetics, and the study of how selection and other processes operate on phenotypic variation to produce adaptations. We will also discuss approaches used to study the evolution of behavior, including foraging, patch selection, mating systems, sexual selection, cooperation, and sociality. Throughout the semester emphasis is placed on the importance of evolution and genetics in conservation and culture. 3 class hours
Credits: 3
Prerequisites: BI 2001, BI 2003 and Junior Status

BI 3654 Microbiology
Microorganisms are a vital, but mostly unseen, component of the environment in which we live. They cause most of the serious diseases of higher organisms and are primarily responsible for the recycling of dead organic material into basic components that can be reused by subsequent generations. Since microorganisms can only be seen and handled in special ways, emphasis is placed not only on their life histories and peculiarities, but also upon methods of observing and handling them. The roles of microorganisms in disease, nutrient cycling, food products, and environmental testing and industry will be explored. Students will practice techniques related to microscopy, cell staining and cell culturing in the lab, as well as experiment with the ecological role of microorganisms. 2 class hours; 4 laboratory hours
Credits: 4
Prerequisites: BI 2304, CH 1104

BI 4023 Coral Ecology and Management
This course will explore the biology of corals including the parameters necessary for healthy growth, reproduction and reef formation. Modern threats to coral and reef health such as coral bleaching, black band disease and ocean acidification are examined along with emerging management and remediation strategies. 2 class hours; 2 laboratory hours
Credits: 3
Prerequisites: BI 2033

BI 4033 Marine Mammalogy
This course will provide students with a base understanding on the biology of marine mammals by exploring the diversity and zoogeography, evolution, anatomy and physiology, neural morphology, sensory systems, vocal anatomy and acoustic communication, movement, feeding ecology, energetics, life history strategies, population genetic structure, social behavior, and conservation of marine mammals. Students will gain experience in reviewing scientific literature, be immersed in the methods used to study difficult marine organisms, will participate in the group discussion of current issues, and become familiar with the common species of marine mammals found within the Gulf of Maine. 3 class hours
Credits: 3
Prerequisites: BI 2033

BI 4243 Genetics and Molecular Biology
Genetics is the science that examines how genes are transmitted, expressed, and studied. Emphasis in this course is placed upon higher organisms. Mendelian genetics is reviewed along with such modifications as linkage, sex linkage, and modified dominance interactions. Focus is placed on the molecular basis of inheritance, including gene expression and regulation. Current relevant molecular techniques are learned and applied in the lab, including DNA extraction, gel electrophoresis, restriction enzymes, and PCR. 2 class hours; 3 laboratory hours
Credits: 3

Offered: Semester II
Prerequisites: BI 2304, CH 1104, Junior Status

**BI 4423 Ecosystem Ecology**
This course examines the control and function of the Earth’s global biogeochemical cycles, drawing from the biological, geological, and chemical sciences. We will explicitly address aquatic and terrestrial ecosystems and consider current and future anthropogenic perturbations to ecosystem processes. Topics to be addressed include global and regional carbon cycles, nutrient cycling, decomposition, trophic dynamics, and trace gas fluxes. The history, theories, and utility of the ecosystem concept will be explored. Attention will also be paid to current topics in the ecosystem sciences (specific topics TBD; examples from recent years include heterogeneity, urban ecology, ecological stoichiometry, use of stable isotopes, and response of ecosystems to stress and disturbance, and effects of invasive species). 3 class hours.
Credits: 3
Offered: Semester II
Prerequisites: BI 2001, BI 2003 and Junior Status

**BI 4703 Biodiversity Capstone**
This course brings senior students in the biology programs together to synthesize information through critical reading and discussion of research papers, using foundational knowledge from their coursework. In addition, students will gain experience in communicating science to the broader public. As a culmination of their science curriculum, students will complete a professional portfolio to aid in searches for employment or application to graduate school.
3 class hours
Credits: 3
Offered: Semester I
Prerequisites: BI 1213 and Senior Status

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**Chemistry**

**CH 1104 General Chemistry I**
This, first part of a two-semester course, is designed to provide an introduction to the nature and properties of matter at the atomic and molecular level. Topics covered will include chemical problem solving, measurement, significant figures, components of matter, aqueous solutions, origin of atoms, structure of atoms, structure and reactivity of molecules, and chemical reactions.
3 class hours; 2 lecture hours
Credits: 4
Offered: Semesters I and II
Prerequisites: LR 1123

**CH 1114 General Chemistry II**
The second part of a two-semester course is designed to provide an introduction to the nature and properties of matter at the atomic and molecular level. Topics covered will include thermodynamics (enthalpy and entropy), chemical equilibrium, acid-base chemistry, electrochemistry, ideal gases, and chemical kinetics.
3 class hours; 2 lecture hours
Credits: 4
Offered: Semester II
Prerequisites: CH 1104

**CH 2324 Organic Chemistry**
This class focuses on the diverse chemistry of carbon compounds, with emphasis on those of importance in the biological and environmental sciences. The laboratory will consist of the synthesis and characterization of a wide variety of organic compounds.
3 lecture hours; 3 laboratory hours
Credits: 4
Offered: Semester II
Prerequisites: CH 1114

**CH 4034 Biochemistry**
Biochemistry represents a bridge between chemistry and biology, investigating and explaining the chemistry that gives rise to the living state. Biochemical processes control the flow of energy, information, and materials within organisms. Topics covered in this course include the structure and function of biological molecules, bioenergetics, metabolic pathways, enzymology, and cell signaling. These topics can be understood in the context of current issues in biology including toxicology, immune system function, nutrition, and disease. The lab component will involve using basic techniques from biochemistry and the related subject of molecular biology to better understand how biochemical processes are investigated, how they occur, and how they are regulated.
3 class hours; 3 laboratory hours
Credits: 4
Alternate Years Odd
CH 4044 Environmental Chemistry
This environmental chemistry class discusses fundamental chemical concepts as they relate to environmental issues. The laboratory portion will include a major project related to topics in aqueous chemistry, atmospheric chemistry, geochemistry, and/or solid and hazard waste chemistry. 3 class hours; 2 laboratory hours
Credits: 4 Offered: Semester II
Prerequisites: CH 1114, BI 1114, GL 2003 or GL 1003, and Junior Status Alternate Years Odd

Communications
CM 1001 Communication Studio
This one-credit course offers extra support to students in small groups that focus on students’ individual writing and communication needs. Students may elect to enroll in this class with other first-year communication classes; they may elect to enroll in this class along with other Unity College classes that require written, oral, or digital projects; or they may be placed in this class at the recommendation of the Director of Writing in consultation with the advisors, Unity College Faculty, or Unity College staff. This course may be repeated once for credit. 1 tutorial hour
Credits: 1 Offered: Semesters I and II
Prerequisites: Approval of Director of Writing

CM 1003 Composition and Communication I
This class uses an inquiry-based approach to engage students in questions about what makes successful communication. Students learn a range of strategies for active reading, active listening, and multimedia composition. They will create print, verbal, and digital texts in a workshop setting with an emphasis on informing public audiences. 3 class hours
Credits: 3 Offered: Semesters I and II
Prerequisites: None

CM 1013 Composition and Communication II
These theme-based classes guide students through the process of inquiry-based research. In a workshop setting, students learn to craft research questions, find and evaluate sources via the Internet and the library, and create persuasive print and digital texts. 3 class hours
Credits: 3 Offered: Semesters I and II
Prerequisites: CM 1003 with a grade of a C or above or CM 1003 with a D and concurrent enrollment in CM 1001

CM 2013 Interpersonal Relations
This course introduces problem encounters with the public and prepares the student for situations which occur in dealing with people. Particular emphasis will be put on learning to listen, problem solving, and maintaining control at all times. This will be accomplished through studying and discussing cases that present situations which may be encountered in the field. Role playing will be a required part of class participation. 3 class hours
Credits: 3 Offered: Semester I
Prerequisites: CM 1003 or PF 1023

CM 2123 Environmental Communication
From Aldo Leopold to Al Gore—how humans think, talk about, and represent nature has had an impact on policy-making, natural resource management, and the place that nature has in our day-to-day lives. In this course students explore how people (including themselves) think about the environment, how that is used (and used against them) by advertisers, policy-makers, and opinion leaders, and how responsible environmental citizens can join (or resist) the effort to manage public opinion about the environment. Topics include environmental rhetoric, media and journalism, public participation in environmental decision making, social marketing and advocacy, and nature in popular culture and green marketing. This is a community-based service-learning course. 3 class hours
Credits: 3 Offered: Semester II
Prerequisites: CM 1013
**CM 2233 Digital Media Production**
This class is designed to give students the knowledge and skills to build well designed web sites and to understand when (and how) best to use digital media to convey a powerful message. The course will cover best practices for presenting web content, balancing artistic and technological skills to create web pages that are conceptually interesting, easily navigable, visually pleasing, and functional. The course also introduces you to the hardware and software basics of audio, video, and image capture, editing, production, and will provide experience with online media distribution tools. 3 class hours
Credits: 3
Prerequisites: None
Offered: Semester II

**CM 3113 Documentary Film**
From “Nanook of the North” to “An Inconvenient Truth” documentary film makers have struggled to balance fact with craft in this increasingly relevant medium. Students will get a crash course in documentary film in preparation for the Camden International Film Festival early in the semester. Students will then plan, pitch, and work in teams to produce a documentary film. Students will gain experience in documentary planning, filming, interviewing, camera technique, video-editing, narrative development, and post-production. This course requires attendance at the Camden International Film Festival. This course has an associated course fee. 4 studio hours
Credits: 3
Prerequisites: CM 1013
Fee: $75
Offered: Semester I

**CM 3123 New Media**
New forms of mass-personal communication are persistent yet dynamic. This course will explore practices and ideas involved in the ever-evolving new media landscape. We will investigate how new media platforms shape the way people consume and share information using effective communication principles. We will also evaluate the effects of social media on user identity, peer interaction, safety, security, privacy, and related topics - all through the lens of environmental communication in the 21st century.

Reading, writing and reflection are part of this course in both collaborative and individual contexts. Students will engage with each other and the world beyond the classroom, examining and evaluating events and issues by using platforms such as Twitter, Instagram, Linked-In, and others to communicate effectively. Parts of this course may be familiar while some will undoubtedly be new. Given the fast-paced speed of new media development, this course will be a journey of discovery - inspiration for making progress in the understanding of environmental communication in a new media landscape. 3 class hours
Credits: 3
Prerequisites: CM 1013
Offered: Semester I

**CM 3333 Environmental Journalism**
Ours is a time of environmental concern, but also commonly referred to as the “information age.” Most people get their information about the environment from the news media, whether in print, online, or on television. This class will grant participants an opportunity to grapple with both the techniques and issues involved in environmental journalism. Students will read and write real-world environmentally focused newspaper, newsletter, or magazine articles. Students will write for *The Unity Magazine*. 3 class hours
Credits: 3
Prerequisites: CM 1013
Alternate Years Odd

**Conservation Law Enforcement**

**CL 1003 Introduction to Criminal Justice**
This course provides an introduction to the components and processes of the criminal justice system in the United States. Topics include the history, structure, function, and philosophy of our system of justice and how it integrates into everyday life in our society. Students will discuss our justice system’s historic English roots, the evolution of American law, and the variety of law enforcement agencies, including their distinctive operational characteristics. Particular attention will be given to conservation officers and their specialized role in resource protection. 3 class hours
Credits: 3
Prerequisites: None
Offered: Semester II
CL 1013 Introduction to Conservation Law Enforcement
This course provides students with an overview of the conservation law enforcement profession. The dual role
of the modern conservation officer as law enforcement officer and protector of our natural resources is
stressed. A wide variety of professional roles are examined including game warden, park ranger, marine
warden, and forest ranger. The future importance to the conservation officer of community and public
relations, toxic waste regulations, and recreational vehicle safety are also discussed. Laboratory sessions focus
on applied skills such as hunter safety, map and compass use, outdoor survival, and search and rescue. 2 class
hours; 2 laboratory hours
Credits: 3                    Offered: Semester I
Prerequisites: None

CL 2001 Firearms Training
This course covers the handling, use and maintenance of firearms by law enforcement officers. Loading
techniques, cleaning methods, and inspection procedures of service weapons used by law enforcement
agencies will also be covered. Students will receive range experience and qualify on a police firing range
(using State of Maine standard) with each weapon. Firearm safety will be stressed throughout the course along
with State of Maine laws on liability, personal responsibility, gun control, concealed weapons, and self-
defense. 2 hours combination of class and laboratory
Credits: 1                      Offered: Semesters I and II
Prerequisites: Sophomore Status

CL 2033 Marine Law Enforcement
This course covers the history, evolution, principles, and contemporary application of marine law enforcement
operations including specialized federal and state agencies. Topics include sources of substantive law, classification
of crimes, parties to crime, elements of crime, matters of criminal responsibility, commercial and recreational
violation, environmental issues, and other related topics. Upon completion, students should be able to discuss the
sources of law and identify, interpret, and apply the appropriate statutes, codes, and elements. 3 class hours
Credits: 3                                                                                                                Offered: Semester I
Prerequisites: CL 1003 and Sophomore Status                                            Alternate Years Odd

CL 2113 Wildlife Law Enforcement
This course covers the history, evolution, principles, and contemporary applications of state and federal wildlife law,
with a focus on enforcement by conservation law enforcement agencies. Students will learn how to interpret and
apply the substantive law, as well as understand how criminal, procedural or constitutional law applies in the
conservation law enforcement context. The class will also cover the classification of crimes, parties to crime,
elements of crimes, the principles of criminal responsibility, recreational violations, environmental issues, illegal
trade, and other related topics. Upon completion, students should be able to discuss the sources of law and identity,
interpret, and apply the appropriate statutes, codes and elements. 3 class hours
Credits: 3                    Offered: Semester I
Prerequisites: CL 1003 and Sophomore Status

CL 2123 Community Relations and Ethics
This course will cover necessary cooperation and interaction that occurs between various law enforcement agencies
and communities or populations they serve giving special consideration to customs, race, gender, and unique
circumstances. In addition, students will consider ethical and accepted standards found within various enforcement
organizations. Topics include ethical decision making, social change, sub-cultures, values and norms, cultural
diversity, citizen involvement in justice issues, and other related topics. Upon completion, students should be able to
apply ethical considerations to the decision making process in various law enforcement situations. 3 class hours
Credits: 3                      Offered: Semester II
Prerequisites: Sophomore Status

CL 3013 Courtroom Procedure and Evidence
This class introduces students to the judicial system and the adjudicatory process, from incident to disposition. The
class addresses all aspects of the issue of the admissibility of evidence, from the formal rules of evidence to the
constitutional limitations governing admissibility. Students will learn the steps in a trial, the types of evidence that
may be introduced, methods of authenticating evidence, the hearsay rule and its many exceptions, the concept of privilege, and the exclusionary rule, with special emphasis on the requirements of the Fourth, Fifth, and Sixth Amendments. Upon completion students should understand what is required to ensure that evidence collected will be admissible in court, including procedures necessary to affect a lawful arrest and search, and to establish a proper chain of custody. Students will also have an understanding of the rules of evidence sufficient to help them to present evidence in court in an efficient and effective manner. 3 class hours
Credits: 3  Offered: Semester I
Prerequisites: CL 1003 and Sophomore Status

CL 3113 Environmental Enforcement
Federal, state, and local governments pass laws to protect natural resources and the environment, but these laws mean nothing without compliance. This does not happen automatically but is the result of efforts by the government to encourage and compel such compliance. In this class students will discuss those various efforts and the essential role the enforcement officer plays in making those efforts a success. After taking this class, students will be familiar with the policy and legal issues raised by environmental enforcement, as well as practical issues faced by the enforcement, and the separate procedures involved in each. Students will also know the basics of how to do a regulatory inspection and how to write an investigative report. 3 class hours
Credits: 3  Offered: Semester II
Prerequisites: Sophomore Status Alternate Years Odd

CL 3224 Crime Scene and Investigative Techniques
This course covers the basic and special techniques employed in criminal investigations and investigative interviews and interrogation, including interpretation of verbal and physical behavior and legal perspectives. In addition, this course introduces the theories and fundamentals of the investigative process. Topics include hands-on forensic laboratory work, crime scene/incident processing, information gathering techniques, collection/preservation of evidence, preparation of appropriate reports, and other related areas. Upon completion students should be able to identify, explain, and demonstrate the techniques of the investigative process, report preparation, and courtroom presentation. 3 class hours; 2 laboratory hours
Credits: 4  Offered: Semester II
Prerequisites: CL 3013 and Sophomore Status

CL 4503 Conservation Law Capstone
This course will provide an opportunity for students to apply the knowledge and skills they have learned in the previous courses to a series of cases involving conservation law enforcement operations. The course will emphasize real-life problem solving, strategies and incident management. Operating alone and in teams, students will draw upon a wide range of subjects applying knowledge rooted in wildlife management, administration, communication, investigative sciences, and broad-based concepts of environmental stewardship to make oral and written presentations. Upon completion of the course, students will have the confidence and ability to resolve a variety of issues facing law enforcement officers. 2 class hours; 2 laboratory hours
Credits: 3  Offered: Semester II
Prerequisites: Senior Status, CL 3013, CL 3224 or concurrent enrollment

Economics

EC 2033 Environmental Economics
This course introduces students to the problem of environmental and resource conservation through the viewpoint of economics. Topics include the history of economic thought and the contemplation of conservation as an ethical proposition; the tradition of sustained yield management and its application through land management policy; the tradition of Coasian environmental economics and its application through pollution control policy; and emerging concerns of global environmental change, including economics-based attempts to control climate change, reform energy production, and stem biodiversity loss. No prior economic training is required. 3 class hours
Credits: 3  Offered: Semester II
Prerequisites: None Alternate Years Even

EC 2123 Introduction to Economics and Economic Criticism
This course examines the basic principles of economics from a critical perspective. It includes economic history,
supply-demand theory, consumer choice theory and theory of the firm. Macroeconomic and trade theories are also introduced. In each case students briefly examine the major alternate points of view. Students solve basic problems and perform calculations using the theories learned. *3 class hours.*

**Credits:** 3  
**Prerequisites:** MA 1223 or MA 2243  
**Offered:** Semester I

### EC 3003 Ecological Economics

This course examines ecological economics in the tradition of Ernst Schumacher, Nicholas Georgescu-Reogen, and Herman E. Daly, with attention paid to both theory and praxis. The latter can be found and examined critically in diverse social, economic, and business movements such as the “Triple Bottom Line”, The Natural Step”, “Transition Towns”, “Degrowth” and others too numerous to mention and ever-changing – which is why we begin with theoretical founders and basic principles. This is the economics of sustainability and sustainability science. Its overriding theoretical concept, that infinite growth in the physical throughput of matter-energy in the human economy is impossible if the planet is finite, is the basis of all scientific sustainability theory, including climate change mitigation. Also taught are an introduction to dynamic systems modeling, the analysis of environmental externalities, lifecycle analysis, and calculation of energy return on investment (“EROI”). This is an advanced course in a quantitative social science. Algebra is required, as is a willingness to critically examine the biophysical and social consequences of mainstream economics. *3 class hours*

**Credits:** 3  
**Prerequisites:** MA 1223, MA 2243, or Consent  
**Alternate Years Even**

### Education

#### ED 1010 Educational Field Lab

Students enrolled in any education course are required to complete a set of number of field experience hours. The observations are integral to learning and allow students an opportunity to connect classroom theory to practical application. Students will concurrently enroll in an ED course or PY 3213 and a lab one time per week for each registered ED or PY 3123 course. Observations will be assigned through the Teacher Education Program office.  

*2 class hours*  
**Credits:** 0  
**Offered:** Semesters I and II  
**Prerequisites:** Co-requisites: ED 1013, ED 2113, ED 2102, ED 2212, ED 3122, ED 3333, ED 3443, PY 3123

#### ED 1013 Foundations of Education

This course is an overview of the various ways of educating within American educational institutions, to include socialization processes. The student will analyze current education practices in terms of history, philosophy, and socio-culture factors of formal and informal learning. This course emphasizes trends, issues, and potential alternatives and requires twelve hours of field experience. *3 class hours*

**Credits:** 3  
**Offered:** Semester I  
**Prerequisites:** Concurrent enrollment in ED 1010

#### ED 2003 Experiential Theory and Practice

This course serves as an introduction to theory and scholarship review. Content focuses on learning theories and relevant philosophers who have influenced non-traditional education efforts. Models pertinent to adventure education, problem based learning, service, and place-based methods will be explored. Students will apply theory and models through observations and experience in physical, cognitive, and affective methods of instruction, group management, and learning assessment. *3 class hours*

**Credits:** 3  
**Offered:** Semester I  
**Prerequisites:** Concurrent enrollment in ED 1010

#### ED 2102 Educational Field Practicum I

Students will participate in 25 hours of field experience in an approved educational (formal or non-formal) setting. Secondary Education majors will work in grades 7-12 public school classrooms. Students in other programs will work with the coordinator of field placements to set specific goals and identify an appropriate setting for the practicum. Participation will primarily focus on multiple observations, but may also include student tutoring and assisting in science learning activities. During the weekly seminar, students will become familiar with standards of best practice, including Maine’s Common Core Teaching Standards, and complete a series of reflective assignments. *1 class hour*
ED 2113 Instruction and Assessment Design
This course covers the design, implementation, and assessment of programs. Goals, objectives, instructional design, and formal and informal assessments will be covered. Resources, delivery methods, and delivery media will be explored. Emphasis will be placed on students developing the skills and knowledge necessary to plan and carry out programs. Students will have opportunities to give program presentations. Each student will complete five hours of approved observation of educational programs. 3 class hours
Credits: 3
Prerequisites: ED 1013, PY 1013, Sophomore Status and concurrent enrollment in ED 1010

ED 2212 Teaching with Technology
This course will introduce and explore a variety of tools that can be utilized in the classroom to facilitate an engaged learning process. Students will learn to appropriately use a variety of technologies to more effectively promote learning. Six hours of field observation will be required. 2 class hours
Credits: 2
Prerequisites: ED 2113 and concurrent enrollment in ED 1010

ED 3122 Educational Field Practicum II
Students will participate in 25 hours of field experience in grades 7-12 public school science classrooms. They will critically observe instructional practices, support learners as they engage in instructional activities, and have opportunities to develop and implement science instruction. Additionally, students may participate in faculty meetings or professional development activities. During the weekly seminar, students will continue to develop their professional portfolio, compiling artifacts and reflective journal entries that demonstrate their understanding and mastery of the Maine Common Core Teaching Standards. 1 class hour
Credits: 2
Prerequisites: ED 2102, passing scores on the State of Maine Praxis I exam; enrollment in Secondary Education major and concurrent enrollment in ED 1010

ED 3223 Curriculum and Evaluation Design
This course provides the prospective teacher with an overview of theory and research in the field of curricula, plus hands-on experience in curriculum development. ED 3223 includes historical, philosophical, and sociological perspectives on both the explicit and implicit curriculum. Students will develop skills in the use of alternative forms of evaluation. Exploration and guided practice in the processes of writing and evaluating curricula for local school districts is included. 3 class hours
Credits: 3
Prerequisites: ED 2113

ED 3333 Education for Exceptional Children and Youth
This course provides an in-depth examination of both traditional and emerging perspectives in special education. The course content includes characteristics of the exceptional student. Additional topics include learning theories and styles as they relate to exceptional children, classroom and instructional management, classroom modification/accommodation, overview of state and federal laws, and family and support services. The course format is a combination of lecture, guest speakers, group activities, and field experiences. Each student will complete 10 hours of field experience in a setting where exceptional children are learning. 3 class hours
Credits: 3
Prerequisites: PY 1013, Sophomore Status and concurrent enrollment in ED 1010

ED 3342 Exceptional and Universal Programs
This course is designed to acquaint students with the skills needed to work with people who have developmental disabilities. Students apply knowledge from ED 3333—Education for Exceptional Children and Youth to the adventure and experiential education field. Students will hone their programmatic understanding as it relates to working with specific populations by designing and implementing small scale programs with regional participants and/or agencies. Two separate weekends may be scheduled to allow for distinct program application with agencies. 1 class hour; 4 laboratory hours
ED 3443 Teaching Science in the Secondary Schools
This course provides instructional strategies and general approaches to teaching science in grades 7-12. Emphasis is placed on professional literature, curriculum development, teaching and learning styles, and reflective teaching. The course includes science safety issues and practices. Students will complete twelve hours of field experience in secondary schools. 3 class hours
Credits: 2 Offered: Semester II
Prerequisites: ED 3333 or concurrent enrollment

ED 3912 Internship in Education
The internship will be a student teaching experience in an assigned middle or high school classroom. This experience will be full-time for a full semester. The student will have progressive involvement in the middle/high school classroom leading up to assuming complete responsibilities for teaching. The student will have a field supervisor and will follow the public school calendar for 15 weeks. The student will present his/her professional portfolio aligned to Maine’s Common Core Teaching Standards prior to the end of the experience. This course fulfills the internship required in the disciplinary core of courses.
Credits: 12 Offered: Semester I and II
Prerequisites: Consent (Secondary Education major; Approval from the Teacher Education Committee after initial portfolio presentation)

ED 4912 Student Teaching
The internship will be a student teaching experience in an assigned middle or high school classroom. This experience will be full-time for a full semester. The student will have progressive involvement in the middle/high school classroom leading up to assuming complete responsibilities for teaching. The student will have a field supervisor and will follow the public school calendar for 15 weeks. The student will present his/her professional portfolio aligned to Maine’s Common Core Teaching Standards prior to the end of the experience. This course fulfills the internship required in the disciplinary core of courses.
Credits: 12 Offered: Semesters I and II
Prerequisites: Consent (Secondary Education major; Passing scores on the State of Maine Praxis II exam; Approval from the Teacher Education Committee after initial portfolio presentation)

English
EH 1123 Environmental World Literature: Theme-Based
With an overview of the relationship between nature and culture, this class emphasizes analysis and imagination in global environmental literature. Students will read and write about texts from a range of cultures in multiple media to gain an understanding of diverse environments and literatures. They will create final projects that represent the relationships between nature and culture today. This course may be repeated for credit with a different theme. 3 class hours
Credits: 3 Offered: Semester I
Prerequisites: CM 1013

EH 2213 Introduction to Environmental Writing
From poetry to nonfiction – from Gary Snyder to Rachel Carson – environmental writing remains the most widely influential methods for advocating on behalf of the environment. This course gives students the opportunity to practice environmental writing and read exemplary works. Students may study and produce environmental fiction, non-fiction and poetry. 3 class hours
Credits: 3 Offered: Semester I
Prerequisites: CM 1013

EH 3213 Professional and Technical Writing: Theme-Based
This service-learning course prepares students for professional writing in their disciplines by developing skills in writing, editing, graphics, document design, and the management of data and other resources. Students will have the opportunity to learn about the variety of writing demands in various disciplines and occupations. They will also have the opportunity to create a variety of reports, documents, and web pages related their own research and career plans.
Course topics may include: science writing, grant and report writing, NGO writing, written communication in business, and writing for the web. This course may be repeated for credit if taken with a different theme. 3 class hours
Credits: 3
Prerequisites: CM 1013
Offered: Semesters I and II

EH 4213 Writing for Publication
So you’ve learned what makes a good article or essay; you’ve gone out and done some pretty cool stuff; you think other people might like to know more. What happens next? In this course, we’ll explore different modes of writing for publication, beginning with classic magazine and journal articles, and then advancing to digital and electronic media. This semester will be largely workshop-based and with an emphasis on students sharing their writing and feedback. Throughout the semester, you will also have the opportunity to work as contributing staff on Hawk & Handsaw: The Journal of Creative Sustainability. 3 class hours
Credits: 3
Prerequisites: CM 1013
Offered: Semester I

Environmental Sciences
ES 1003 Introduction to Natural Resources
This is an introductory course that focuses on careers in parks, forestry, wildlife, fisheries, outdoor recreation/education, and land management professional fields. Discussions of current global, regional and local problems affecting natural professionals as they work toward a sustainable economy will be included. Guest lectures, field trips to work sites, and hands-on lab experiences are planned. 2 class hours; 2 laboratory hours
Credits: 3
Prerequisites: None
Offered: Semester I and II

ES 1031 Introduction to Global Positioning Systems (GPS)
This 7-week course is designed to provide students with the opportunity to use GPS (Global Positioning Systems) devices for travel, data collection and mapping. As this technology becomes more and more commonplace it is important that students be exposed to the underlying theories and limitations as well as the applications. Collecting data and utilizing appropriate mapping software to produce useable field maps will be incorporated into the content of the course. 1 class hour; 2 laboratory hours
Credits: 1
Prerequisites: None
Offered: Semesters I and II

ES 200X Techniques in the Environmental Sciences: Theme-Based
In this course students learn and apply various field and laboratory techniques used in the environmental science professions. Emphasis is placed on acquiring new skills and putting the skills to practice to improve abilities. Skills may be field-based (e.g. wetland delineation, mist-netting and bird banding), lab-based (e.g. molecular techniques, software applications for analysis) or a mix of field and lab (e.g. sediment coring and analysis, marine polychaete identification). This course may be taken more than once for credit under different topics. Hours depend on theme
Credits: 1 or 2
Prerequisites: As dictated by topic
Offered: Semester I or II

ES 2103 Introduction to Geographic Information Systems (GIS)
This course is designed for students from any discipline who are interested in applying GIS as a tool to help answer important and timely questions about our environment. This course presents the concepts upon which Geographic Information System technology is based including the fundamentals of: Cartography, Geodesy, Coordinate Systems, and Projections. Conceptual overview and hand-on experience of vector data analyses and table queries are introduced. Students will use ArcGIS to classify data, query tables and maps, analyze spatial relationships, set map projections, build spatial databases, edit data, and create map layouts. Lectures are given weekly, followed by hands-on lab experiences to develop and reinforce methodologies for GIS analyses. 3 class hours
Credits: 3
Prerequisites: Successful completion of the computer proficiency exam or LR 1222
Offered: Semesters I and II

ES 3013 Oceanography
Oceanography examines the interplay between the physical, chemical, geographical, and biological processes on the
sea. Topics in this course will include plate tectonics, properties of seawater, waves, primary productivity, detrital cycling, and the role of oceanic currents in affecting global climate. 3 class hours
Credits: 3                    Offered: Semester I
Prerequisites: CH 1104; and BI 2033 or PS 2004 or GL 1003 or GL 2003

ES 3183 Limnology
Limnology is the study of physical and chemical conditions of lakes and streams. Local lotic and lentic waters will be characterized, compared and contrasted. The physical and chemical components of regional freshwaters will be described by theoretical and conceptual models in lectures. Laboratory exercises will be oriented toward water quality monitoring in the practical application of resource managers. 2 class hours; 3 laboratory hours
Credits: 3                    Offered: Semester I
Prerequisites: BI 1114 and either BI 2001 and BI 2003, or GL 2003            Alternate Years Odd

ES 3213 Applied Geographic Information Systems (GIS)
Applied GIS is an advanced GIS course where we will explore GIS as a tool to answer questions about our nature and human made environment. The focus of this course will be on the raster data model and ArcGIS Spatial Analyst, including the use of map algebra. Students are asked to complete an independent project with a local organization as part of the requirements of this course. We will cover aspects of technical writing within the framework of GIS project proposals and a final technical report. Students are also asked to complete a professional poster and presentation of their project. 3 class hours
Credits: 3                   Offered: Semester II
Prerequisites: ES 2103

Forestry

FY 1011 Chainsaw Safety, Maintenance, and Use
The chainsaw is one of the basic tools used for wood harvesting, line clearance, tree work, and camp and trail maintenance work. Because numerous people are killed and injured while operating a saw, it is important that people trained to work in many of the outdoor fields be familiar with the safe and efficient use of a chainsaw. After spending some time viewing safety videos and reviewing operational procedures students will be felling, limbing, and bucking trees as well as learning about some basic maintenance techniques out in the woods. 3 combination class/laboratory hours
Credits: 1                                                                                                                  Offered: Semesters I and II
Prerequisites: None

FY 2013 Forest Measurements
Description of tree, log, and stand-level components of forest resources and forest products; log rules and scaling practices; surveying and land description; introduction to summary statistics, as well as remote sensing are covered in this foundational course in field practices. Labs will include application and field practice of forest measurement techniques. Tree, log, and stand-level measurement of forest, forest product, wildlife, and social attributes; statistical computing and sampling methods. 2 class hours; 2 laboratory hours
Credits: 3                                                                                                               Offered: Semester I
Prerequisites: MA 2243

FY 2043 Dendrology
Dendrology is the study of trees and other woody plants. Trees currently face rapid environmental change—from new herbivores and pathogens to changes in precipitation, air temperature, and soil chemistry. In this course students will learn how trees are adapted to the ecosystems in which they grow, and how changes in their environment may affect them. Throughout this course students will examine the natural history, ecological relationships, and identification characteristics of species within the major tree and shrub families found in New England. 2 class hours; 2 laboratory hours
Credits: 3                      Offered: Semester I
Prerequisites: None

FY 2163 Wildland Fire Science and Management
This course provides students with basic knowledge on how fire impacts forest environments, environment and weather influence fire behavior, wildland fires are suppressed, and fire is used as a land and vegetation management
tool. The course will also provide students with the knowledge and training to qualify as a basic wildland firefighter (FFT2-Red Card). Extended laboratory sessions will provide practice in fire behavior prediction, prescribed burning techniques, and fire control methodology.  

**FY 3223 Forest Ecology**
An understanding of forest community ecology is central to sound decisions in sustainable natural resource management. This course will develop and understanding of the theoretical basis of plant community ecology. In addition, through classroom and field study, the course will develop knowledge and skills in the application of this theory to understanding and interpreting the ecology of real forest settings. It is assumed that the students have an understanding of basic ecological concepts and terminology (such as those gained in Population and Community Ecology or Dendrology). Secondarily, this course will enhance critical reading and thinking skills, clear writing and expression, and creative thinking.

2 class hours; 2 laboratory hours  
Credits: 3  
Offered: Semester II  
Prerequisites: None

**FY 4003 Forests and Society**
This 3 credit course is designed to introduce students to the wide array of issues facing forests and the people/societies who rely on them. The interactions between humans and forests are vast and the services we expect forests to perform for society are broad. This course will explore all aspects of human interactions with forests including small forest ownership, prospects of forests to reduce poverty, ecosystem services, the societal forest interface and threats from human encroachment. Alternative uses of forests and solutions to these problems will be broached. The first part of the course will focus on case-based scenarios and fieldtrips. The second part of the course will concentrate on using social science methods to investigate the attitudes, beliefs, and values of landowners.

2 class hours; 2 laboratory hours  
Credits: 3  
Offered: Semester II

Prerequisites: BI 2001 and BI 2003 or FY 2043

**FY 4213 Silviculture**
This 3 credit course is designed for students to gain an understanding of the principles and techniques of silvicultural systems, artificial and natural regeneration methods, and intermediate cultural treatments, applied to forest stands to meet multiple objectives. We will explore all aspects of applied forest ecology from individual tree growth to stand dynamics.

2 class hours; 2 laboratory hours  
Credits: 3  
Offered: Semester I

Prerequisites: MA 2243, FY 3223

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**Gender Studies**

**GS 1023 Introduction to Gender Studies**
This course offers a brief glimpse into the lives and histories of women in the modern Western world. Students will read writings by and about women, paying particular attention to depictions of women in pop culture, biology vs. gender, and cultural otherness. Throughout the semester, special attention will be given to understanding the development of the women’s movement, the rich and varied experiences of women from different ethnic backgrounds, and personal reflection on our own experiences and histories. Students may be expected to complete a service project for this course.

3 class hours  
Credits: 3  
Offered: Semester II  
Alternate Years Even

Prerequisites: None

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**Geography**

**GY 1003 Geography**
Geography describes, relates, and explains both the natural and cultural features that distinguish different areas on the face of the earth. At the same time, geography is concerned with the phenomena of continual change: the ways people modify their environments as reflections on changes in cultural values and levels of technology; and the ways the physical environment presents opportunities and constrains for human development.

3 class hours  
Credits: 3  
Offered: Semester I
**Prerequisites:** None

**Alternate Years Even**

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**Geology**

**GL 1003 Physical Geology**

Physical Geology is the gateway course to the geosciences and serves to introduce students to the fundamental components of the Earth-Atmosphere system. Our exploration into the field of geology begins with some basic principles and mapping, and rapidly shifts into hard-rock geology (igneous, sedimentary, and metamorphic rocks), composition of Earth materials, and soils. From there, we move into a water-related section of the course covering stream processes and other surficial waters, groundwater, and glaciers. We conclude with a section on plate tectonics, structural geology, natural hazards, and volcanoes. The geosciences is a discipline that emphasizes observation and visualization, hence lectures are riddled with images of the landscape, animations, and schematics to aid in understanding the physical environment. Labs serve as a critical component to course material by providing hands-on exercises, opportunities for first-hand visualization and other applied learning activities. A lot of the geosciences rely heavily upon observation of the natural environment, and many of our labs include fieldtrips to do just that. Students should possess basic reading, comprehension, and computation skills in order to successfully complete this course and its lab components.

*2 class hours; 2 laboratory hours*

**Credits:** 3

**Offered:** Semester I

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**GL 1013 Weather and Climate**

Spatial and temporal variability of weather events and climate patterns influence all components of the environmental system – from soils and vegetation to water resources and landform development, and of course human activities. That said; a thorough analysis of the atmosphere is critical if one is to comprehend how and why weather events change from day-to-day and climate systems shift. Topics discussed will include: air masses, air pressure, temperature variability, precipitation, weather map analysis and interpretation, and severe weather (e.g. tornadoes and hurricanes). Furthermore, these analyses of weather at short timescales can be easily extended to understand how and why climate patterns change over a variety of timescales from decade to decade, millennia to millennia, and everything in between. We will examine the mechanisms that drive climate to change; study past, present, and future climates, and see how climate change research is conducted.

In this course, students will examine a variety of atmospheric science topics over a broad spectrum of spatial and temporal scales via lectures, hands-on exercises, mapping, data analysis, computer modeling, and fieldwork. Students should possess basic reading, comprehension, and computation skills in order to successfully complete this course and its lab components.

*2 class hours; 2 laboratory hours*

**Credits:** 3

**Offered:** Semester II

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**GL 2003 Geology of Environmental Problems**

The physical landscape exerts a strong control on human activity – whether it be glacial history and soils influencing agriculture or drinking water supplies, a city devastated by an earthquake or some other natural hazard, human inquiry into past environments, flooding, erosion, and more. In certain situations, humans influence the physical environment and our analysis of these physical environment-human interactions will occur at several different spatial and temporal scales. For example, we will examine soils from Unity, Maine and tectonic activity from the western United States. Natural hazards can occur in the blink of an eye, whereas groundwater contamination can happen over a period of several years, and archives of environmental change are recorded over several thousand years. Laboratories are designed to complement lecture material and will focus on applied learning topics such as physical analyses of soils, mapping exercises, photo and map interpretation, quantitative analysis of surface and groundwater, and field surveys. Students should possess basic reading, comprehension, and computation skills in order to successfully complete this course and its lab components.

*2 class hours; 2 laboratory hours*

**Credits:** 3

**Offered:** Semester II

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**GL 3044 Surface and Groundwater Hydrology**

Water – without it, life is impossible! This course systematically covers the role of water in Earth systems with emphasis on surface water and groundwater. The course relies heavily on computer modeling and quantitative analysis of hydrologic data recorded by students and presented in data sets. Our focus will begin with the hydrologic
cycle and we will explore the pathways water molecules travel through Earth Systems. Next, we will begin breaking the hydrologic cycle down into its constituent parts for further analysis including precipitation, surface runoff and erosion, infiltration and groundwater, human impacts on hydrology, evapotranspiration, and much more. In lab you will learn how to collect and analyze hydrologic data and use computer models to simulate various elements of the hydrologic cycle. Special attention is given to topics that influence the movement of water on and below the surface. This course requires extensive field work conducted mostly during class time. Students should possess strong reading, comprehension, and computation skills in order to successfully complete this course and its lab components. 

3 class hours; 3 laboratory hours

Credits: 4
Prerequisites: MA 1223, CH 1104, GL 1003 or GL 2003

Offered: Semester I
Alternate Years Even

GL 3223 Geomorphology

Geomorphology, or the study of landforms and the processes that create them, is a broad discipline that includes examination of fluvial systems, glacial systems, soil systems, eolian systems, and coastal systems. This course introduces students to a variety of geomorphic systems in and around central Maine through abundant field trips. Students will spend time in lecture learning about the theoretical aspects of geomorphology and expand upon this knowledge with first-hand experiences that will include field observation and field analysis of major landform types.

1 class hour; 4 laboratory hours

Credits: 3
Prerequisites: GL 1003 or GL 2003

Offered: Semester I
Alternate Years Odd

GL 3433 Soil Science: Principles and Applications

This course covers numerous topics related to soils beginning with the fundamentals including field and lab description, soil types, and soil erosion. Additional topics include the study of soils for use as environmental indicators that record complex climate and vegetation evolution patterns over time; soil chemistry and its influence on agricultural yields, solubility and mobility of soil constituents, and control on overall soil development; soil geomorphology, soil taxonomy, soil geography; and computer modeling of runoff and soil erosion as well as radiocarbon dating. This course includes in-depth field and laboratory work. Most field work consists of performing field descriptions of soil and maintenance and upkeep on soil erosion plots. Lab work consists of various physical and chemical analyses conducted on samples gathered in the field as part of soil pit descriptions or erosion research. Students should possess strong reading, comprehension, and computation skills in order to successfully complete this course and its lab components. 

2 class hours; 3 laboratory hours

Credits: 3
Prerequisites: CH 1104 or GL 1003 or GL 2003

Offered: Semester I

GL 3524 Lake Sedimentation

Environmental change is one of the most pressing issues of our time. As such, research into how landscapes evolve in the wake of climate change and anthropogenic impacts is a prominent discipline. Lake sediments serve as valuable archives of environmental change and have yielded a plethora of information not only related to past environments, but provide insight on the current state of Earth systems and provide the necessary tools to predict what might be in store for the future. Coursework includes field trips to frozen lakes, lab analysis and computer modeling, in addition to theory behind various proxies for environmental change. Students in this course will collect lake sediment cores and subject them to rigorous analyses including organic matter content, fossil pollen, charcoal, and more. The interpretations of these sediment proxies will be used to reconstruct how landscapes evolved in central Maine over the past 12,000 years. 

3 class hours; 3 laboratory hours

Credits: 4
Prerequisites: GL 1003 or GL 2003

Offered: Semester II
Alternate Years Even

GL 4003 Global Change

This course covers the science of climate and related ecological change in depth. Students learn the geological history of climate and climate change, study the atmospheric, astronomic, geological, and anthropogenic processes that lead to change, examine the basics of mathematical climate change modeling, study the predictions that result and their differing basis, and project the results onto the landscape in the form of analysis of potential for future regional and local changes. 

3 class hours

Credits: 3
Prerequisites: Junior Status or consent

Offered: Semester II
GL 4011 Earth and Environmental Science Seminar: Theme-Based
This course examines important timely topics of Earth and environmental sciences. Students will engage in reading significant primary literature, lead discussions, and write thoroughly researched papers pertinent to the subject matter. 1.5 class hours
Credits: 1
Offered: Semester II
Alternate Years Even
Prerequisites: CH 1104, CH 1114, BI 1114, GL 1003 or GL 2003; CH 4034 or CH 4044 or GL 3044 or GL 3223 or GL 3433 or GL 3524 or GL 4003; Junior Status

Humanities

HU 1003 Spanish
This course is an introduction of the use of the Spanish language with its emphasis on active communication through conversation, as well as the skills of reading and writing. The course features hands-on communicative activities which will involve pair and group work. Students also develop some rudimentary knowledge about the cultures of the Spanish-speaking world. This course is designed for the beginning student with no previous experience in Spanish. 3 class hours
Credits: 3
Offered: Semester I
Alternate Years Even
Prerequisites: None

HU 2003 American Environmental History
This course examines the history of environmentalism in the United States from the colonial period to the present. Readings are selected to guide students in understanding the development of concepts such as preservation, conservation, stewardship and sustainability, as well as the results of these modes of thought on national policies concerning the use of natural resources. Learning outcomes focus on reading, writing and research skills applies to historiography. 3 class hours
Credits: 3
Offered: Semester II
Prerequisites: None

HU 202X Topics in Humanities
What does it mean to be human? How can we cultivate a sense of wonder? What forms our identity and sense of place? How do the humanities inform science? This topics course explores these questions and more by offering students an opportunity to apply the disciplines that make up the humanities; namely, literature, history, philosophy, and cultural studies. Topics vary from semester to semester and may include: Civil Disobedience, the Environment in Documentary Film, Reading Food, Mythology and Folklore, or World Music. The course may be offered as a 1, 2, or 3 credit course, and may be repeated for credit with a different theme. Length varies with theme
Credits: variable
Offered: Semesters I and II
Prerequisites: CM 1003

HU 2033 Intermediate Topics in Humanities
This course teaches students about the connections between human and natural worlds via the study of diverse texts that focus on a particular theme, such as farming, hunting, animal rights, and travel. Students will read challenging texts in a range of media, such as novels, paintings, and films; they will analyze these texts in their historical contexts; and they will write about these texts in relationship to their understanding of the relationships between human and natural worlds. 3 class hours
Credits: 3
Offered: Semester I
Prerequisites: CM 1013

HU 2123 Spanish II
Students will develop their abilities in speaking, listening, reading, and writing in Spanish to a high novice level. Emphasis is on active communication through conversation. Students will also continue their introduction to Hispanic culture. 3 class hours
Credits: 3
Offered: Semester II
Alternate Years Odd
Prerequisites: HU 1003
HU 3033 Advanced Topics in Humanities
In this course, students will expand on their knowledge of methods used in the humanities in order to explore cultural phenomena rooted in a specific time and place. The topics vary from semester to semester and may include, for example, The Politics of Nineteenth Century New England Tribal Peoples, American Abolitionist Literature, Popular Culture in the Middle Ages, and Post-Colonial African Sculpture. Each course is designed to meet higher-level outcomes in reading, research, writing, and critical thinking. 3 class hours
Credits: 3
Prerequisites: Junior Status or HU 2033
Offered: Semester II

HU 3113 Global Environmental History
The biggest determining factor for long-term success is a society's relationship to the natural world. This course employs case studies throughout human history and across the globe, from small-scale tribes and communities to regional empires and the current world market system, in order to examine human interactions with nature. Interdisciplinary approaches drawn from the humanities and social sciences will be applied to sustainability issues in order to develop upper level skills in critical thinking, research and writing. 3 class hours
Credits: 3
Prerequisites: Sophomore Status
Offered: Semester II

HU 3133 Art History
This course is an introduction to the art of the world from antiquity to the present. Students will develop analytical and interpretive skills in the context of a historical understanding of art. 3 class hours
Credits: 3
Prerequisites: CM 1013 and Sophomore Status
Offered: Alternate Years Odd

Interdisciplinary Core
IC 1111 Unity Transfer Experience
Unity College transfer students will work with a small group of other first semester students to get settled, oriented, and (most of all) involved. Among other things, students will identify campus and community resources, establish a support network, and engage in community collaboration. This course requires a community service contribution. 1 class hour
Credits: 1
Prerequisites: At least 24 college credits accepted in transfer or at least 22 years of age
Offered: Semesters I and II

IC 1112 Unity Experience
This first-semester course introduces students to Unity College and the Environmental Citizen curriculum. It includes engagement with campus resources, academic advising and planning, community service, and an introduction to a key environmental issue. The structure of the course is largely experiential. 2 class hours
Credits: 2
Prerequisites: None
Offered: Semesters I and II

IC X213 Community Applications
Let’s get something done. Work together with classmates, faculty, and community members to investigate an environmental or social concern. Topics vary with instructor; examples include “Citizen Science” featuring scientific monitoring of species and ecosystems, “Investigating Issues and Action” featuring environmental controversies; or “Landscape Conservation” featuring service learning with local conservation groups or land trusts. Each semester, supplementary course descriptions detailing the topics covered are published in the course schedule. This course may be repeated for credit if a student chooses a different topic, may be taught at any level from 2000 to 4000, and meets the community based learning requirement. 3 class hours
Credits: 3
Prerequisites: IC 1111 or IC 1112, IC 2223, and Sophomore Status
Offered: Semesters I and II

IC 2223 Environmental Issues and Insights
What are the most pressing environmental issues of our time? What do we need to know to address them? In this class, students approach these questions by expanding their knowledge and perspective, discussing important environmental ideas, and thinking about their future. Study of popular culture, history, and social conditions provide the bigger picture and put our environmental challenges in context. 3 class hours
IC 3413 Environmental Scenarios and Solutions
Environmental Scenarios and Solutions bring students from multiple disciplines together to envision strategies for a sustainable future in the context of a changing climate. Training in quantitative literacy will prepare students to work in teams to analyze major 21st century problems that they are likely to encounter in their future careers. 3 class hours
Credits: 3
Offered: Semesters I and II
Prerequisites: IC 1111 or IC 1112, and CM 1013

Learning Resources

LR 1102 Immersive Algebra
Immersive Algebra is the first course in the algebra sequence. It is designed for students with little or no background in algebra. Topics include signed numbers, algebraic properties of numbers, ratio and proportion, polynomials, rational expressions, first degree equations, applications, writing and graphing linear equations, and solving linear systems.
Credits: 2
Offered: first 7 weeks of Semester I
Prerequisites: Placement

LR 1103 Immersive Intermediate Algebra
LR 1103 is the second course in the immersive algebra sequence. It is expected that students taking this course can perform operations with signed numbers and simplify basic algebraic expressions, and can solve proportions, linear equations, and systems of linear equations. Topics in Immersive Intermediate Algebra include polynomials, rational and radical expressions, graphing, factoring, solving quadratic equations, and applications. 5 class hours
Credits: 3
Offered: second 7 weeks of Semester I
Prerequisites: Placement

LR 1123 Intermediate Algebra
This is the second course in the algebra sequence. It is expected that students taking this course can perform operations with signed numbers and simplify basic algebraic expressions, and can solve proportions, linear equations, and systems of linear equations. Topics in Intermediate Algebra include polynomials, rational and radical expressions, graphing, factoring, solving quadratic equations, and applications. 3 class hours
Credits: 3
Offered: Semesters I and II
Prerequisites: Placement

LR 1222 Introduction to Computer Applications
This course introduces the Microsoft Office software applications of word processing (Word), spreadsheet (Excel), data base (Access), and presentation (PowerPoint). The emphasis of this class is on the concepts and hands-on teaching of computing and problem solving. The internet, as well as email etiquette, web browsers, web search, and desktop operating systems will be introduced. Concepts and procedures will be introduced and discussed in the lecture prior to the hands-on lab where students apply learned skills. Independent projects will be completed that coincide with each software application. A passing grade in this course fulfills the computer proficiency graduation requirement. 2 class hours
Credits: 2
Offered: Semester II
Prerequisites: None

Mathematics

MA 1223 Precalculus
This course is a sequel to LR 1123 and concludes our algebra sequence. Students continue their study of algebra and analytical geometry, and begin their study of trigonometry. Further topics from algebra including exponential and logarithmic functions, along with introductory topics from trigonometry including circular functions, trigonometric and inverse trigonometric functions, and solutions to right and oblique triangles will be studied. The course is designed to develop an understanding of the topics from algebra and trigonometry essential to the study of calculus. 3 class hours
MA 2003 Applications in Mathematics: Theme
In this thematic course, alternative topics not covered in the traditional Precalculus, Calculus, and Statistics sequences are introduced. Various tools and methods of problem solving are discussed and utilized. Topics may include, but are not limited to, probability, logic, modeling, geometry, algebra, game theory, and history of math. This course fulfills the Disciplinary Core Math requirement. This course may be repeated with a different theme for credit. 3 class hours
Credits: 3
Prerequisites: LR 1123 or Placement
Offered: Semesters I and II

MA 2243 Elementary Statistics
This course deals with various introductory topics from probability and statistics with emphasis on the interpretation of experimental data. Students will study descriptive statistics, probability distributions, and inferential statistics (tests of hypotheses). In addition, students will actually do statistics using technology tools such as the TI-83 calculator, Microsoft Excel or the campus wide statistics package JMP. 3 class hours
Credits: 3
Prerequisites: LR 1103 or LR 1123 and others as dictated by theme
Offered: Semester II

MA 2333 Calculus I
Calculus is the mathematics of change. Calculus I deals with an introduction and treatment of the major concepts and techniques of differential calculus. Students will study the heuristic, visual, and algebraic approaches to: different equations, limits, and rates of change of functions (derivatives). Applications of derivatives will include optimization and differential equations used in modeling. 3 class hours
Credits: 3
Prerequisites: MA 1223
Offered: Semesters I and II

MA 3253 Applied Statistics
This course is for students who wish to continue their study of statistics. The topics to be studied in the course all fall under the general heading of inferential statistics or tests of hypotheses. These statistical tests include t-tests, Z-tests, chi-square tests, F-tests, analysis of variance, regression and correlation, along with the nonparametric Runs test. Throughout the course, students will use technology tools such as the TI-83 calculator, Microsoft Excel or the campus wide statistics package JMP to supplement and enhance the classroom material. 3 class hours
Credits: 3
Prerequisites: MA 2243
Offered: Semesters I and II

MA 3263 Biometry
Biometry, biological statistics, or quite simply biostatistics, is the application of statistical methods to the solution of biological problems. Topics to the studied include: the collection, organization, analysis, presentation and interpretation of biological data; the statistical principles underlying the management of biological data; and the use of various technology tools such as the TI-83 calculator, Microsoft Excel or the campus-wide statistics package JMP. 3 class hours
Credits: 3
Prerequisites: MA 2243
Offered: Semesters I and II

MA 3443 Calculus II
The study of calculus continues with students being introduced to the main topics of integral calculus. Students will study antiderivatives, define and indefinite integrals, techniques and applications of integration to probability, environmental science, physics, and solution to separable differential equations from the heuristic, visual, and analytical approach. Throughout this course, students will use software packages to supplement and enhance the classroom material. Calculus is a tool of great importance, and a basic understanding of it is a prerequisite for further study in any branch of science theory. 3 class hours
Credits: 3
Prerequisites: MA 2333
Alternate Years Even
Offered: Semester II
**Parks and Forest Resources**

**PF 1023 Interpretation of Natural and Cultural Heritage**
Students will create personal interpretive programs while practicing fundamental oral communication methods and techniques. Completion of this course enables students to become interpreters in natural and cultural resource areas and facilities. Students will develop a portfolio of skills demonstrating best practices for interpretive talks and walks.  
*2 class hours; 2 laboratory hours*

Credits: 3  
Offered: Semesters I and II  
Prerequisites: None

**PF 2123 Sustainable Ecotourism**
Students will explore a wide range of possible sustainable ecotourism activities including traditional outdoor activities like hiking, canoeing, hunting, fishing, and traditional touring experiences like scenic drives, shopping for local goods, and visiting local natural and cultural sides. Comparisons between standard tourism practices and development politics with ecotourism principles form the basis for creative student projects that explore new management agencies and private for-profit business.  
*2 class hours; 2 laboratory hours*

Credits: 3  
Offered: Semester I  
Prerequisites: Sophomore Status  
Alternate Years Even

**PF 3213 Visitor and Resource Protection**
The course will examine roles of visitor and resource protection, law enforcement, search and rescue, fee collection, and special operations. Students will participate in field operations in addition to classroom sessions.  
*3 class hours*

Credits: 3  
Offered: Semester I  
Prerequisites: Junior Status  
Alternate Years Odd

**PF 4123 Interpretive Methods**
Students critically examine the wide variety of personal and non-personal interpretive methods used by organizations that deliver natural, cultural, and/or historical interpretation programs. Working in teams, students design effective interpretation programs that include personal presentation, exhibits, website, audio/visual publications, and then present them to public audiences. Collaboration with the community partner organization is often a requirement for this course.  
*2 class hours; 2 lab hours*

Credits: 3  
Offered: Semester I  
Prerequisites: PF 1023 and Junior Status

**PF 4223 Park and Forest Resource Planning**
This course is designed to acquaint students with park planning principles and procedures. Students will work through the major phases of facility design. The lab section in this class will provide students with hands-on experience in the park and open space planning process.  
*3 class hours*

Credits: 3  
Offered: Semester I  
Prerequisites: Senior Status

**Physics**

**PS 2004 Physics: Mechanics and Energy**
This course focuses on mechanics and energy. Topics covered include Newton’s laws of motions and their applications, forces, work and energy, principles of conservation, rotational and harmonic motion, and pressure. The associated laboratory section includes both hands-on and mathematical explorations of projectile motion, collisions, rotational motion, and pendulums.  
*3 class hours; 2 laboratory hours*

Credits: 4  
Offered: Semester I  
Prerequisites: MA 1223 or concurrent enrollment

**PS 2014 Physics: Heat, Electricity and Magnetism**
This course focuses on electricity and magnetism. Topics covered include thermodynamics, waves and sound, electricity, magnetic force and fields, electromagnetic waves, and nuclear energy. The associated laboratory section includes both hands-on and mathematical explorations of circuits, waves, solar panels, magnets, and light.  
*3 class hours; 2 laboratory hours*

Credits: 4  
Offered: Semester II
**PS 2023 Practical Mechanics and Carpentry**
This course introduces the practical and applied arts of mechanics and carpentry, with close attention paid to self-reliance, small business and farm applications. A group project is required. Projects are found through meeting the needs of other college courses and activities, or through community partners, local businesses and non-profits. 6 laboratory hours
Credits: 3
Prerequisites: Sophomore Status
Alternate Years Odd
Offered: Semester I

**PS 3003 Sustainable Energy**
This course is an application of basic physics and introductory engineering to the problems of sustainable energy production systems. Topics covered include solar, hydroelectric, wind, wave, tidal, and biomass energy systems. Taught as a combination of lecture and engineering shop, students respond partly through constructing a major project or demonstrator in renewable energy or energy efficiency. 2 class hours; 2 laboratory hours
Credits: 3
Prerequisites: Junior Status
Alternate Years Even (beginning FA-18)
Offered: Semester II

**PS 3303 Green Building: Assess, Design, Retrofit**
Green building in the 21st century will focus on energy efficiency, energy conservation, carbon footprint reduction, and related concerns. Treating buildings as systems, this course will examine the principles and practices of green design used by architects, designers, builders, and energy auditors. Students will consider the building shell, space heating plant, lighting, ventilation, and appliances. Among other activities, students may model the energy performance of various building designs, audit the performance of existing buildings, and weatherize homes. 2 class hours; 2 laboratory hours
Credits: 3
Prerequisites: Junior Status
Alternate Years Odd
Offered: Semester I

**Political Science**

**PL 1013 American Democracy**
This course approaches the basic history, structure, and character of American politics, governmental institutions, and laws through the exploration of concepts and issues in areas such as civil liberties, federalism, judicial review, political parties, interest groups, and the role of media and public opinion. A key assignment is semester-long analysis, reporting, and presentation by each student on multiple aspects of a unique U.S. House or Senate campaign in progress. 3 class hours
Credits: 3
Prerequisites: None
Alternate Years Even
Offered: Semester I

**PL 2013 State and Local Government**
Reading, lectures, essay-writing, in-class presentations, research projects, discussion, debate, role-playing, group exercises, video viewing, and a field trip to the Maine State Capitol are some of the tools this course uses to understand state and local government practice and policy. The aim is to bring governing to life. Students will analyze and communicate, orally and in writing, the history and current status of important state and local policy issues. 3 class hours
Credits: 3
Prerequisites: None
Alternate Years Even
Offered: Semester II

**PL 2033 World Politics**
This is the study of the basic concepts in relations among the world’s nations, and of forces that exist beyond the nation-state. Students will analyze and communicate, orally and in writing, the history and current status of important international policy issues such as nationalism, globalization, security, the United Nations, the role of women in international relations, and environment and population in developing countries. 3 class hours
Credits: 3
Prerequisites: None
Alternate Years Odd
Offered: Semester II

**PL 3013 Issues in Food and Agriculture**
If America is a Fast Food Nation, how did we get that way? How do politics, economics, culture, and geography shape what people eat? How do food and agriculture affect our way of life and our environment? How do various organizations involved in food policy prioritize and respond to food and agricultural issues? This course will examine global questions and look at local examples of how these questions play out for people and communities in Maine. 3 class hours
Credits: 3  Offered: Semester I
Prerequisites: Sophomore Status

PL 3213 Natural Resource Law
Natural resource law pertains to the regulation, management, and allocation of open access resources such as forests, fisheries and wildlife, water, land, including rangeland and wilderness, and minerals. This law is older than, and in many ways established the framework for, the major modern environmental pollution statutes, such as the Clean Air and Water Acts, which are covered in a separate course, Environmental Law. Because one-third of this nation’s lands are federal public lands, much of the natural resource law has developed in the context of the management of public lands by federal land management agencies, including the NPS, FWS, FS, and the BLM. This course will focus on the development of natural resource law primarily, but not exclusively, on public lands; the decision process of the agencies that manage the natural resources on those lands; and the laws that establish the limits of the authority for that management. Using case studies and current issues, students will learn how different stakeholders and the courts have influenced the law that determines how our natural resources are managed and protected. 3 class hours
Credits: 3  Offered: Semester I
Prerequisites: PL 1013 or PL 2013 or Junior Status

PL 3233 Environmental Law
In the 1970’s, Congress enacted numerous environmental statutes aimed at protecting the nation’s environment from the impacts of uncontrolled development and industrial pollution, and improving the quality of the federal government’s environmental decision making. These include the Clean Air Act, the Clean Water Act, the Resource Conservation and Recovery Act, the Toxic Substances Control Act, CERCLA and the Safe Drinking Water Act. It was also at this time that Congress created the EPA to administer the major new regulatory programs established by these laws, as well as another new agency, the Council on Environmental Quality, to implement what is arguably the most important piece of environmental legislation ever written, the National Environmental Policy Act. Many states have adopted similar laws. This course will focus on both the substance of major U.S. environmental pollution statutes and the decision making process of the agencies that administer them (a body of law known as administrative law). Using case studies and current issues, students will learn how different stakeholders and the courts have influenced how agencies implement the law and the effect of this in our environment. 3 class hours
Credits: 3  Offered: Semester I
Prerequisites: PL 1013 or PL 2013 or Junior Status

PL 3413 Environmental Advocacy
How can we persuade others to help us protect the environment? Do the ends justify the means? This course offers the theoretical and practical groundwork needed to evaluate goals and put ideas in action. Students learn how to plan campaigns, build coalitions, conduct focus groups, select and influence audiences, and create and deliver effective messages. Students will discuss and analyze a variety of advocacy programs and plan an actual advocacy campaign. A field trip may be required. 3 class hours
Credits: 3  Offered: Semester II
Prerequisites: Sophomore Status

PL 4413 Natural Resource Policy
How do governments deal with society’s effects on the natural world and the environment’s effect on humans? The purpose of this course is to help students develop ways and means to investigate this question. Students explore issues and conduct policy analysis in areas such as water resource management, global climate change, environmental justice, toxic and hazardous waste, and comparative strategies in environmental protection. The course features guest lectures by outside experts, field trips, and policy research projects designed to make a difference in the real world. 3 class hours
Credits: 3  Offered: Semester I
Prerequisites: Junior Status
Psychology

**PY 1013 Introduction to Psychology**
This course is a survey of psychology as a science of behavior. Topics include basic principles underlying behavior and experience, learning, human development, motivation, personality, and psychotherapies. 3 class hours
Credits: 3
Prerequisites: None
Offered: Semesters I and II

**PY 2013 Human Development**
This course is a survey of development of the person across the entire age span from conception to death. For each stage physiological, intellectual, social, emotional, and psychological aspects of growth are studied. Emphasis will be placed upon environmental influences that can promote the individual’s growth and development. 3 class hours
Credits: 3
Prerequisites: PY 1013
Offered: Semester II

**PY 2113 Group Process**
The basic principles of small group interaction will be explored in both didactic and experiential components of the course. Topics will include communication skills, values clarification, group problem solving, group communication models, stages of group development, briefing and debriefing techniques, leadership and facilitation models, and group termination. Some emphasis will be placed on aspects of processing diverse groups – non-formal educational, therapeutic and wilderness settings included. This class will be offered in the spring Experiential Educator’s Block and on campus in the fall. Hours dependent on semester taken
Credits: 3
Prerequisites: None
Offered: Semesters I and II

**PY 3013 Human Sexuality**
This course will examine multiple aspects of the subject area on human sexuality. Students will gain an understanding of this topic from psychosocial and physiological perspectives. Specific areas to be studied will include sexuality and popular culture, dimensions of gender, and male and female sexual anatomy. Various forms of intimacy and sexual expression in different cultures will be explored as well as typical sexual behaviors and forms of sexual coercion, including harassment, aggression, and abuse. 3 class hours
Credits: 3
Prerequisites: PY 1013
Offered: Semester II
Alternate Years Even

**PY 3123 Educational Psychology**
This course examines the nature of learning and instruction in considerable depth. It emphasizes theories and research and covers diverse materials related to how people think, learn, and develop, including language, cognition, motivation, and memory. It also covers skills essential to effective teaching; developing instructional strategies, planning and managing classroom activities, and assessing student learning. This course includes both lecture and experiential components and both individual and collaborative projects. Students are required to complete eight hours of observation in an educational setting. 3 class hours
Credits: 3
Prerequisites: PY 1013, Sophomore Status and concurrent enrollment in ED 1010
Offered: Semester II

**PY 3133 Abnormal Psychology**
This course offers an in-depth study of various theoretical perspectives on psychological disorders, including psychosis, depression, anxiety, psychoactive substance use, and disorders of childhood and adolescence. Biogenetic, socio-cultural, and psychological theories of abnormality are examined, as are corresponding modes of treatment. 3 class hours
Credits: 3
Prerequisites: PY 1013
Offered: Semester I

**PY 4223 Counseling Theories for Wilderness Programming**
This course presents the basic issues of counseling in a wilderness setting with its limitations and potentials. Students will be introduced to therapeutic counseling models: Reality Therapy, Person-Centered Therapy, and a Trans-Theoretical model for wilderness-based counseling. The course is a combination of theory, application and
practice in which the student will be introduced to the philosophy and concepts of counseling in a wilderness setting as well as developed skills in each of the specific models mentioned above. 3 class hours
Credits: 3  Offered: Semester II
Prerequisites: PY 1013  Alternate Years Even

**Sociology**

**SY 1013 Introduction to Sociology**
Sociology is a field of study that explains social, political, economic and ecological phenomena in terms of social structures, social forces, and group relations. This introduction focuses on socialization, culture, the social construction of reality, inequality, race and ethnic relations, poverty, and political sociology. Students gain an understanding of the three main sociological perspectives, apply them to make sense of contemporary social problems, and realize how one’s individual circumstances are shaped by much larger social forces. 3 class hours
Credits: 3  Offered: Semester I
Prerequisites: None

**SY 2013 Criminology**
This course introduces the development of criminology theory from a historical perspective through current developments. Particular emphasis will be put on the impact of criminological theory on the development of laws and our national concept of punishment and rehabilitation. 3 class hours
Credits: 3  Offered: Semester II
Prerequisites: None

**SY 3183 Social Problems**
Students will analyze selected social issues such as world hunger, poverty, overpopulation, sexism, or corporate power from conservative, liberal, and progressive perspectives. Students will identify, express, and deepen their personal viewpoints. This course will involve theories of social problems, issue oriented research, identifying ideologies and how they are expressed in writing and other media, and social action to make a difference. 3 class hours
Credits: 3  Offered: Semester II
Prerequisites: Sophomore Status  Alternate Years Even

**Sustainable Agriculture**

**SA 1003 Fundamentals of Organic Horticulture**
Successful organic farming and gardening depends on a sound grounding in the fundamentals of soil management, crop planning, pest management, and season extension. Students will engage in these fundamentals using campus gardens, the campus hoop house, and off-campus facilities. In addition, business management and marketing issues related to organic farming will be addressed. 2 class hours; 2 laboratory hours
Credits: 3  Offered: Semester I
Prerequisites: None

**SA 2013 Livestock and Pasture Management**
This course covers the management of livestock farm systems, their pastures and paddocks, and associated systems of winter feed production such as hayfields and silage or baled silage production systems. The primary emphasis is on natural/organic farming and dairying using rotation grazing systems, sustainably grown winter-feeds systems, and energy efficient use of manures and farm and household wastes in fertilization. The major species and breeds of livestock and poultry are discussed. The course discusses and practices basic husbandry and vetting for each breed, as well as appropriate shelter, fencing and other facilities design, construction, and maintenance. 2 class hours; 2 laboratory hours
Credits: 3  Offered: Semester I
Prerequisites: BI 1114  Alternate Years Odd

**SA 2023 Sustainable Pest Management**
Nature fills every ecological niche with organisms that exploit available resources – sunlight, nutrients, carbohydrates and water. Some of these organisms compete with human plans for crop production and, hence, earn
the name “pest.” This course explores various pest management approaches such as Integrated Pest Management, Plant Health Care, and Ecosystem Management. Students will develop strategies to manage diseases and weeds. 3 class hours  
Credits: 3  
Prerequisite: BI 1114  
Offered: Semester II

SA 2113 Sustainable Agriculture Systems
A survey of North American farms will reveal strikingly different farming models, from the large industrial/commodity model to the smaller scale local food model and others in between. This course explores the economic, social, and ecological sustainability of various farm models. Through field trips, films, and readings, students will explore issues of farm viability, environmental impact, and the interrelationships between farms and their surrounding communities. Particular emphasis will be placed on strategies used by farmers to create successful small-scale, diversified, sustainable farms. 4 class hours  
Credits: 3  
Prerequisites: BI 1114 and Sophomore Status  
Offered: Semester I

SA 3363 Soil Fertility
Healthy ecosystems require healthy soil. In this course students learn about soil chemical and biological characteristics and how they relate to plant and animal nutrition and agriculture systems. Plant uptake mechanisms for nutrients, the roles of organic matter and soil microorganisms in soil ecosystems, use of soil amendments, and nutrient cycling issues are addressed. Students will devise management recommendations for specific sites and plants. 2 class hours; 2 laboratory hours  
Credits: 3  
Prerequisites: CH 1104  
Alternate Years Odd  
Offered: Semester II

SA 4014 Sustainable Agriculture Project
In this course, students will prepare detailed farm management plans covering soil management, pest management, livestock husbandry, irrigation, crop planning, labor management, financial analysis, and marketing. Whenever possible, students will partner with existing or proposed farms. Students may propose an equivalently rigorous alternative project related to some aspect of food and agricultural policy. 3 class hours; 2 laboratory hours  
Credits: 4  
Prerequisites: SA 3363 or PL 3013 and Junior Status  
Alternate Years Even  
Offered: Semester II

Unity College

UC 2111 Project Assistant: Theme-Based
By working closely with faculty members outside of the classroom, students gain valuable skills and knowledge and garner real world experience in a guided setting. Examples of this type of work include learning research skills while working with a faculty member on a project, assisting faculty with the orchestration of community outreach or education efforts, or collaborating with faculty on unique program initiatives. A student who wishes to enroll must consult with the faculty member to develop a work plan and timeline, outline learning objectives, and determine modes of evaluation as part of an agreement form two weeks prior to pre-registration. Hours dependent on individual  
Credits: 1  
Prerequisites: Faculty Approval  
Offered: Semesters I and II

UC 3001 Honors Seminar
Through lively discussion and critical reading and writing, students will develop their skills in synthetic reasoning while expanding their knowledge of current issues and transdisciplinary topics. Previous seminars have included the topics of Science and Media, National Parks’ Response to Climate Change, and Ethnobiology. This course may be repeated for credit under a different theme. 1.5 class hours  
Credits: 1  
Prerequisites: Sophomore status and a minimum cumulative grade point average of 3.33  
Offered: Semester II

UC 4001 Data Collection
This one-credit offering allows students to collect data in support of a thesis. Students must outline their plans for data collection with their thesis advisor(s) during Senior Thesis I and justify the need for this work to take place.
prior to registering for the Thesis II. This research based thesis class is open to all majors including but not limited to natural, physical and social sciences, although sampling and analysis methods will differ between fields of study. 

**UC 4003 Senior Thesis I: Project Planning and Design**

Through instructor and peer guidance, students in this course develop a full project proposal for their thesis. Students should come into the course already with some idea for a project and an idea of a thesis advisor. Students will refine their project ideas, conduct a thorough literature review, construct a detailed project plan and timeline, and test data collection protocols. Course activities will include project planning, peer evaluation of project ideas, and time for consultation with the instructor to receive feedback. This research based thesis class is open to all majors including but not limited to natural, physical and social sciences, although sampling and analysis methods will differ between fields of study. 

**1.5 class hours; 1.5 computer lab hours**

Credits: 3 Offered: Semesters I and II

Prerequisites: Junior status, MA 2243 and a minimum cumulative grade point average of 3.00.

**UC 4013 Senior Thesis II: Data Collection, Analysis, and Presentation**

A thesis is a substantial written work that documents and defends a viewpoint or hypothesis relying on the use of rigorous field, lab, or other research. During this course students work mostly independently under the guidance of their thesis advisors to complete data collection and analysis, write and revise their written thesis, and develop and deliver a presentation for a public defense. Students will also meet once a week with other thesis students and faculty to gain and provide feedback on projects. This course may be repeated for credit when planned for through the proposal stage or in instances of extenuating circumstances that require significantly more work than had been expected. This research based thesis class is open to all majors including but not limited to natural, physical and social sciences, although sampling and analysis methods will differ between fields of study. 

**2-1.5 class hours; other hours dependent on individual**

Credits: 3 Offered: Semesters I and II

Prerequisites: UC 4003, Senior Status, and minimum cumulative grade point average of 3.00.

**UC 4023 Creative Thesis**

The creative thesis is a capstone experience that allows you to showcase your skills and abilities as a writer: in other words, it represents a bridge between your work as an undergraduate student and as a student in a Master of Fine Arts program or as a professional writer in an environmental field. Usually completed during your senior year, this project enables you to create a publishable collection of work in your chosen area of specialty: perhaps it is a chapbook of poems, a series of feature articles, a memoir, or a digital platform for a local nonprofit. The specific topic and methodology of the project will be determined by you and your two faculty thesis advisors. A student who wishes to enroll must consult with the faculty advisors to develop a work plan and timeline, outline learning objectives, and determine modes of evaluation as part of the thesis proposal. This written thesis proposal must be approved by your faculty advisors and filed with the registrar two weeks prior to pre-registration. A copy of the final thesis will be deposited in the Dorothy Webb Quimby Library. The senior thesis may be taken at the 4000 level only, for a maximum of three credit hours for each of two semesters. 

**Hours dependent on individual**

Credits: 3 Offered: Semesters I and II

Prerequisites: Consent

**UC 4033 Applied Thesis**

The applied thesis is a capstone experience that allows you to showcase your skills and abilities as a practitioner within a field. Usually completed during your senior year, this project enables you to plan, develop, and implement a significant project in your area of specialty. Examples could include planning, securing funding for, and implementing a plan for a universal trail for a land trust or a greenhouse program for a school. The specific topic and methodology of the project will be determined by you and your two faculty thesis advisors. A written thesis proposal must be approved by your faculty administrator and filed with the registrar. A copy of a final thesis report that includes a description of the planning and implementation and an evaluation, or plan for evaluation of effectiveness of the project will be deposited in the Dorothy Webb Quimby Library. The applied thesis may be taken at the 4000 level only, for a maximum of three credit hours for each of two semesters. 

**Hours dependent on individual**
UC 4111 Project Leader: Theme-Based
In Project Leader, students take initiative for projects under the supervision of faculty. Through these leadership roles in research projects, outreach or education efforts, or program initiatives, students improve upon research skills, expand on their content knowledge, develop stronger personal skills such as independence and communication, and serve as a mentor to their peers. A student who wishes to enroll must consult with the faculty member to review the details of the project, discuss resource needs, outline logistics, and determine modes of evaluation as part of an agreement form two weeks prior to pre-registration. Hours dependent on individual.

UC 4501 Seminar: Theme-Based
In this seminar course, a group of students studies a particular topic in an advanced level and under the guidance of an instructor. Each member of the seminar is responsible for contributing to its success through thorough preparation for, and active participation in seminar meetings. Typically, students may be asked to lead discussions, present to the rest of the group, conduct a literature review on a particular question, or seek out guidance from other faculty at the college. The focus of most seminar offerings will be on critical reading and critical thinking rather than content mastery. 1.5 class hours

Wildlife
WF 1002 Introduction to Wildlife and Fisheries Conservation
Wildlife and fisheries conservation is introduced, described, and modeled by faculty and visiting fish and wildlife mentors in context of professional opportunity, funding, regulation, biodiversity, population sampling, harvest potential, resource and habitat management, public perception, and policy development. Students will explore the professional literature, write professionally, anticipate course selection as a wildlife or fisheries student, and develop career goals and objectives. This course is designed to provide current students in the wildlife majors with information to direct their academic and professional career planning. 2 class hours

WF 1003 North American Wildlife
This course focuses on preparing students to be knowledgeable about the distribution, natural history, and identification of the major game species of North America. The course is built on taxonomy of big game, small game, furbearers, and waterfowl. Some emphasis is placed on positive and negative societal values as well. General management considerations are discussed. The lab covers the identification specimens in hand and in field simulated images. 2 class hours; 2 laboratory hours

WF 1013 Introduction to Wildlife Care and Education
In this class, students will begin to understand the issues and realities of caring for wild animals in a captive setting. They will speak with professionals in the field and gain some hands-on experience. They will learn how to find information about animals and best care practices. They will also gain experience with public speaking and educational principles. At the end of the class, students will have a foundation of knowledge about basic principles and ethics of animal care. 2 class hours; 2 laboratory hours

WF 1101 Seminar in Captive Wildlife Care and Education
In this peer-teaching seminar course, students will explore current trends in research relevant to captive animal collections. Topics will be selected at the beginning of the semester and can include current areas of study, future directions, interdisciplinary opportunities, and experimental design challenges in the captive environment. Students
WF 2003 Animal Training
Through exploration of operant conditioning, students will understand the theory supporting animal training and be introduced to various practices and techniques that form the art of animal training. Training is a two-way communication between the trainer and the animal that relies on an understanding of animal behavior. The knowledge and skills learned in this course may be utilized to train domestic and exotic animals for medical procedures, animal husbandry, and animal handling needs.  

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<th>1.5 class hours</th>
<th>Credits: 1</th>
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<td>Prerequisites: None</td>
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WF 2433 Wildlife Techniques
This course provides students with the fundamental skills and techniques that are used by wildlife professionals to obtain knowledge and information necessary to monitor and manage wild populations of animals. Emphasis is placed on working with public concerns as well. The application and limitations of specific techniques are discussed in lecture. Topics include: estimating populations, radio telemetry, ageing and sexing, capturing and marking, habitat assessment, data collection, and communicating with people. Laboratory time provides hands on experiences with topics covered in lecture. Supplemental experiences often come through working with professionals in the wildlife field.  

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<thead>
<tr>
<th>2 class hours; 2.5 laboratory hours</th>
<th>Credits: 3</th>
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<td>Prerequisites: None</td>
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WF 3013 Population Assessment and Management
This course focuses on techniques and practices used to manage populations of wildlife species. Concepts discussed will include how habitat selection and quality, population structure, and interactions with other species influence population growth. We will then explore how these concepts can be applied to harvest management, small population management, pest management, and biodiversity conservation. Techniques addressed will include estimation of population size and other demographic parameters using direct and indirect techniques.  

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<th>2 class hours; 2 laboratory hours</th>
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<td>Prerequisites: BI 2001 and BI 2003 and Junior Status</td>
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</table>

WF 3023 Enrichment and Exhibit Design
When animals are brought up in captive environments they lose the opportunity to make choices. Through exhibit designs and enrichment initiatives, we are able to provide animals with choices promoting natural behaviors. Students in this course will research natural history and behaviors of exotic animal species. They will utilize this information in designing animal exhibits and enrichment devices. During this process they will learn the value of setting goals and assessing the effects of environmental changes on captive animal welfare.  

<table>
<thead>
<tr>
<th>2 class hours; 2 laboratory hours</th>
<th>Credits: 3</th>
<th>Offered: Semester II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisites: WF 1003 or WF 1013 and Sophomore Status</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

WF 3101 Seminar in Captive Wildlife Care and Education
In this peer-teaching seminar course, students will explore current trends in research relevant to captive animal collections. Topics will be selected at the beginning of the semester and can include current areas of study, future directions, interdisciplinary opportunities, and experimental design challenges in the captive environment. Students will be responsible for finding relevant scholarly articles and leading class discussion on their subject of choice.  

<table>
<thead>
<tr>
<th>1.5 class hours</th>
<th>Credits: 1</th>
<th>Offered: Semester II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisites: WF 1003 or WF 1013 and Junior Status</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

WF 3103 Habitat Assessment and Management
Sustaining wildlife populations in the face of climate change and other threats requires a sound understanding of the habitat concept and adaptive approaches to habitat management. This course explores the concepts, principles, and terminology associated with understanding how wildlife identify and use habitat, and how managers assess and manage habitat. Students will learn approaches to measuring and assessing habitat use and availability, as well as creating predictive habitat models for management purposes. The course will also acquaint students with approaches and considerations in habitat management of common environments such as forests, wetlands, grasslands, rangelands, and agricultural and urban environments. The course also covers major issues and initiatives influencing habitat management at regional, national and international scales.

Credits: 3
Prerequisites: Junior Status

WF 4013 Wildlife Conservation Capstone
This course will enable seniors in the wildlife biology and wildlife and fisheries management to demonstrate their understanding of and ability to integrate material from previous coursework. The ability to extract information from appropriate literature, apply concepts to new situations, work in groups, and write effectively will be emphasized. Students will critically examine case studies of current issues in wildlife management. Students will work in groups to produce products commonly expected to be produced by professional biologists. Examples could include such products as management plans, environmental assessments, and research proposals.

Credits: 3
Prerequisites: WF 3013 or WF 3103 and Senior Status

WF 4034 Animal Health
This course examines the role of caretakers in animal health. It is based heavily on the perspective of animal keepers in zoos, but other aspects of animal work will be reflected. Students will become familiar with common health concerns for captive wildlife, including mechanisms for minimizing disease transmission, utility of animal training in maintaining health, preventative medicine, and general veterinary procedures.

Credits: 4
Prerequisites: WF 1003 or WF 1013 or BI 3204 or SA 2013 and Junior Status

WF 4044 Capstone for Captive Wildlife Care and Education
The capstone for the CWCE program will have three focuses: research, behavioral management, and career preparation. Students will work with case studies to bring together knowledge and skills from previous courses to envision solutions to animal management challenges, focused on issues of conservation importance. The instructor will also provide guidance to students in preparing for a job search in the field. Students should be advised that this course will include professional-level projects demanding substantial effort.

Credits: 4
Prerequisites: WF 2003, WF 3023, WF 4034 and Captive Wildlife Care and Education Major
Academic Regulations

Grading Policy
Mid-semester grades are issued in the seventh week of the semester. These grades are for student information only, and are not entered on the transcript. Final grades, once posted, become part of the official academic record.

The grading system used at Unity College follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Point</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>Excellent</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>Good</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>Poor, but passing</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>No credit. Recorded and calculated as part of the grade point average (GPA); F grades are subject to probationary standards.</td>
</tr>
<tr>
<td>W</td>
<td>--</td>
<td>Withdrawal. No credit. Recorded but not calculated as part of the GPA. In order to acquire a W instead of an F, a student must withdraw no later than one week after mid-semester grades are issued.*</td>
</tr>
<tr>
<td>I</td>
<td>--</td>
<td>Incomplete. Course work not completed because of circumstances beyond the student’s control. All work must be completed within one calendar year of the final day of the semester in which the incomplete was received. Work not completed within one year will automatically be changed to an F. Individual instructors may specify shorter time limits for incompletes. Not calculated in GPA.*</td>
</tr>
<tr>
<td>P</td>
<td>--</td>
<td>Pass. Given only for UCDEC and UC 4001. Not calculated in GPA.</td>
</tr>
<tr>
<td>U</td>
<td>--</td>
<td>Unsatisfactory. Given only for UCDEC and UC 4001. Not calculated in GPA.*</td>
</tr>
</tbody>
</table>

Note: All students have the right to review and challenge their records.

* Although these grades are not calculated into the grade point average, they may affect the student’s financial aid status.

Change of Final Grade
With the exception of the grade of “Incomplete,” final course grades are not changed after submission to the Registrar except as provided for in this section. Any grade changes provided for in this section may only occur during the semester immediately following the semester in which the grade was originally submitted.

Change of Final Course Grade - Process for Instructors
If an error has been made in the calculation or transcription of the original grade, the instructor will notify the Registrar of the error and the warranted correction will be made. Under no circumstances will a change in grade be allowed because of the submission of additional work after the grade has been submitted. Should an instructor wish to change a grade for any other reason, the request with justification, should be submitted to the Academic Regulations Committee for consideration. The committee will review the evidence, seek additional information as appropriate, and make a determination.

Appeal of Final Course Grade - Process for Students
If a student disagrees with his or her final grade for a course, she or he may initiate a conversation about it with the instructor. After this conversation, should a student wish to appeal the final course grade, she or he may appeal the grade to the Academic Regulations Committee. The appeal must be computer generated, and may be submitted by
regular or electronic mail, by fax, or in person, and must be submitted no later than the end of the seventh (7th) week of the semester immediately following the semester in which the grade was originally submitted. Appeals are submitted to registraroffice@unity.edu by mail or fax to:

Academic Regulations Committee
c/o Registrar’s Office
90 Quaker Hill Road
Unity, Maine 04988
Fax: (207) 512-1208

The Academic Regulations Committee will consider grade change appeals twice a year during the week before classes begin for the fall and spring semester. The committee will review the appeal and other supporting documentation and information provided by the student and the instructor.

If the student believes that she or he did not receive proper due process in the appeal to the Academic Regulations Committee, she or he may appeal to the Chief Academic Officer. The appeal must be computer generated, and may be submitted by regular or electronic mail, by fax, or in person. It must be submitted no later than 10 working days after the date of notification of the Academic Regulations Committee’s decision. It must document how the appeal process was procedurally inappropriate in light of the timeline, criteria, and method of review published in the catalog. Appeals are submitted to ChiefAcademicOfficer@unity.edu or by mail to:

Chief Academic Officer
Unity College
90 Quaker Hill Road
Unity, Maine 04988

The Chief Academic Officer may seek additional information or documentation from the Academic Regulations Committee, the student, or other parties as appropriate, and upon review of the record will make a determination on whether satisfactory due process was provided to the student. The student will be notified of the decision no later than 10 working days after the Chief Academic Officer received the appeal. The decision will be final.

Repeated Courses
Students with a need to earn a higher grade may repeat a course previously taken; both in first and subsequent enrollments and grades will be a permanent entry on the academic record and transcript. The highest grade will be used in computing the cumulative grade point average. No additional credit will be granted for the repeated course. Courses completed with a passing grade of D or higher may only be repeated once.

Honors List
The Honors List is published after the end of each semester and includes names of students who have earned a minimum of 14 credit hours during the semester, received no Ds, Fs, Ws, or Incompletes, and achieved a minimum semester grade point average of 3.33.

- Honors Semester grade point average of 3.33 – 3.49
- High Honors Semester grade point average of 3.50 – 3.74
- Highest Honors Semester grade point average of 3.75 or above

Unity Scholar Credit
As further recognition of outstanding scholarship, junior and senior students who have been on the Honors List in the highest honors category for the prior two semesters, and also have a cumulative grade point average of 3.75 qualify for the title of “Unity Scholar” and are eligible to take up to 17 credits for the flat tuition charge in the subsequent semester.

Satisfactory Academic Progress
Students must meet the following requirements, both qualitative and quantitative to be considered to be in good academic standing, and eligible for Federal and Institutional Financial Aid. Students not meeting the academic minimums necessary to progress toward a degree are provided with specific requirements to achieve good academic standing, which they must meet within a defined time period. Academic standing is evaluated at the end of each semester.

Good academic standing is defined as:

- **Receiving credit for at least 67% of Total Attempted Credits.** All students must complete 67% of their attempted credits in order to remain in good academic standing. To find this percentage, divide the number of credits you have earned by the number of credits you have attempted. (Total attempted Credits is defined as the total number of credits a student is enrolled in at the end of the Add/Drop period of each semester, and cumulatively includes all accepted transfer credits.)

- **Maintaining the minimum Cumulative Grade Point Average requirement as follows:**

<table>
<thead>
<tr>
<th>Credits Earned (including accepted transfer credits)</th>
<th>Minimum Cumulative GPA grade required (CGPA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 23</td>
<td>1.70</td>
</tr>
<tr>
<td>24 – 47</td>
<td>1.80</td>
</tr>
<tr>
<td>48 &amp; above</td>
<td>2.00</td>
</tr>
</tbody>
</table>

All transfer credits accepted by Unity College towards a student’s program count towards total cumulative credits. However these credits will not be calculated in the cumulative GPA.

- **Being mathematically able to complete your degree program in a timeframe of no more than 150 percent of your program’s average length.** You must be able to complete your 4 year degree in no more than 6 years of study.

Failure to meet the minimum standards: Failure to meet the minimum standards of satisfactory academic progress will result in a student being placed on **warning**. Warning, a one semester time period, allows the student time to achieve good academic standing with no other consequences. Should a student not meet the outlined requirements to be in good standing after their semester of **warning**, they will be automatically suspended from the College, and from receiving Federal and Institutional Financial Aid.

The College reserves the right to suspend or dismiss a student from the College at any time when academic work is unsatisfactory or when conduct is deemed detrimental to the teaching and learning goals of the College community. Suspension may be appealed by the student.

**Appeal of Financial Aid Suspension and Academic Dismissal** a student, who documents, in writing, extenuating circumstances that could not be prevented, may request reconsideration of academic standing from the Academic Regulations Committee. Students must submit their appeal within 15 days after final official grades are posted to the student portal.

Appeals are submitted to Registrar@unity.edu or by mail:
Unity College Academic Regulations Committee
c/o Registrar’s Office
90 Quaker Hill Road
Unity, Maine 04988

In addition to the student’s written appeal, the committee may consider documented feedback from faculty and staff in a position to know the student’s work well, letters of support, other documentation received from the student or other offices on campus. The committee’s determination will be based upon evidence of extenuating circumstances beyond the student’s control, as well as the student’s likelihood for success upon readmission. The student will be notified of the committee’s decision no later than 10 days after receipt of the student’s written appeal. Students who successfully appeal their suspension will be placed on **probation**. Students must meet the requirements to be in good academic standing within their one semester **probation** period to continue attendance, and receive Federal and Institutional Financial Aid. Students for whom it is mathematically impossible to achieve good standing in the one
semester probation will be placed on an academic plan. An academic plan allows the student additional time to obtain good academic standing.

This individualized plan is created with the Registrar, and reviewed by the Director of Financial Aid. The plan will have quantitative and qualitative goals that the student must meet in the outlined time frame of the plan. This may include certain progress levels at the end of specific semesters. Failure to meet the outlined plan will result in academic and financial suspension. A student may not appeal a second time for the same circumstance. If the student believes that she or he did not receive proper due process in the appeal to the Academic Regulations Committee, she or he may appeal their academic dismissal to the Chief Academic Officer for admittance to the college. Financial aid decisions made by the Academic Regulations committee are final.

The appeal must be written, and may be submitted by regular or electronic mail or in person. It must be submitted no later than 10 working days after the date of notification of the Academic Regulations Committee’s decision. It must document how the appeal process was procedurally inappropriate in light of the timeline, criteria, and method of review published in the catalog.

Appeals are submitted by email to ChiefAcademicOfficer@unity.edu or by mail to:
Unity College
ATT: Chief Academic Officer
90 Quaker Hill Road
Unity, Maine 04988

The Chief Academic Officer may seek additional information or documentation from the Academic Regulations Committee, the student, or other parties as appropriate, and upon review of the record will make a determination on whether satisfactory due process was provided to the student. The student will be notified of the decision no later than 10 working days after the Chief Academic Officer received the appeal. The decision will be final.

Add/Drop
During the first six school days (eight calendar days) following registration, students may add or drop courses for the 15-week session through the student portal. Students should meet with their advisor before adding or dropping a course. Reductions below 12 credit hours during the six add/drop days will result in an appropriate tuition charge and financial aid reduction. The drop period for the three-week session will be during the first two days of classes.

Advanced Standing
Students may also qualify for advanced standing through several types of examinations.

- **The College Level Examination Program (CLEP)**
  Sponsored by the College Entrance Examination Board, CLEP, is a nationally recognized program of credit by examination. CLEP examinations are administrated monthly throughout the calendar year. Lists of times and examinations are available by writing:

  College Level Examination Program
  888 Seventh Avenue
  New York, New York 10019

  or by visiting www.clep.org.

Unity will award a maximum of 30 credit hours for CLEP examinations in specific areas. CLEP credits are subject to transfer credit limitations.

- **Computer Proficiency Requirement**
  Computer proficiency is required of all students who enroll at Unity College. All students will be required to take the Computer Proficiency exam unless they have accepted transferrable credits in Computer Science. In the fall semester, students will be given the computer proficiency exam information.
Students who successfully pass the exam will have completed the general degree requirement of computer proficiency. There will be no credit awarded for the completion of the computer proficiency exam. Students who do not successfully complete the exam will be required to register for LR 1222 Introduction to Computer Applications in the next semester in which the course is offered.

- **Advanced Placement**
  This is a program offered by the College Entrance Examination Board to allow highly motivated students advanced entry by means of placement tests. Unity College allows academic credit for work graded 3 or higher, with the exception on Biology which must be graded at a score of 4 or higher, by the College Board. High school students should consult their guidance counselors for details.

Advanced Placement credits are subject to transfer credit limitations.

- **Unity College Designated Examination for Credit (UCDEC)**
  Unity’s own test-out program, allows matriculated students to petition a faculty member to take an exam for credit in one of the courses below based upon past experience or self-directed previous study. The faculty member has to agree to give the exam for credit. The faculty member signing a UCDEC petition must be one who is currently or has previously taught that course. The courses approved for UCDEC are:

  - AE 1012 Rock Climbing
  - AE 1072 Winter Pursuits Level I
  - BI 1114 Biology: Diversity of Life
  - CL 1013 Intro to Criminal Law Enforcement
  - MA 2243 Elementary Statistics
  - PF 1023 Interp. Of Natural and Cultural Heritage
  - PY 1013 Introduction to Psychology
  - SA 3363 Soil Fertility
  - WF 2003 Animal Training

Students currently or previously enrolled in a course may not test out of that class. Students may attempt an exam for credit in an individual course only once. UCDEC credits are subject to transfer credit limitations.

To gain credit, a student must submit the UCDEC petition, signed by the cooperating instructor and the Dean, and the Registrar’s office at least 48 hours before the exam is scheduled to be given. A student must receive a minimum score of 70% to pass the exam and receive credit. A fee of $100 will be billed to the student’s account for the UCDEC.

Upon successful completion of the UCDEC, the student is awarded credit for the course. UCDEC credits are granted on a Passing(P)/Unsatisfactory(U) basis only, and do not affect a student’s grade point average.

- **International Baccalaureate**
  Unity College accepts credits from the International Baccalaureate Diploma Programme for courses graded with a 5 or higher if applicable to the student’s major at Unity College.

International Baccalaureate credits are subject to transfer credit limitations.

**Attendance in Classes**
Students are expected to be on campus and attending classes on the first day of the semester. Students not in attendance on the first day are not excused from classes. Students are also expected to attend all classes scheduled for each course in which they are enrolled.

**Auditing a Course**
A regularly enrolled student may audit the lecture portion of any course with written permission from the instructor and one payment of a fee of $50 per credit, assessed separately from regular tuition fees.

Laboratories, studios, and outdoor skills courses are specifically excluded from audit. The course thus attended will be entered on the student’s transcript with the notation “Audit” “No grade will be assigned.
The instructor’s sole responsibility will be to certify the student’s attendance. The student will be responsible for insuring that the instructor is aware of his/her attendance at each class session. Taking examinations and turning in homework, papers, and other exercises to be graded are optional at the instructor’s discretion.

If the student later decides to obtain credit in the course audited, this can be done only by enrollment in and completion of the full requirements of the course, not via the Unity College Designed Examination for Credit. Auditing is defined as follows: students may attend the lectures of the course and perform as much of the assigned course work as they wish.

**Associate Program, Unity College**
Residents of the State of Maine may take any scheduled course offered by Unity College for a fee of $100, plus any fees associated with the course, on a space-available basis. They receive no college credit. This program is designed to be for personal enrichment. Unity College Associate students are limited to one course per semester and may not participate in laboratories of a course or attend field trips to off-campus sites. Unity College Associates are not permitted to sign up for travel courses. Instructors of courses are not obligated to grade papers, projects, or give feedback to these students on their work in the course.

**Completion Rate**
Federal regulations require the reporting of six year cohort completion rates for all students. The completion rate for full-time, first-time bachelor’s degree-seeking undergraduate students who entered Unity College in the fall of 2009 was 54 percent as of August 31, 2015.

Federal reporting does not include students who transfer into Unity College as part of federal completion rates. The completion rates below are for all students who entered Unity College in the fall of 2009. This will include first time freshman as well as transfer students.

- Graduated in 4 years: 47%
- Graduated in 6 years: 52%

**Courses of Instruction and Levels**
Courses numbered in the 1000s are introductory. Courses numbered in the 2000s are intended for students who are sophomores or above. Courses numbered in the 3000s are intended for juniors and seniors, and courses numbered in the 4000s are generally intended for students specializing in a given academic area. The prerequisites listed for each course will give students further guidance as to when you should take that course in your academic program.

**Lower-division courses** (1000 and 2000 level) generally focus on foundational theories, concepts, perspectives, principles, methods, and procedures of critical thinking in order to provide a broad basis for more advanced courses. The primary intent of lower-division coursework is to equip students with the general education needed for advanced study, to expose students to the breadth of different fields of study, and to provide a foundation for specialized upper-division coursework. Such courses have one or more of the following purposes:

- To acquaint students with the breadth of (inter) disciplinary fields in the arts, humanities, social sciences, life sciences and physical sciences, and to the historical and contemporary assumptions and practices of professional fields.
- To introduce essential skills of literacy (e.g., information gathering, reading, and writing), language, (e.g., oral communication and language and culture other than English), mathematics, and technology sciences to prepare for continuing work in any field of higher education.
- To lay the foundation for upper-division coursework and to begin development of analytical thinking and theoretical application.

**Upper-division courses** (3000 and 4000 level) are in-depth, specialized, advanced courses which emphasize problem-solving, analytical thinking skills, and theoretical applications. These courses often build on the foundation provided by the skills and knowledge of lower-division education. Upper-division courses may require the student to synthesize topics from a variety of sources. Upper-division courses may also require greater responsibility, or independence on the part of the student. Thus, many intermediate and all advanced baccalaureate courses in a field of study are properly located in the upper-division. In addition, disciplines that depend heavily on
prerequisites or the body of knowledge of lower-division education may properly be comprised primarily of upper-
division courses. Such courses have one or more of the following purposes:

- The in-depth study or application of theories and methods and the understanding of their scope and
  limitations.
- The refinement of essential skills and interpretation associated with the baccalaureate.
- The development of specific intellectual and professional skills designed to lead to post-baccalaureate
  employment, graduate study, or professional school.

**Course Enrollment/Attendance Policy**
Unity College does not allow students to “sit in” on a class for no credit. Until a student is officially enrolled in
a course, they are not permitted to attend class, submit assignments, or take tests. Exceptions include students
who are enrolled as auditing the course. Students who are not officially registered for a course or do not appear
on the course roster after the end of the add/drop period should be referred to the Registrar’s office for
documentation based on their circumstance.

Special permission may be obtained for prospective students or the public to sit in on an occasional class but
not an entire course. Please contact the Registrar’s Office for more information.

**Course Load**
The maximum load in a semester is limited to 18 credit hours, with no more than three laboratory or workshop courses.
All exceptions to a maximum load must be approved by the Registrar.

**Credit Hour**
Unity College’s credit hour is a semester hour, the standard measure of progress toward a degree at most institutions.
For most standard lecture courses, it represents 50 minutes of class time each week of the semester and two hours
of out of class work. The class time, out of class work, and credits will vary, however, for other types of courses,
such as laboratory sciences, studio arts, and field-oriented courses. For further information on course credit hours,
please contact the Registrar.

**Diploma, Registering for**
There are two dates each year when degrees are conferred: the last week in December and in May. The deadline for
submitting an Application for Degree or the Request to Participate in Graduation is September 15th for December
graduation and February 15th for May graduation. Upon presentation of either application in the Registrar’s office,
students will be billed a $100 fee. Diplomas are not handed out at the commencement ceremony. Processing
completion of degree requirements may take up to 30 days. Diplomas will be mailed once the academic records are
certified and all financial obligations to the College have been resolved.

**Participation in the Commencement Ceremony**
Unity College celebrates Commencement with an official ceremony each May.

The following students are invited to participate in the ceremony:
- Students who have met all academic requirements and received their diploma at the end of the
  preceding fall semester.
- Students who will meet all graduation requirements set forth by Unity College at the conclusion of
  the spring semester.
- Students who are within six credits of meeting all of the graduation requirements set forth by
  Unity College.

There are two ways to request to participate in the May commencement ceremony (see below)

1. Students who will meet all graduation requirements set for by Unity College at the conclusion of the spring
   semester must:
   - Have a degree audit completed by the Registrar’s office.
• Submit an Application for Degree by the February 15th deadline.
• Will be billed a $100 fee.

2. Students who are within six credits of meeting the graduation requirements and would like to request to participate in Commencement:
   • Must submit a Request to Participate form by the designated deadlines: September 15th for December graduation; February 15th for May graduation. Included with the request must be an academic plan to complete the remaining requirements. Before a decision for approval can be made, the Request to Participate form and academic plan must be submitted to the Registrar’s Office.
   • Will be billed a $100 fee.
   • May participate in a Commencement Ceremony only once. You may not participate again after completing all of your requirements.
   • Student’s name will appear in the Commencement program the year that they participate in Commencement only.
   • Students who have not completed all graduation requirements are not eligible to receive awards associated with commencement.
   • It will be the student’s responsibility to complete the outstanding degree requirements and submit proof of completion to the Unity College Registrar’s Office.
   • Students who plan to earn the outstanding requirements at an institution other than Unity College must have their coursework preapproved by the Unity College Registrar’s Office. It is the student’s responsibility to have official transcripts sent directly to the Registrar’s Office at the conclusion of the coursework to confirm the receipt of credits.
   • Once the completion of requirements has been verified, a diploma will be issued at the next available conferral opportunity (December or May). The diploma will be mailed to the student within six weeks of their conferral date.

**Diploma, Replacement Copies**
Graduates may request a replacement diploma if their original diploma has been lost or destroyed. Replacement diplomas shall carry all information contained on the original except that all signatories will be current administrators. Graduates requesting a replacement diploma will be subject to the current fee for such diplomas. Each replacement diploma will carry a “replacement” notation.

**Diplomas, Unclaimed**
Unclaimed, undeliverable or withheld diplomas are retained in the Registrar’s Office for a period of five years after which they may be destroyed. Graduates wishing to replace an unclaimed, destroyed diploma must purchase a replacement diploma as described above.

**Directed Study**
Under exceptional circumstances, you may pursue the subject matter of a regular course in the College course inventory during a semester (or at any time) when the course is not scheduled to meet. The contact hours and assignments should be comparable to those of the regularly scheduled class, unless other arrangements are approved by the Dean. All directed studies must be approved by the appropriate Dean.

**Double Majors**
Double majors or dual majors consist of two majors attached to a single degree, as opposed to two separate degrees each with its own field of study. Students may complete double majors, provided that at least 21 credit hours satisfy the requirements of one major and are separate and distinct from credit hours taken to satisfy the requirements of the other major. Both majors must be completed in the same semester. If the double majors are in a BA and a BS degree, then the student will choose which single degree is awarded.
Extended Absence
Once a period of enrollment begins, if a student needs to be away from campus for more than three consecutive class days based on either a personal or medical issue, the Registrar’s Office should be notified immediately so that an official notification can be sent to all of the student’s instructors and their advisor. The exact reasons need not be revealed to the Registrar’s Office if there is a confidentiality issue.

Final Examination Period
Each semester includes three days scheduled for final exams. All final examinations must be given during the scheduled time during the examination period. Examination schedules are posted before the beginning of each semester on the college’s website. Students with three or more examinations on one day may petition the Registrar to reschedule one examination.

Independent Study
Independent study is advanced work that allows students to go beyond existing course work to investigate a topic or hypothesis. The subject matter should be one that is not normally covered in regular course work. The work is supervised and evaluated by a faculty member and culminates in a significant paper or report. The independent study should be focused on a clearly defined subject matter of genuine intellectual and academic substance. Students interested in doing independent study are encouraged to discuss with faculty members their ideas and the feasibility of earning credit. Independent studies are variable credit from one (1) credit to three (3) credits.

Medical Withdrawal from the College
Students may request a medical withdrawal when an illness or injury occurs that makes it impossible for the student to continue with classes. A medical withdrawal may be used in response to matter of both physical and mental health. To be recorded as a medical withdrawal, documentation from a licensed medical practitioner must be submitted to the Dean of Student Affairs outlining the nature of the illness or injury and confirming that the student would not be able to complete course work as a result. Medical withdrawals will be dated according to the date that the college was notified of the intent to withdraw. As with official withdrawals, resident students are expected to leave campus as soon as possible after the withdrawal. The regular refund policies of the college apply. Medical withdrawals can be recorded up to the last day of class for the semester and are never retroactive (all documentation from a medical professional must be received before the last day of classes for the withdrawal to be considered medical). In the case of a medical withdrawal, all grades are recorded as “W” regardless of the time in the semester and all relevant offices and professors will be notified.

A student may also be required to take a medical withdrawal at the request of the College when a student’s illness or associated behaviors present a risk to the safety of the student or others or are significantly disruptive to the community. The Dean of Student Affairs in consultation with medical professionals will make the determination of when a mandatory medical withdrawal will be required and by what date the student must leave campus.

Students who have taken a medical withdrawal are eligible to apply for re-activation and must do so through the Registrar’s Office. Students are strongly encouraged to take a full semester away from the college to address the medical issues before seeking to return. Depending on the situation and the time in the semester that the withdrawal takes place this may be a required condition of the withdrawal/readmission. Students who leave on a medical withdrawal will be asked to submit confirmation that they have addressed the medical condition and are ready to return to full participation in the educational program of the college. This may require documentation from a licensed medical practitioner.

Students on a medical withdrawal will receive an email address on our alumni server while they are away from the college. Notification of this change will come from the Information Technology office.
Minors
An academic minor is a specified sequence of courses totaling 18-24 credits and requiring at least nine credits of 3000 or 4000 level work. Twelve of the credits must be outside of your major degree requirements. Students are limited to declaring one minor in addition to their major(s). Minors do not lead to a degree. No substitution or waiver of courses in a minor is allowed. The college does not guarantee courses for a minor.

Operative Catalog
Unity College views the catalog as the primary contract between the college and the student. Students must follow the graduation requirements from the catalog which was in effect at the time of their matriculation, or students may, at their option elect to fulfill the requirements in any subsequent catalog, provided they were enrolled at the time the catalog was published.

In either case, the catalog is to be considered in its entirety; students may not fulfill part of their requirements from one catalog and another part from another catalog. Unity College reserves the right to change any of the statements made in the catalog by reasonable notice in a supplement or replacement publication.

Readmission
Students who previously attended Unity College and officially withdrew in good standing may be readmitted by applying to the Registrar. Students who were dismissed or who did not enroll in classes the previous semester must also apply to the Registrar. The deadlines for applying for re-admission are October 15th for spring semester and April 1st for fall semester.

Second Degree Requirements
Students desiring a second degree in addition to either their B.A. or a B.S. must complete a second residency requirement of 45 credit hours, all taken after the completion of the first bachelor’s degree.

Special Students
A special student is one who is not pursuing a degree at Unity College but wishes to take courses for undergraduate credit. Any person with a high school diploma or a graduate equivalency diploma may apply directly to the Registrar to take courses as a special student. Special students are limited to one course per semester up to a maximum of 15 credits on a space available basis. Special students who wish to matriculate must follow normal application procedures through the Unity College Admissions Office. Credits earned by a special student may be applied toward a Unity degree program. The deadline for applying as a special student are July 01 for fall semester and December 01 for spring semester. Space available will be determined on August 01 for fall semester and December 31 for spring semester.

Statement of Academic Freedom
Academic freedom is essential to the fulfillment of the educational purposes of the college. Encouragement of an atmosphere of confidence and freedom is balanced by an expectation of responsible judgment as it relates to respect for the individual and for the institution. Further, there is an obligation when expressing personal opinion to indicate it is not necessarily representative of the institution’s position. There shall be freedom from any censorship, threat, restraint, or discipline by the college with regard to the pursuit of truth in the performance of teaching, research, publishing, or public service. This position is in keeping with the Statement of Academic Freedom and Tenure as published in 1940 and revised in 1990 by the American Association of University Professors (AAUP).

Status/Full-Time and Part-Time
A full-time student is matriculated into a degree program and carries a minimum of 12 credit hours in a semester.

A part-time student is matriculated into a degree program, but carries fewer than 12 credit hours in a semester. Students are billed as full-time students for 12 to 16 credit hours, and financial aid is awarded on the basis of at least 6 credit hours of enrollment.

Time Limit
Students enrolled in a degree program may continue to work toward their degree program under the requirements
which were in effect at the time they matriculated, providing there have been no breaks of more than 24 months. Students who have a break of more than 24 months must then meet requirements of the catalog in effect at the time they reenter the college. The college reserves the right to make substitutions for courses which are no longer offered.

Transfer Credits
Transfer Credits may be awarded up to a maximum of 90 credit hours in a bachelor’s program (30 in an associate degree) for work successfully completed with a grade of C or better at accredited institutions of higher learning. Courses counting as electives may not exceed 40 credits. Courses offered for transfer should be comparable to courses at Unity, but other courses will be considered if appropriate to the applicant’s program of study. Incoming transfer students should refer to individual course descriptions to determine when those courses scheduled on an alternate year basis will be offered. All final official college transcripts must be part of the student’s academic file prior to August 1st for students enrolling in the fall semester and the first day of classes for students entering in the spring semester. If final transcripts are not received before the designated times, the initial transfer evaluation will be revised and credit will not be awarded.

Veteran Students
Unity College welcomes applications from veterans as well as from active duty military personnel, reservists, the National Guard, widows and widowers of veterans, and war orphans. A student wishing to be considered for educational benefits from the Veterans Administration must submit copies of discharge papers (DD-214) and, if applicable, marriage licenses and birth certificates of dependents, along with the appropriate applications to the Registrar’s office. Official transcripts of any previous training must also be submitted to the veteran’s office. Dependents of deceased or service-connected disabled veterans must contact the veteran’s center that holds the veteran’s records, and inform the center of their intention to attend Unity College.

The degree programs of Unity College are approved by the Maine State Approving Agency for Veterans Education Programs for persons eligible for educational benefits (GI Bill®) from the U.S. Department of Veteran Affairs. Students who have questions about their eligibility should visit the Veterans Administration web site at www.gibill.va.gov or call 888.442.4551. Students who request veteran’s educational assistance are required to have all previous post-secondary experience evaluated for possible transfer credit in order to be eligible for benefits. For more information, contact the Unity College Registrar.
Veteran students are expected to complete all of their registered courses each semester. Any change in academic workload must be reported to the Registrar. Failure to do so may result in an overpayment.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at http://www.benefits.va.gov/gibill.

Withdrawal from the College
Students are considered officially withdrawn when they complete the withdrawal process designated by the Registrar. Grades of “W” will be recorded if the process is finished before final examinations begin. Students who fail to complete the process are liable for academic penalty, which may include a failing grade.

Students who leave the college without officially withdrawing are considered enrolled students and their grades will be recorded.

Refunds are based on the published refund schedule and determined by date of withdrawal.
The Unity College Honor Code

Every member of the Unity College community is responsible for upholding the principles of academic honesty. Personal ethics and academic community integrity should govern student action.

Academic Integrity
The Unity College Honor Code requires that students be honest in all academic and co-curricular work. By joining the Unity College Community, we express our willingness to accept the responsibilities and privileges of the academic community. Academic dishonesty threatens the mission of Unity College and potentially jeopardizes the success and safety of our community members and others.

The Honor Board administers the Honor Code. Appointed annually, it consists of two student representatives selected by the Student Government Association, two faculty members elected by the faculty, a college community member appointed by the Chief Academic Officer, and the Assistant Registrar. The Dean of Students will serve as an ex officio member. Cases of dishonesty in academic matters are referred to the Honor Board, which exists to:

- Investigate alleged violations of the Honor Code;
- Arbitrate all instances of academic dishonesty not settled to the student’s or the faculty member’s satisfaction;
- Determine if the Honor Code has been violated and to specify consequences; and
- Maintain a record of alleged infractions and subsequent findings.

All members of the Unity College community should conduct their activities so as to follow principles of academic integrity. Community members will assume that all are adhering to the Honor Code and will conduct themselves accordingly. If a community member suspects a violation of the Honor Code, he or she shall submit an Incident Report and discuss the matter with the alleged violator. If the matter is not resolved to the satisfaction of both parties, either may call for an Honor Board Hearing. Similarly, if the proceedings of the Honor Board are unsatisfactory, either party may appeal to the proper administrative channels.

All members of the Unity College Community are responsible for adhering to principles of academic integrity and for reporting breaches of academic integrity. Because understanding academic honesty is a process that takes time, sanctions for first offenses typically include an education component, while sanctions for consequent offenses become more severe, including suspension and dismissal. For this reason, it is imperative that incident reports are submitted for all cases of academic dishonesty.

Academic dishonesty includes, but is not limited to, the following:

**Plagiarism:** We acknowledge the difference between citation errors, in which a writer incorrectly cites a source, and plagiarism, in which a writer engages in any of the following:

- Quoting, summarizing, or paraphrasing any part or all of a source without acknowledging the source in the text of any work.
- Incorporating any information—data, statistics, examples, etc. — that is not common knowledge without attributing the source of that information.
- Using another’s images, sounds, opinions, research, or arguments without attribution.
- Failing to follow fair-use policies, which dictate informal acknowledgement or formal citation depending upon the context and assignment.
- Submitting work that someone else completed.
- Submitting an assignment for one class in another class without approval of both instructors.
Cheating:

• Submitting an assignment for one class in another class without approval.
• Claiming credit for work not done independently (excluding college support services such as the LRC) without giving credit for aid received.
• Seeking out, accepting, or actively aiding in any unauthorized collaboration or communication during examinations. This includes but is not limited to sharing answers and using technology without prior permission.

Misrepresentation:

• When someone other than the student enrolled in the course completes any part of the coursework.

Falsification:

• Falsifying or deliberately misrepresenting data and/or submission of work.

Nondiscrimination/Harassment/Equal Opportunity Policy

Unity College values a diverse college community where all individuals are treated with respect and dignity. The college is committed to providing a learning and working environment that is free of illegal discrimination, harassment or retaliation. Illegal discrimination, harassment, or retaliation of individuals of the campus community are against our policy and will not be tolerated.

Unity College does not discriminate on the basis of race, color, ancestry or national origin, religion, sex, sexual orientation, marital status, age, disability, veteran status, or other status protected under local, state or federal laws in the recruitment and admission of students, educational policies and procedures, and in the recruitment and employment of employees. We offer reasonable accommodation to applicants and to qualified individuals with disabilities, including accommodation in the application process.

Unity College is an equal opportunity employer and operates in accordance with federal and state laws regarding non-discrimination.

Harassment is verbal or physical conduct that denigrates or shows hostility or aversion toward an individual that may involve any of the protected categories listed. Harassment on the basis of these protected characteristics is against the law and the policy of the college. Examples of prohibited harassing conduct include but is not limited to; epithets, slurs, or negative stereotyping; threatening, intimidating, or hostile acts; denigrating jokes; written or graphic material that denigrates or shows hostility or aversion toward an individual or group; sexually-oriented conversation; or visual display of sexually suggestive pictures or objects.

These policies apply to all students and employees and are related to conduct engaged by fellow employees, students, or third parties with whom students and employees interact with in the course of their learning or jobs. Those that experience or witness discrimination, harassment or retaliation are encouraged to promptly report to the Dean of Student Affairs (students) or the Director of Human Resources (employees), who will investigate complaints. The type of discipline will be determined by reflecting on the severity of the conduct, up to and including a suspension or termination from school or dismissal from the college.
The Family Educational Rights and Privacy Act of 1974 (and Amendments)

Annual Notice of Student Education Records and Information Rights

The Family Educational Rights and Privacy Act (FERPA) afford students certain rights with respect to their educational records. These rights include:

**Inspection of Records**
A student has the right to inspect and review his or her education records within 45 days of the day the College receives a request for access. A student should submit to the Registrar a written request that identifies the record(s) the student wishes to inspect. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected in the presence of a campus official.

**Amendment of Records**
A student has the right to request the amendment of his or her education records that the student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.

A student who wishes to ask the College to amend a record should write the Registrar, clearly identify the part of the record the student wants changed, and specify why it is inaccurate or misleading.

If the College decides not to amend the record as requested, the College will notify the student in writing of the decision and the student’s right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

**Disclosure of Records**
Unity College must obtain a student’s written consent prior to disclosure of personally identifiable information contained in education records except in circumstances permitted by law or regulations, some of which are summarized below.

**Directory Information**
Unity College designates the following student information as directory information that may be made public at its discretion: name, address, telephone listing, e-mail address, photograph, date and place of birth, major field of study, grade level, enrollment status, most recent educational agency or institution attended, and student ID number or other identifier other than a Social Security number (but only if the identifiers cannot be used to gain access directly to education records without one or more other factors such as a password), participation and grade level of students in officially recognized activities and sports, height and weight of student athletes, dates of attendance in the college, degrees, honors and awards received, and photographs and videos relating to student participation in campus activities open to the public.

Students who do not want the college to disclose directory information must notify the Registrar’s Office in writing by September 15th or within thirty (30) days of enrollment, whichever is later. This opt-out request will remain in effect unless and until it is rescinded.

**School Officials with Legitimate Educational Interests**
Education records may be disclosed to school officials with a legitimate educational interest. A school official has a legitimate educational interest if he/she needs to review an education record in order to fulfill his/her professional responsibility. School officials include persons employed by the college as an administrator, supervisor, academic or research faculty or staff, or support staff member (including health or medical staff and law enforcement unit personnel); persons or companies with whom the college has contracted to provide specific services (such as attorneys, auditors, medical consultants, field placement supervisors and other related personnel, collection agencies, evaluators or therapists); Board of Trustee members; students serving on official committees or assisting other school officials in performing their tasks; and volunteers who are under the direct control of the college with regard to education records.
**Health or Safety Emergencies**
In accordance with federal regulations, the college may disclose education records in a health or safety emergency to any person whose knowledge of the information is necessary to protect the health or safety of the student or other individuals without prior written consent.

**Other Institutions of Higher Education**
Unity College sends student education records to other institutions to which a student seeks or intends to enroll, or is actually enrolled including disciplinary records, attendance records, disability records and health records that pertain to the student’s enrollment at Unity College.

**Other Entities/Individuals**
Education records *may* be disclosed to other entities and individuals as specifically permitted by law. Students may obtain information about other exceptions to the written consent requirement by request to the Registrar’s Office.

**Complaints Regarding Unity College’s Compliance with FERPA**
Students who believe that the College has not complied with the requirements of FERPA have the right to file a complaint with the U.S. Department of Education. The office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue
SW Washington, DC 20202
Financial Information

Charges and Payments

Basic Costs 2016-2017

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$26,370</td>
</tr>
<tr>
<td>Housing and meals</td>
<td>$10,100</td>
</tr>
<tr>
<td></td>
<td>$36,470</td>
</tr>
</tbody>
</table>

Payment Due Dates

ALL CHARGES FOR FALL SEMESTER ARE DUE IN FULL ON OR BEFORE JULY 15 FOR ALL INCOMING STUDENTS AND AUGUST 1 FOR RETURNING STUDENTS AND DECEMBER 15 FOR ALL STUDENTS FOR THE SPRING SEMESTER.

Bills are based on a full-time course load in the chosen program of study and are sent to first-time students in early April, returning students in early June for the fall semester and mid-November for the spring semester. A 1.5 percent per month late charge may accrue on all unpaid balances.

Payments can be made online at [www.unity.edu/payments](http://www.unity.edu/payments) or you may mail a check to:

Unity College
Office of Student Accounts
90 Quaker Hill Road
Unity, Maine 04988

Short Term Monthly Payment Plans

Our Interest-Free Monthly Payment Option, offered in partnership with Heartland Campus Solutions ECSI for students in good standing. Unity College defines accounts in good standing to be accounts which are paid in full in a timely fashion for prior semesters. Under these plans all amounts due to Unity College can be paid over a 5-month or 4-month period commencing on July 15th or August 15th for the Fall and November 15 or December 15th for Spring. A non-refundable $75 application fee will be charged to participate each semester in either plan. For further information and/or to participate you can visit [http://www.unity.edu/payments/unity_payment_plans](http://www.unity.edu/payments/unity_payment_plans).

Failure to Pay

Failure to pay bills in full when due may result in the revoking of Unity College privileges, including but not limited to, issuance of grades and/or transcripts, registration for subsequent semesters, participation in graduation ceremonies, and participation in registered classes and examinations. It is imperative that a student contact the Student Accounts Office if any of the charges are disputed at 207-509-7261.

Student Expenses

Tuition and Fees

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$13,185</td>
</tr>
<tr>
<td>May Session Tuition Charges</td>
<td>$525</td>
</tr>
<tr>
<td>Course Fees</td>
<td>$75 - $1,500</td>
</tr>
</tbody>
</table>

For students taking 12-16 credit hours. Credit hours fewer than 12 or more than 16 are charged at a rate of $950 per credit hour.

Courses taken during the May session are charged at a rate of $525 per credit hour.

Course fees are associated with some of the specialized courses which require additional costs not included within the regular tuition charges.
<table>
<thead>
<tr>
<th>Service</th>
<th>Fee</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit by Examination</td>
<td>$100</td>
<td>Unity College Designed Examination for Credit. (UCDEC).</td>
</tr>
<tr>
<td>Audit Fee</td>
<td>$50</td>
<td>Separate from regular tuition and is charged per credit.</td>
</tr>
<tr>
<td>Internship/Independent Study</td>
<td>$525</td>
<td>An internship or independent study outside the regular semester enrollment is charged at a rate of $525 per credit hour.</td>
</tr>
<tr>
<td>New Student Orientation</td>
<td>$100</td>
<td>The charge for housing, meals, and activities during the new student orientation program, weekend and semester programming. Nonrefundable.</td>
</tr>
<tr>
<td>Nova</td>
<td>$400</td>
<td>Nova is a mandatory immersive program for all entering students at Unity College. This fee pays for food, camping, transportation, gear and equipment. This fee is nonrefundable.</td>
</tr>
<tr>
<td>Student Activity Fee (per semester)</td>
<td>$150</td>
<td>Funds collected are to support the student government budget.</td>
</tr>
<tr>
<td>Student Health/Insurance Fee</td>
<td>$1,450</td>
<td>Required <em>annual</em> fee. Coverage starts July 1, 2016 and ends June 30, 2017. All students are required to have coverage. However, the fee can be waived if a student is covered under another plan by submitting a waiver within their student portal.</td>
</tr>
<tr>
<td>Technology Fee (per semester)</td>
<td>$200</td>
<td>Mandatory fee to provide access to computers and related campus technologies, including college-managed e-mail accounts, internet access and a variety of software.</td>
</tr>
<tr>
<td>Graduation Application</td>
<td>$100</td>
<td>Application Fee</td>
</tr>
</tbody>
</table>

### Housing and Meals

<table>
<thead>
<tr>
<th>Service</th>
<th>Fee</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Housing Deposit</td>
<td>$125</td>
<td>A housing deposit is required of any returning Unity College Student to hold a room on an annual basis. Deposits will be nonrefundable after June 1.</td>
</tr>
<tr>
<td>Housing</td>
<td>$3,030</td>
<td>For all campus residents double occupancy. Single Occupancy may be requested for an <em>additional cost of $520/ $260 for suite style</em> (per semester) and will be available on a need and first-come, first-served, space-available basis.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Triple occupancy may be assigned when there is a shortage of residence hall space.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Cottage:</em> There will be an additional $520 charge per semester for each resident in a cottage.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Residents must abide by the Campus Plan detailed in the Unity College Student Handbook.</td>
</tr>
<tr>
<td>Meal Plan</td>
<td>$2,020</td>
<td>Unity College offers three meal plans (see Dining Services for details). A meal plan is required by each student residing on campus with the exception of the cottages.</td>
</tr>
<tr>
<td>Bundle Plan</td>
<td>$400</td>
<td>Unity College offers a 60 meal plan. This plan is available to Off-campus students and residents living in the cottages.</td>
</tr>
</tbody>
</table>
May Session

$50

In addition to course fees, $50 per day for housing and meals will be assessed for courses offered on campus.

**Miscellaneous Expenses**

<table>
<thead>
<tr>
<th>Enrollment Deposit</th>
<th>$250</th>
<th>The deposit is forfeited if you do not enroll at the College.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment Deposit (International Student)</td>
<td>$2,500</td>
<td>Cancelled deposits on or before June 15th will receive a full refund, after June 15th $250.00 will be forfeited and the remainder is refunded.</td>
</tr>
</tbody>
</table>

**Refund Add/Drop Policy**

**Tuition and Fees**

Courses may be added or dropped during the add/drop period without additional costs if credit hours fall between 12-16 credit hours. Students taking more than 16 credits are charged an additional fee per credit hour. Students taking fewer than 12 credit hours are charged for credit hours taken.

Housing and Meal Plans are billed on a semester basis; The student is obligated to pay appropriate room and board fees for the full academic year and to abide by all policies as specified in the Unity College Catalog and Student Handbook unless a formal appeal to be released from one or more of these obligations is filed with and approved by the Dean of Students.

**Refund Schedule for Tuition, Room and Board and Applicable Fees**

If a student officially withdraws from the College or the housing and/or meal plan, the following reductions will be made:

<table>
<thead>
<tr>
<th>Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to the first day of classes</td>
</tr>
<tr>
<td>1-5 calendar days</td>
</tr>
<tr>
<td>6-12 calendar days</td>
</tr>
<tr>
<td>13-19 calendar days</td>
</tr>
<tr>
<td>20-26 calendar days</td>
</tr>
<tr>
<td>27 or more calendar days</td>
</tr>
</tbody>
</table>

**May Session**

<table>
<thead>
<tr>
<th>Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to the first day of class</td>
</tr>
<tr>
<td>1-2 calendar days</td>
</tr>
<tr>
<td>3-4 calendar days</td>
</tr>
<tr>
<td>5 calendar days</td>
</tr>
<tr>
<td>More than 5 calendar days</td>
</tr>
</tbody>
</table>

Students receiving any federally sponsored financial aid, such as Federal Pell Grants, or Federal Stafford Loans, are subject to a separate Federal policy pertaining to the amount of those federal funds they may retain when they withdraw from the college during an academic semester. This policy called, *The Return of Title IV Funds Policy*, prorates available aid based on the amount of the semester completed. Written examples of the refund calculations are available upon request from the financial aid office, as well as any further information that may be needed pertaining to the refund or return of Title IV Funds process.

Whenever applicable refunds are determined and any federally sponsored programs are involved, the following federally prescribed order of refund distribution is required.
Refund Distribution
Prescribed by Law and Regulation TOTAL REFUND
Unsubsidized Federal Stafford Loan
Subsidized Federal Stafford Loan
Federal Perkins Loan
Federal PLUS Loan
Federal Pell Grant
FSEOG
Other Title IV Aid Programs

Financial Aid
Many students and their parents assume that attending a private college will cost too much or that their income is too high for them to qualify for financial aid. Often these assumptions are not correct. Financing a college education is not easy. It involves a significant commitment on the part of students and parents, but in most instances financial aid will make it possible for a student to attend a private college often at a cost similar to costs at state colleges or universities. In any case, you will never know whether you can afford to attend Unity College unless you apply for admission and financial aid.

Unity College will continue to do everything possible to make it financially possible for qualified students to attend. Approximately ninety percent of Unity students receive financial assistance.

In accordance with Federal Regulations, Academic Progress is reviewed at the end of each semester. The Unity College policy related to Academic Progress, can be found under the “Satisfactory Academic Progress” section of this catalog. If you have questions about this policy you may contact the Financial Aid office.
Resources on Campus

The mailing address for all Unity College correspondence is:

Unity College
90 Quaker Hill Road
Unity, ME 04988-9502

The switchboard number is 207-509-7100
The website is www.unity.edu

All numbers are in the 207 area code.

<table>
<thead>
<tr>
<th>DEPARTMENT</th>
<th>RESOURCE AND LOCATION</th>
<th>PHONE NUMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Advisement</td>
<td>Registrar’s Office</td>
<td>509-7219</td>
</tr>
<tr>
<td>Academic and Faculty</td>
<td>Chief Academic Officer</td>
<td>509-7297</td>
</tr>
<tr>
<td>Admissions</td>
<td>Allison M. Hall Welcome Center</td>
<td>1-800-624-1024</td>
</tr>
<tr>
<td>Alumni</td>
<td>Alumni Relations Coordinator</td>
<td>509-7145</td>
</tr>
<tr>
<td>Athletics</td>
<td>Director of Athletics</td>
<td>509-7283</td>
</tr>
<tr>
<td>Bookstore</td>
<td>Founders Hall North</td>
<td>509-7208</td>
</tr>
<tr>
<td>Career Development</td>
<td>Career Services</td>
<td>509-7213</td>
</tr>
<tr>
<td>Community-Based Learning</td>
<td>Community-Based Learning Coordinator</td>
<td>509-7273</td>
</tr>
<tr>
<td>Diversity/Equal Employment Opportunity</td>
<td>Director of Human Resources</td>
<td>509-7168</td>
</tr>
<tr>
<td>Development/Fundraising</td>
<td>Chief Fundraising Officer</td>
<td>509-7145</td>
</tr>
<tr>
<td>Dining Services</td>
<td>Director of Dining Services</td>
<td>509-7264</td>
</tr>
<tr>
<td>Disabilities Counselor</td>
<td>Learning Specialist</td>
<td>509-7177</td>
</tr>
<tr>
<td>Distance Education</td>
<td>Chief Distance Education Officer</td>
<td>509-7156</td>
</tr>
<tr>
<td>Emergency Calls</td>
<td>Public Safety Office</td>
<td>509-7232</td>
</tr>
<tr>
<td>Department</td>
<td>Contact Information</td>
<td>Phone Number</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>-------------------------------------------------</td>
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</tr>
<tr>
<td>Financial Aid</td>
<td>Financial Aid Office</td>
<td>509-7235</td>
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<tr>
<td></td>
<td>Founders Hall North</td>
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<tr>
<td>Health and Counseling Services</td>
<td>Harrison Aldrich Wellness Center</td>
<td>509-7126</td>
</tr>
<tr>
<td>Housing and Residence Life</td>
<td>Director of Residence Life</td>
<td>509-7284</td>
</tr>
<tr>
<td></td>
<td>TerraHaus</td>
<td></td>
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<tr>
<td>Information Technology</td>
<td>Help Desk</td>
<td>509-7110</td>
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<tr>
<td></td>
<td>Founders Hall North</td>
<td></td>
</tr>
<tr>
<td>Learning Resource Center</td>
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