



Unity College
Distance Education Catalog
Academic Year 2018-19

Contents

Academic Year 2018-19	1
A Note from President Khoury	8
SECTION 1: INTRODUCTION	9
The Unity College Mission	9
The Unity College Distance Education Catalog	9
Statement of Accreditation	10
SECTION 2: UNDERGRADUATE ACADEMIC PROGRAMS	10
Environmental Criminal Justice Completion Degree	10
Environmental Studies Completion Degree	12
Sustainable Business Management Degree	14
Wildlife Conservation Bachelor's Degree	15
SECTION 3: GRADUATE ACADEMIC PROGRAMS	17
M.S. In Professional Science Program Goals	17
M.S. in Professional Science: Sustainability Science	18
M.S in Professional Science: Sustainable Natural Resource Management	19
M.S in Professional Science: Environmental Geographic Information Science (GIScience)	20
M.S. in Professional Science: Conservation Law Enforcement	22
Sustainable Master of Business Administration Program Goals	23
Sustainable Master of Business Administration (MBA)	24
Graduate Certificates	25
SECTION 4: COURSE DESCRIPTIONS	26
Undergraduate Course Descriptions	26
BIOLOGY COURSES	26
BIOL 201 Organisms that Sustain the Earth: Understanding Plants	26
BIOL 203 Ecological Principles: Applications to Conservation and Wildlife	26
BIOL 305 Conservation Biology	27
BIOL 301 Animal Behavior: The Evolution, Ecology, and Social Behavior of Animals	27
COMMUNICATION COURSES	28
COMM 303 Communicating to Stakeholders	28
COMM 401 Using Social Media in a Global World	28
ECONOMICS COURSES	29

ECON 301 The Economics of Sustainable Development	29
ENVIRONMENTAL CRIMINAL JUSTICE COURSES	29
ENCJ 201 Criminal Justice in the Age of Globalization	29
ENCJ 203 Diversity and Law Enforcement	30
ENCJ 301 Crime Scene and Forensic Techniques	30
ENCJ 303 Homeland Security and Emergency Management	31
ENCJ 305 Natural Resource Law and Policy	31
ENCJ 401 Environmental Compliance and Regulation	32
ENCJ 403 Administrative Structure and Criminal Justice	32
ENCJ 405 Environmental Criminology	32
ENVIRONMENTAL PROFESSIONAL CORE COURSES	33
EVPC 201 Environmental Issues: Deforestation, Biodiversity Loss, and Overpopulation	33
EVPC 202 Environmental Issues: Energy, Water Scarcity, and Waste	33
EVPC 301 Environmental Justice	34
EVPC 305 Building a Better World: Ethical Decision-Making	34
EVPC 401 Transformational Leadership	34
EVPC 490 Transdisciplinary Capstone	35
ENVIRONMENTAL STUDIES COURSES	35
ENVS 101 Sustainable Solutions to Globalization	35
ENVS 201 The Warming Planet: Understanding Climate Change	36
ENVS 301 Building Sustainable Communities	36
ENVS 303 Social Science for Environmental Professionals	36
FINANCE COURSES	37
FINC 301 Environmental Accounting	37
FINC 401 Financing a Sustainable World	37
GIS COURSES	38
GISC 101 Introduction to GIS for Environmental Solutions	38
MANAGEMENT COURSES	38
MGMT 201 Understanding the Sustainable Business Landscape	38
MGMT 301 Starting Your Small Non-Profit	39
MGMT 303 Strategic Management for Social Change	39
MGMT 403 Global Supply Chain Operations: Greening Your Business	39
MGMT 405 Using Data for Sustainable Business Decisions	40

MARKETING COURSES	40
MKTG 301 Environmental Marketing and Branding	40
MATH COURSES	41
MATH 401 Statistics for Wildlife Professionals	41
PSYCHOLOGY COURSES	41
PSYC 101 Introduction to Psychology	41
PSYC 301 Environmental Psychology	41
WILDLIFE CONSERVATION COURSES	42
WCON 201 Wildlife Plant Identification: Wildlands and Wildlife Habitat	42
WCON 301 Human Dimensions of Wildlife Conservation	42
WCON 303 Life History and Identification of Birds & Mammals	43
WCON 305 Wildlife Conservation Genetics	43
WCON 307 Humans, Parasites, and Wildlife: Understanding the Impact of Insects on Wildlife	44
WCON 403 Habitat Management for Wildlife and Fisheries	44
WCON 405 Population Management for Wildlife and Fisheries	45
Graduate Course Descriptions	45
CONL 505 Conservation Law Enforcement Management	45
CONL 510 Operational Human Resources Management	45
CONL 515 Advanced Wildlife Enforcement	46
CONL 520 Judicial Procedure and Evidence Management	46
CONL 525 Conservation Law Enforcement and Public Policy	46
CONL 530 Social Science Research Methods	46
CONL 605 Leadership and Ethical Decision-Making	46
CONL 610 Diversity in Conservation Law Enforcement	46
CONL 690 Conservation Law Enforcement Graduate Capstone	47
GISC 505 GIS and Remote Sensing for Environmental Solutions	47
GISC 510 Advanced GIS and Remote Sensing for Ecological Applications	47
GISC 515 Environmental Research Methods	47
GISC 520 Creating Maps and Graphics of Ecosystem Change	48
GISC 525 Project Development for Environmental Problem Solving	48
GISC 605 Modeling Our Changing World	48
GISC 690 Environmental GIScience Capstone	48

PROF 505 Strategic Management of Innovation	49
PROF 510 Communication for Environmental Professionals	49
PROF 515 Ethical Practice and Policy	49
PROF 590 Capstone I	49
PROF 690 Capstone II	49
SBUS 505 Accounting and Finance for Sustainable Business	50
SBUS 510 Humans, Climate, and Business	50
SBUS 515 Ecological Economics	50
SBUS 520 Global Impact of Capital Markets	50
SBUS 525 Designing Successful Teams & Organizations	51
SBUS 530 Business Ethics for 21st Century Leaders	51
SBUS 535 Marketing & Communicating Corporate Social Responsibility	51
SBUS 540 Quantitative Methods for Sustainable Solutions	51
SBUS 590 Sustainable MBA Capstone I: Planning Green Business Initiatives	51
SBUS 690 Sustainable MBA Capstone II: Implementing Green Business Initiatives	51
SNRM 505 Human Dimensions of Natural Resource Management	52
SNRM 510 Landscape Ecology	52
SNRM 515 Conservation Ecology	52
SNRM 520 Quantitative Methods	52
SUST 505 Thinking in Systems	53
SUST 510 Climate Dynamics	53
SUST 515 Leading Sustainable Change	53
SUST 520 Community Planning for Resiliency	53
SECTION 5: UNDERGRADUATE ACADEMIC GUIDELINES	54
Definition of a DE Undergraduate Credit:	54
SECTION 6: GRADUATE ACADEMIC GUIDELINES	54
Definition of a DE Graduate Credit:	54
Capstone Experience	54
SECTION 7: ACADEMIC POLICIES	55
Honor Code	55
The Family Educational Rights and Privacy Act of 1974	57
Inspection of Records	57
Amendment of Records	57

Disclosure of Records	57
Directory Information	57
School Officials with Legitimate Educational Interests	58
Grading	58
Undergraduate Grading Scale	58
Graduate Grading Scale	58
W – Withdrawal (No credit)	59
I – Incomplete (No credit)	59
Calculating Grade Point Average (GPA)	59
Change of Final Grade	60
Change of Final Course Grade - Process for Instructors	60
Appeal of Final Course Grade - Process for Students	60
Enrollment Policies	61
Course Registration	61
Course Cancellation	61
Course Load and Status	61
Attendance/Class Participation	62
Academic Standing	62
Withdrawal from the College	66
Date of Withdrawal Policy	66
Repeating Courses	67
Readmission to the College	67
Leaves of Absence and Time Limitation for Degree Completion	67
Veteran Students	68
Medical Withdrawal from the College	68
Extended Absence	69
Student Identity Verification Policy	69
Graduation	70
Application for a Degree	70
Participation in a Commencement Ceremony	70
Replacement Copies of Diplomas	70
Unclaimed Diplomas	71
SECTION 8: EXPENSES AND FINANCIAL AID	71

Cost of Attendance	71
Billing	71
Failure to Pay	71
Refund Policy	71
Failure to Participate	72
Financial Aid	72
Federal Direct Unsubsidized Loan Program	72
Private Loans	73
SECTION 9: RESOURCES	73
Academic Calendar	73
College Resources	73
Distance Education Team	73
Other Important Resources	74

A Note from President Khoury

Unity College Distance Education Students,

Congratulations and welcome to Unity College! We are very happy to welcome you to our educational community.

As I'm sure you know, Unity College is a special place. Our sustainability science educational framework, our commitment to the liberal arts, and our emphasis on transdisciplinary pedagogy give Unity an extraordinary mission and an uncommon sense of community. Welcome to a community of people determined to make powerful and positive changes in the environmental century.

I am happy you are with us, and I hope that you find your time here satisfying and rewarding.

If you need help or have questions, please reach out to your Distance Education Concierge or Chief Distance Education Officer. And let me know if there is anything I can do.

In Unity,



Dr. Melik Khoury

Unity College President



SECTION 1: INTRODUCTION

The Unity College 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.

The Unity College Distance Education Catalog

The Distance Education Catalog contains the policies, procedures, and guidelines applicable to the Distance Education Strategic Education Business Unit (SEBU) at Unity College as reviewed and approved by the Unity College Distance Education administrative team. The Unity College Distance Education SEBU currently oversees all Undergraduate and Graduate Programs. All students in those programs/courses will follow the policies and procedures outlined in this catalog.

Unity College views the *Unity College Distance Education Catalog* as the primary contract between the College and the student. Students must follow the graduation requirements from the catalog in effect at the time of their matriculation, or students may elect to fulfill the requirements of 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 program 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.

Distance Education Undergraduate Programs: Distance Education undergraduate online programs involve engagement in a small-class setting, with active-learning, and highly engaged instructor feedback and support. Undergraduate students can expect to see organized, engaging courses that teach knowledge and skills professionals need to succeed in the 21st century.

Distance Education Graduate Programs: The most visible activity of distance education graduate work is the intellectual interaction of faculty and students involved in learning and devoted to advancing professionalism in their fields. Supporting these endeavors are academic leaders who are committed to providing an atmosphere in which distance education can flourish.

By accepting admission to Unity College, students indicate that they are responsible for adhering to the policies and procedures that govern their education at Unity College. The requirements of the undergraduate and graduate programs at Unity College have been instituted so that students, faculty, and administrators are guided by a shared set of

expectations for education. We sincerely hope that awareness of these requirements allows each student a fruitful educational experience at Unity College.

Statement of Accreditation

Unity College is fully accredited by the New England Association of Schools and Colleges (NEASC) Commission on Institutions of Higher Education (CIHE). NEASC is located at 3 Burlington Woods Drive, Suite 100, Burlington, MA 01803-4514. NEASC may also be contacted by telephone at (781) 425-7785 or through their website at <http://cihe.neasc.org>

SECTION 2: UNDERGRADUATE ACADEMIC PROGRAMS

Environmental Criminal Justice Completion Degree

The B.S. in Environmental Criminal Justice prepares students for careers in natural resource agencies and law enforcement. The degree provides students with general knowledge of the methods and theories of criminology and criminal justice, with a specialized understanding of environmental policies, criminal court procedures, and social policy. The Environmental Professional Core prepares students to apply criminal justice skills to environmental careers.

Graduates of the B.S. in Environmental Criminal Justice will be able to:

1. Demonstrate proficiency in core environmental criminal justice areas (conservation and natural resource law enforcement).
2. Demonstrate proficiency in written, oral, and interpersonal communication to diverse stakeholders in law enforcement.
3. Evaluate ethical issues related to criminology and the criminal justice system as it pertains to the environment.
4. Identify issues of human rights and diversity as it pertains to environmental justice, environmental policy, criminology, and the criminal justice system.
5. Evaluate the consequences of environmental policy and practice in the administration of justice.

General Education Foundation Requirements

**Note: Disciplinary program courses can be used to fulfill any General Education Foundation requirement; Any given course can only fulfill one of the General Education Foundation courses.*

A Life Science course (Courses with a code of BIOL)

A Physical Science course (Courses with a code of ERSC, EVPC 200; ENVS)
 A Quantitative Skills course (MATH)
 A Humanities course (HUMN)
 A Language course
 A Social Science course (ENVS or SOCI or PSYC)
 An Arts course (ARTS)
 2 Communications courses – (courses with a code of COMM)
 A transdisciplinary professional capstone course

Environmental Professional Core

EVPC 201 Environmental Issues: Deforestation, Biodiversity Loss, and Overpopulation
 EVPC 202 Environmental Issues: Energy, Water Scarcity, and Waste
 EVPC 301 Environmental Justice
 EVPC 305 Building a Better World: Ethical Decision-Making
 EVPC 401 Transformational Leadership

Environmental Criminal Justice Core

ENCJ 203 Diversity and Law Enforcement
 ENCJ 201 Criminal Justice in the Age of Globalization
 ENCJ 301 Crime Scene and Forensic Techniques
 ENCJ 305 Natural Resource Law and Policy
 ENCJ 303 Homeland Security and Emergency Management
 ENCJ 401 Environmental Compliance and Regulation
 ENCJ 403 Administrative Structure and Criminal Justice
 ENCJ 405 Environmental Criminology
 BIOL 305 Conservation Biology
 COMM 303 Communicating to Stakeholders
 ENVS 101 Sustainable Solutions to Globalization
 ENVS 201 The Warming Planet: Understanding Climate Change
 ENVS 303 Social Science for Environmental Professionals
 PSYC 301 Environmental Psychology
 EVPC 490 Transdisciplinary Criminal Justice Capstone

College Wide Requirements: *A minimum of 120 earned credit hours, 24 credits at the 200 level, 30 credits at the 300 level or above, a minimum of 30 credits earned at Unity, and an overall cumulative GPA of 2.0 or above*

Environmental Studies Completion Degree

The B.S. in Environmental Studies at Unity College prepares students for a wide range of environmental careers. This transdisciplinary program provides students with a holistic understanding of environmental issues. The program teaches students to use tools and perspectives from a variety of disciplines including the natural sciences, the social sciences, and the humanities to understand the causes and consequences of environmental problems. Graduates will be able to enter a wide variety of environmental careers.

Graduates of the B.S. in Environmental Studies will be able to:

1. Reflect critically about their role as environmental actors and citizens in a global context.
2. Demonstrate proficiency in written, oral, and interpersonal communication to diverse stakeholders.
3. Understand core environmental concepts through the perspective of multiple disciplines.
4. Be able to solve environmental problems through an understanding of society, ecology, and economy, and the perspectives of multiple stakeholders.
5. Understand the importance of, and process for, consensus building and working with groups to solve environmental problems.

General Education Foundation Requirements

**Note: Disciplinary program courses can be used to fulfill any General Education Foundation requirement; Any given course can only fulfill one of the General Education Foundation courses.*

A Life Science course (Courses with a code of BIOL)

A Physical Science course (Courses with a code of ERSC, EVPC 200; ENVS)

A Quantitative Skills course (MATH)

A Humanities course (HUMN)

A Language course (LANG)

A Social Science course (ENVS or SOCI or PSYC)

An Arts course (ARTS)

2 Communications courses – (courses with a code of COMM)

A transdisciplinary professional capstone course

Environmental Professional Core

EVPC 201 Environmental Issues: Deforestation, Biodiversity Loss, and Overpopulation

EVPC 202 Environmental Issues: Energy, Water Scarcity, and Waste

EVPC 301 Environmental Justice

EVPC 305 Building a Better World: Ethical Decision-Making

EVPC 401 Transformational Leadership

Environmental Studies Core¹

Required:

COMM 303 Communicating to Stakeholders

ENVS 101 Sustainable Solutions to Globalization

ENVS 201 The Warming Planet: Understanding Climate Change

ENVS 301 Building Sustainable Communities

EVPC 490 Transdisciplinary Environmental Studies Capstone

Please work with your advisor to select 30 credits (10 courses from the following list)

ENVS 303 Social Science for Environmental Professionals

GISC 101 Introduction to GIS for Environmental Solutions

BIOL 305 Conservation Biology

BIOL 203 Ecological Principles: Applications to Conservation and Wildlife

BIOL 201 Organisms that Sustain the Earth: Understanding Plants

BIOL 301 Animal Behavior: The Evolution, Ecology, and Social Behavior of Animals

COMM 401 Using Social Media in a Global World

ENCJ 305 Natural Resource Law and Policy

ENCJ 203 Diversity and Law Enforcement

ENCJ 201 Criminal Justice in the Age of Globalization

FINC 301 Environmental Accounting

MGMT 201 Understanding the Sustainable Business Landscape

MGMT 301 Starting Your Small Non-Profit

¹ Please note: not all courses are offered every semester

MGMT 303 Strategic Management for Social Change

MKGT 301 Environmental Marketing and Branding

PSYC 301 Environmental Psychology

WCON 201 Wildlife Plant Identification: Wildlands and Wildlife Habitat

WCON 307 Humans, Parasites, and Wildlife: Understanding the Impact of Insects on Wildlife

WCON 305 Wildlife Conservation Genetics

WCON 303 Life History and Identification of Birds and Mammals

College Wide Requirements: *A minimum of 120 earned credit hours, 24 credits at the 200 level, 30 credits at the 300 level or above, a minimum of 30 credits earned at Unity, and an overall cumulative GPA of 2.0 or above*

Sustainable Business Management Degree

Unity College's B.S. in Sustainable Business Management will prepare students to be innovative sustainability business leaders. This program will provide practical expertise and professional skills to students interested in a profession that advances the sustainable business movement.

Graduates of the B.S. in Sustainable Business Management will be able to:

1. Identify sustainable solutions to business practice and products.
2. Demonstrate effective written, oral, and interpersonal communication to diverse stakeholders.
3. Analyze and evaluate environmental and business situations by applying ethical approaches to decision making.
4. Apply business concepts and approaches for managing organizational change and managing and leading people.
5. Exhibit ability to work effectively individually and in groups.

General Education Foundation Requirements

**Note: Disciplinary program courses can be used to fulfill any General Education Foundation requirement; Any given course can only fulfill one of the General Education Foundation courses.*

A Life Science course (Courses with a code of BIOL)

A Physical Science course (Courses with a code of ERSC, EVPC 200; ENVS)

A Quantitative Skills course (MATH)

A Humanities course (HUMN)

A Language course (LANG)

A Social Science course (ENVS or SOCI or PSYC)

An Arts course (ARTS)

2 Communication courses – (courses with a code of COMM)

A transdisciplinary professional capstone course

Environmental Professional Core

EVPC 201 Environmental Issues: Deforestation, Biodiversity Loss, and Overpopulation

EVPC 202 Environmental Issues: Energy, Water Scarcity, and Waste

EVPC 301 Environmental Justice

EVPC 305 Building a Better World: Ethical Decision-Making

EVPC 401 Transformational Leadership

Sustainable Business Core

COMM 303 Communicating to Stakeholders

COMM 401 Using Social Media in a Global World

ENVS 101 Sustainable Solutions to Globalization

ENVS 201 The Warming Planet: Understanding Climate Change

ENVS 301 Building Sustainable Communities

FINC 301 Environmental Accounting

FINC 401 Financing a Sustainable World

MGMT 201 Understanding the Sustainable Business Landscape

MGMT 301 Starting Your Small Non-Profit

ECON 301 The Economics of Sustainable Development

MGMT 403 Global Chain Supply Operations: Greening Your Business

MGMT 303 Strategic Management for Social Change

MGMT 405 Using Data for Sustainable Business Decisions

MKTG 301 Environmental Marketing and Branding

EVPC 490 Transdisciplinary SBM Capstone

College Wide Requirements: *A minimum of 120 earned credit hours, 24 credits at the 200 level, 30 credits at the 300 level or above, a minimum of 30 credits earned at Unity, and an overall cumulative GPA of 2.0 or above*

Wildlife Conservation Bachelor's Degree

The Bachelor of Science in Wildlife Conservation degree enables students to work effectively as wildlife biologists, managers, and ecologists for government agencies, environmental non-profits, and environmental consulting businesses. This program emphasizes sustainable management of wildlife species through consideration of the applicable social, economic, and environmental concepts. This program also prepares students with sound understanding of modern environmental issues and the professional skills needed for effective functioning in modern natural resource organizations.

Graduates of the B.S. in Wildlife Conservation will be able to:

1. Understand fundamental knowledge of ecological, social, legal, and economic concepts underlying modern wildlife management.
2. Exhibit ability to choose and implement appropriate field techniques used in wildlife management.
3. Demonstrate ability to critically evaluate information using scientific and quantitative reasoning skills.
4. Demonstrate proficiency in written, oral, and interpersonal communication.
5. Exhibit ability to work effectively individually and in groups.

General Education Foundation Requirements

**Note: Disciplinary program courses can be used to fulfill any General Education Foundation requirement; Any given course can only fulfill one of the General Education Foundation courses.*

A Life Science course (Courses with a code of BIOL)

A Physical Science course (Courses with a code of ERSC, EVPC 200; ENVS)

A Quantitative Skills course (MATH)

A Humanities course (HUMN)

A Language course (LANG)

A Social Science course (ENVS or SOCI or PSYC)

An Arts course (ARTS)

2 Communications courses – (courses with a code of COMM)

A transdisciplinary professional capstone course

Environmental Professional Core

EVPC 201 Environmental Issues: Deforestation, Biodiversity Loss, and Overpopulation

EVPC 202 Environmental Issues: Energy, Water Scarcity, and Waste

EVPC 301 Environmental Justice

EVPC 305 Building a Better World: Ethical Decision-Making

EVPC 401 Transformational Leadership

Wildlife Conservation Core

GISC 101 Introduction to GIS for Environmental Solutions

ENVS 201 The Warming Planet: Understanding Climate Change

COMM 303 Communicating to Stakeholders

ENCJ 305 Natural Resource Law and Policy

BIOL 305 Conservation Biology

BIOL 203 Ecological Principles: Applications to Conservation and Wildlife

BIOL 201 Organisms that Sustain the Earth: Understanding Plants

WCON 201 Wildlife Plant Identification: Wildlands and Wildlife Habitat

WCON 307 Humans, Parasites, and Wildlife: Understanding the Impact of Insects on Wildlife

WCON 303 Life History and Identification of Birds and Mammals

WCON 305 Wildlife Conservation Genetics

WCON 301 Human Dimensions of Wildlife Conservation

WCON 403 Habitat Management for Wildlife and Fisheries

WCON 405 Population Management for Wildlife and Fisheries

EVPC 490 Transdisciplinary Wildlife Conservation Capstone

College Wide Requirements: *A minimum of 120 earned credit hours, 24 credits at the 200 level, 30 credits at the 300 level or above, a minimum of 30 credits earned at Unity, and an overall cumulative GPA of 2.0 or above*

SECTION 3: GRADUATE ACADEMIC PROGRAMS

M.S. In Professional Science Program Goals

The overarching goal of the M.S. in Professional Science program at Unity College is to train students at an advanced level in sustainability science with attention to professional application.

Goal 1: Graduates of the M.S. in Professional Science Program will achieve mastery in sustainability science.

Students will demonstrate proficiency in sustainability science through investigating real sustainability issues. Students will achieve mastery through the completion of a sustainability capstone project, coursework, and comprehensive advising. Through the program's transdisciplinary curriculum based in the natural and social sciences, students will have the

opportunity to study, understand, and apply sustainability concepts to solve environmental problems.

Goal 2: The M.S. in Professional Science Program at Unity College will produce graduates prepared to enter the environmental workforce.

Students will demonstrate management and workforce related skills. Program Faculty and Administrators will work closely with businesses, industries and agencies to ensure that the program curriculum aligns with the environmental job market. Courses and experiences will be informed by career expectations, industry needs, and skill expectations.

Goal 3: The M.S. in Professional Science Program at Unity College will produce graduates that are trained in ethics and effective communication.

Students will demonstrate proficiency in ethics and communication. Early introduction to both, including communication technology, will allow opportunities for feedback and review.

Students will develop skills in written and verbal communication, including the ability to communicate with the broader public.

Students will gain understanding of ethical dimensions and the cultural context where science and society intersect.

M.S. in Professional Science: Sustainability Science

Sustainability science is a problem-based, solution oriented framework for creating a resilient civilization. The framework combines technical sustainability with skills based in the social sciences and humanities to create effective change agents who can work within the context of political, economic, and cultural concerns. Mitigation and adaptation to climate change is emphasized along with biodiversity conservation, resource conservation, and mitigation of pollution. Students within this track should expect to explore, debate, and research possible solutions to climate change from a variety of viewpoints.

Program Learning Outcomes

Graduates of the MS in Professional Science, with a focus in Sustainability Science will:

1. understand and articulate the fundamental processes and multi-perspective issues of climate change plus mitigation and adaptation.
2. be able to integrate social sciences and natural science perspectives for problem solving.
3. understand and integrate different communication styles for different audiences.
4. be able to apply management and leadership to a professional science context.

5. conduct a capstone project through the transdisciplinary lens creating possible solutions.

Degree requirements:

___30 credits earned

___3.00 minimum cumulative graduate level grade point average

Professional Skills Core:

___PROF 505 Strategic Management of Innovation

___PROF 510 Communication for Professionals

___PROF 515 Ethical Practice and Policy

Climate Change Sustainability Core:

___SUST 505 Thinking in Systems

___SUST 510 Climate Dynamics

___SBUS 515 Ecological Economics

___SUST 515 Leading Sustainable Change

___SUST 520 Community Planning for Resiliency

Additional requirements:

___PROF 590 Capstone I

___PROF 690 Capstone II

M.S in Professional Science: Sustainable Natural Resource Management

This degree track uses a transdisciplinary process for understanding and managing the natural world. Important factors impacting natural communities include climate change and habitat disruption. Understanding the management of the changing environment will be crucial to adaptation and creating sustainable management practices over the coming century. The central distinguishing feature of this degree is its focus on understanding the environment in the context of sustainability science. Students will be expected to be highly inquisitive about the ramifications, motivations and cost of global responses to environmental issues while exploring their own individual ideas.

Program Track Learning Outcomes

Graduates of the MS in Professional Science, with a focus in Sustainable Natural Resources Management will:

1. understand and articulate central ideas and foundational assumptions of managing the natural world.

2. understand and explain fundamental factors that impact natural communities, including climate change.
3. understand natural resource management in the context of sustainability science.
4. understand and integrate different communication styles for different audiences.
5. be able to apply management and leadership to a professional science context.
6. conduct a capstone project through the transdisciplinary lens creating possible solutions.

Degree requirements:

___30 credits earned

___3.00 minimum cumulative graduate level grade point average

Professional Skills Core:

___PROF 505 Strategic Management of Innovation

___PROF 510 Communication for Professionals

___PROF 515 Ethical Practice and Policy

Environmental Science and Sustainability Core:

Complete the following:

___SUST 510 Climate Dynamics

___SNRM 505 Human Dimensions of Natural Resource Management

___SNRM 510 Landscape Ecology

___SNRM 515 Conservation Ecology

___SNRM 520 Quantitative Methods

Additional requirements:

___PROF 590 Capstone I

___PROF 690 Capstone II

M.S in Professional Science: Environmental Geographic Information Science (GIScience)

Environmental scientists can analyze and interpret environmental data while Geographic Information Systems (GIS) scientists can manage and manipulate data. Unity College's Masters of Professional Science in Environmental GIScience program will prepare students to meld the two by integrating spatial technologies and environmental information. Students will collaborate with their peers, and current or potential employers to learn concepts and skills necessary to complete their work and research in the program. Hands-on experience through online projects and research will engage students in course activities and allow for increased comprehension of the science, concepts, and skills they need to become leaders in their chosen environmental fields. This multidisciplinary education program will also encourage students to report upon their research through scientific communication to both scientists and the general public upon graduation.

Program-level Learning Outcomes

Graduates in the Master's in Professional Science: Environmental GIScience track will:

1. identify and gather many different types of environmental data produced by government agencies, industry, academia, and popular media
2. quality check, analyze, and process spatial data related to real-world environmental issues they may encounter in their careers
3. critically analyze course project and capstone research results
4. become knowledgeable and critical consumers of environmental GIS data and information produced by government agencies, industry, academia, and popular media
5. write a grant proposal and construct a budget to conduct research
6. learn to work in a team and communicate the results of a final research project to a variety of audiences via presentations, videos, and/or written work
7. identify and discuss the ethical dimensions and policy issues related to environmental research

Degree requirements:

___30 credits earned

___3.00 minimum cumulative graduate level grade point average

Professional Skills Core:

___PROF 505 Strategic Management of Innovation

___PROF 510 Communication for Professionals

___PROF 515 Ethical Practice and Policy

Environmental GIScience Core: (These 5 needed for GIScience Certificate)

___GISCI 505 GIS and Remote Sensing for Environmental Solutions

___GISCI 510 Advanced GIS and Remote Sensing for Ecological Applications

___GISCI 520 Creating Maps and Graphics of Ecosystem Change

___GISCI 515 Environmental Research Methods

___GISCI 605 Modeling Our Changing World

Additional Requirements:

___GISCI 525 Project Development for Environmental Problem Solving

___GISCI 690 Environmental GIScience Capstone

M.S. in Professional Science: Conservation Law Enforcement

The role of conservation law enforcement officers in our country is very important and dates back over a century. For over 40 years Unity College has played a key role in developing and educating our conservation officers working all over the United States. Currently, many conservation law enforcement positions in the country require or encourage a 2-4 year degree. As these officers develop in their careers, or want to gain extra experience as they enter management positions, a Master's degree from Unity College will help them get the educational insight they need to be successful administrators. This graduate degree is developed for current officers hoping to advance their career, or early career officers hoping to gain extra management and communication skills. This degree will be able to support the continuing education of our Unity College alumni, as well as other conservation law graduates throughout the country. They will develop management and leadership skills, as well as diversity, ethics, public policy and advanced investigative skills.

The strength of a Unity College Professional Science Masters in Conservation Law Enforcement is in the program outcomes, and courses that support them. These outcomes were prepared by conservation law professionals and vetted against a sample of the key duties of law enforcement administrators from a selection of conservation agencies and core competencies for executive leaders in federal positions.

Program-level Learning Outcomes

Graduates in the Master's in Professional Science: Conservation Law track will:

- 1) Learn the interface between natural resource enforcement, and public policy
- 2) Obtain a global perspective of natural resource enforcement
- 3) Learn to organize and lead a natural resource enforcement agency, create operational policies and procedures
- 4) Understand human resource issues and diversity challenges in natural resource enforcement
- 5) Learn progressive strategies for solving complex wildlife crimes

Degree requirements:

___30 credits earned

___3.00 minimum cumulative graduate level grade point average

Professional Skills Core:

___PROF 510 Communication for Environmental Professionals

___CONL 605 Leadership and Ethical Decision Making

___CONL 610 Diversity in Conservation Law Enforcement

Conservation Law Enforcement Management Core:

___CONL 505 Conservation Enforcement Management

- ___ CONL 510 Operational Human Resource Management
- ___ CONL 515 Advanced Wildlife Enforcement
- ___ CONL 520 Judicial Procedure and Evidence Management
- ___ CONL 525 Conservation Law Enforcement and Public Policy

Capstone Project:

- ___ CONL 530 Social Science Research Methods
- ___ CONL 690 Conservation Law Enforcement Graduate Capstone

Sustainable Master of Business Administration Program Goals

After completing the Unity College Sustainable MBA program, students will be knowledgeable in implementing sustainable innovation, working collaboratively in teams with diverse stakeholders, and viewing environmental issues critically to identify issues and business solutions. MBA candidates learn to examine how people, planet, and profit work collaboratively to implement sustainability initiatives. Students will gain an understanding of tools specific to environmental business practices, such as sustainability reporting, corporate social responsibility, life cycle analysis, cradle-to-cradle design, environmental accounting, and ecological footprint.

Goal 1: Graduates of the Sustainable MBA will view environmental problems critically to identify business solutions.

Students will demonstrate proficiency in sustainability science through investigating real sustainability issues in businesses. Students will achieve mastery through the completion of a capstone project, coursework, and networking with companies.

Goal 2: Graduates of the Sustainable MBA will be knowledgeable in implementing sustainable innovation.

Students will demonstrate management and workforce related skills. Program Faculty and Administrators will work closely with businesses, industries and agencies to ensure that the program curriculum aligns with the environmental job market. Courses and experiences will be informed by career expectations, industry needs, and skill expectations.

Goal 3: Graduates of the Sustainable MBA will understand and value working in collaborative teams.

Students will demonstrate the ability to work intensely in collaborative teams as necessary in business enterprises. Students will provide feedback to each other as to improvements to team communication, work, and develop skills for facilitating and creating positive work dynamics.

Goal 4: Graduates of the Sustainable MBA will work collaboratively with diverse stakeholders.

Students will demonstrate proficiency in ethics and communication. Early introduction to both, including communication technology, will allow opportunities for feedback and review. Students will develop skills in written and verbal communication, including the ability to communicate with the broader public.

Goal 5: Graduates of the Sustainable MBA will understand and apply transdisciplinary business solutions involving humans, ecology, and the economy.

Students will gain understanding of ethical dimensions and the cultural context where business, ecology, and society intersect and the ability to make sustainability-informed decisions.

Goal 6: Graduates of the Sustainable MBA will understand tools specific to developing quality environmental business practices.

Students will be able to apply considerable knowledge and skill gained from courses to develop a capstone project outlining an environmentally-focused business plan, innovation, or enterprise.

Sustainable Master of Business Administration (MBA)

The sustainable MBA program graduates will possess strategic planning, marketing, business development, and financial planning skills, combined with a strong knowledge of environmental stewardship.

Degree requirements:

___ 36 credits earned

___ 3.00 minimum cumulative graduate level grade point average

Sustainable Business Principles

___ MG 5063 Accounting & Finance for Sustainable Business

___ MG 5163 Global Impact of Capital Markets

___ MG 5503 Sustainable MBA Capstone I: Planning Green Business Initiatives

___ MG 6503 Sustainable MBA Capstone II: Implementing Green Business Initiatives

Human Dimensions

___ MG 5263 Designing Successful Teams & Organizations

___ PC 5023 Strategic Management of Innovation

___ MG 5363 Business Ethics for 21st Century Leaders

___ MG 5463 Marketing & Communicating Corporate Social Responsibility

Ecological Dynamics

- ___MG 5133 Ecological Economics
- ___MG 5563 Quantitative Methods for Sustainable Solutions
- ___SS 6113 Leading Sustainable Change
- ___MG 5123 Humans, Climate & Business

Graduate Certificates

Unity College graduate certificate programs in Sustainability and GIScience are developed for working professionals, academics, or people hoping to develop their career. These do not equate to a graduate degree program, but rather they allow students to show that they've mastered a specific area of interest or topic. Graduate certificate programs are for students who already have an undergraduate Bachelor of Arts or Science.

Certificate in Environmental GIScience

Environmental scientists can analyze and interpret environmental data while Geographic Information Systems (GIS) scientists can manage and manipulate data. Unity College's Environmental GIScience Certificate will prepare students to meld the two by integrating spatial technologies and environmental information. Hands-on experience through online projects and research will engage students in course activities and allow for increased comprehension of the science, concepts, and skills they need to become leaders in their chosen environmental fields.

- ___GR 5043 GIS and Remote Sensing for Environmental Solutions
- ___GR 5143 Advanced GIS and Remote Sensing for Ecological Applications
- ___GR 6143 Modeling Our Changing World
- ___GR 5343 Environmental Research Methods
- ___GR 5443 Creating Maps and Graphics of Ecosystem Change

Certificate in Sustainability

Sustainability is a problem-based, solution-oriented framework for creating a resilient civilization. Mitigation and adaptation to climate change is emphasized along with biodiversity conservation, resource conservation, and mitigation of pollution. Students within this certificate should expect to explore, debate, and research possible sustainability solutions from a variety of viewpoints.

- ___SS 5113 Thinking in Systems
- ___SS 5123 Climate Dynamics

___SS 6113 Leading Sustainable Change

___SS 6123 Community Planning for Resiliency

SECTION 4: COURSE DESCRIPTIONS

Undergraduate Course Descriptions

BIOLOGY COURSES

BIOL 201 Organisms that Sustain the Earth: Understanding Plants

Plants, as the most prominent primary producers in terrestrial systems due to photosynthesis, are the base source of energy in the most ecosystems. This course will introduce students to the factors that influence the growth, distribution and abundance of plants, the influence of plants on energy and nutrient flow, and key features of plant biology. Students will experience the diversity of plants and how major taxa differ in form and function. Case studies will illustrate the role of plants in ecosystem function, human culture, and animal ecology.

Learning Outcomes

Students will:

1. Describe the role of plants in ecosystem functioning including water and nutrient cycling.
2. Describe key features of plant form and function including cell structures and tissues, photosynthesis, respiration, water and nutrient acquisition, reproduction, and genetics.
3. Identify key features of major plant Divisions and Classes.
4. Understand drivers of plant community composition and diversity including tolerance limits, impacts of soils, and species interactions.
5. Describe the influence of plants on climate

BIOL 203 Ecological Principles: Applications to Conservation and Wildlife

In this course students will explore key concepts of ecology. The course emphasizes concepts applicable to understanding and mitigating impacts of climate change, human activities, and invasive species on ecological systems, as well as other concepts underlying conservation ecology and management of wildlife species. Through course activities focused around practical application of concepts, students will gain a basic understanding of evolution, autecology, population ecology, community ecology, and ecosystem ecology.

Learning Outcomes

Students will:

1. Gain an appreciation, interest and general understanding of the science of ecology as

applied to conservation and wildlife biology.

2. Improve ecological literacy and research skills.
3. Improve scientific literacy about how ecological knowledge is constructed using the scientific method.
4. Improve ecological literacy through the application of data interpretation and analysis.

BIOL 305 Conservation Biology

There's a popular axiom in science that "all biology is now conservation biology." This statement is telling in two ways: First, in the modern era it is hard to find a biological system that is untouched by humankind. Second, perhaps more than any other discipline conservation biology is highly integrative, bringing together such disparate fields as ecology, evolutionary biology, public policy, and sociology. In this course, we will lay the foundation for any field within the natural sciences or environmental studies. Specific topics that we will cover include the status of biodiversity, the threats facing biodiversity, the importance of ecosystem services, conservation policy, design and management of protected areas, and habitat restoration.

Learning Outcomes

Students will:

1. Discuss conservation biology in scholarly manner with knowledge and support from current conservation biology techniques, methods and practices.
2. Think in a scientific manner and conduct and interpret scientific research at a high level.
3. Identify their conservation ethic.
4. Demonstrate knowledge of current local and global conservation issues.

BIOL 301 Animal Behavior: The Evolution, Ecology, and Social Behavior of Animals

Animal Behavior is an exciting and fascinating scientific discipline. In this course, students will study why animals behave as they do. Students will also have to discard many of your former ideas about animal behavior. Students will discover that most species do not see, hear, smell, or experience the world as we do. Animal behavior is the scientific study of everything animals do, whether the animals are single-celled organisms, invertebrates, fish, amphibians, reptiles, birds, or mammals. In this course, you will investigate the relationships between animals and their physical environment as well as between other organisms, and you will study how animals find and defend resources, avoid predators, choose mates and reproduce, and care for their young.

Learning Outcomes

Students will:

1. Describe and understand how genetic factors influence animal behavior particularly regarding how genetic differences affect behavioral development and alternate phenotypes.
2. Describe and understand the role of the environment (learning and experience) on the development of animal behavior.
3. Describe and understand how genetic factors and the environment affect the development of animal behavior, particularly regarding the interactive theory of development.
4. Evaluate and critique published research in animal behavior.
5. Create an ethogram from direct observations of a species' behaviors by identifying and coherently describing the structural form of each behavior observed and classifying the behaviors into biologically relevant categories.
6. Use primary scientific literature, analyze the research on a selected topic to explore the relationships revealed by multiple studies regarding a specific area of animal behavior research.
7. Construct and present an oral presentation communicating the most important results and conclusions from the primary scientific literature regarding a selected topic in animal behavior.

COMMUNICATION COURSES

COMM 303 Communicating to Stakeholders

This course teaches students how to communicate real-world issues and problems for a just end. Students will learn how different modes of communication such as storytelling can be used as an effective way to communicate an organization's mission and builds empathy for its cause. Students will learn how to craft values-based communications to persuade stakeholders to support for social justice issues such as sustainability, environmental law, and wildlife conservation. Students will learn concepts and skills to build public support for their organization's mission, strategic initiatives, and fund-raising activities. This course will develop skills in written, visual, and oral communication.

Learning Outcomes

Students Will:

1. Demonstrate knowledge of how race, gender, and class intersect with environmental issues.
2. Communicate how environmental risks are distributed unequally, across racial, social, and class lines.
3. Demonstrate knowledge of how to communicate complex issues to diverse stakeholders.
4. Identify, analyze and prioritize stakeholder engagement.
5. Develop a stakeholder communication action plan that includes developing questions to ask key stakeholders to better manage and influence their engagement.

COMM 401 Using Social Media in a Global World

Not only do marketers use social media to communicate with their customers but also as a way to better understand their customers. This course teaches students how to use social media as a global branding and marketing tool, exposes learners to the analytic methods that can be used to convert social media data to marketing insights, and shows learners how social media data can be used to provide insights into market structure and consumers' perceptions of the brand.

Learning Outcomes

Students Will:

1. Explain and apply current theories of usability and functionality to social media.
2. Describe how to effectively develop social media messaging campaigns.
3. Use social media tools to become effective designers of online messaging.
4. Design social media communication for global audiences and markets.
5. Use social media to address the world's pressing issues equitably.

ECONOMICS COURSES

ECON 301 The Economics of Sustainable Development

This course introduces students to the economics of sustainable development, focusing on the policies and constraints to promoting economic growth and development. Students will learn to apply fundamental economic principles to development, environmental, and natural resource issues. Subjects could include benefit-cost analysis, policy design, ecological economics, market failure, externalities, non-market valuation techniques, and cost-effective policy instruments.

Learning Outcomes

Students will:

1. Gain an understanding of policies that deal with environmental challenges and their impacts on different actors in society.
2. Understand how economic growth is measured and how it relates to different measures of development.
3. Understand the leading economic models explaining development changes.
4. Demonstrate familiarity with competing views of how economic policy can promote sustainable economic growth and development.
5. Understand how the international economy can promote or hinder sustainable economic growth and development.

ENVIRONMENTAL CRIMINAL JUSTICE COURSES

ENCJ 201 Criminal Justice in the Age of Globalization

This course introduces students to the United States criminal justice system in the age of globalization. Students will develop a general understanding of the criminal justice system's response to crime and how the processes of globalization is changing it. It is an introductory overview of local, state, and federal law enforcement, judicial and corrections agencies, and the criminal justice system processes. Special attention will be paid to the role criminal justice

agents play in environmental issues and problems. The course prepares students to take more advanced courses that address the specific components of environmental criminal justice.

Learning Outcomes

Students will:

1. Demonstrate knowledge about the components of the criminal justice system and the criminal justice process.
2. Effectively communicate the role the criminal justice agents play in environmental issues and problems.
3. Identify the role globalization plays in the criminal justice system.
4. Describe governmental structure and its relationship to criminal justice
5. Define crime and its relationship to the law.

ENCJ 203 Diversity and Law Enforcement

This course examines the dynamics of class, race, and gender as they intersect with the social realities of crime and justice in the United States. The impact of immigration and criminality will be introduced. The course explores the role that contemporary issues of diversity affect offenders, victims, society, and the criminal justice system. Topics will include domestic and international human rights, social justice, and environmental justice issues.

Learning Outcomes

Students will:

1. Develop students' understanding of how crime affects the victim, offender, community, and society.
2. Learn to recognize, understand, and respect sociocultural and international diversity to better prepare them for diverse people and ideas within the criminal justice system and criminology.
3. Explain specific issues related to diversity that are confronting the criminal justice system today and identify potential solutions.
4. Identify where disparities or discrimination occurs within the criminal justice system and analyze and explain where they occur.
5. Identify and analyze how policies have shaped disparate treatment of groups.

ENCJ 301 Crime Scene and Forensic Techniques

In this course, students will learn the techniques used in the criminal investigations, introducing students to theories and fundamental knowledge of the investigative process, including special and basic forensic techniques. The course will include some of the following topics: crime scene and incident processing, information gathering techniques, the collection and preservation of evidence, how to write appropriate reports, and other related techniques and topics. Students will then apply what they learn to case studies that involve environmental laws and policies.

Learning Outcomes

Students will:

1. Demonstrate competency in the collection, processing, analysis, and evaluation of evidence.

2. Demonstrate basic knowledge in the principles of crime scene investigation, including the recognition, collection, identification, preservation, and documentation of physical evidence.
3. Demonstrate an understanding of scientific method and problem-solving within the field of forensic science.
4. Explain the role of the forensic scientist and physical evidence within the criminal justice system.
5. Effectively communicate and document crime scenes, physical evidence, and scientific processes.
6. Identify and examine current and emerging concepts, technologies, and practices within the forensic science field.

ENCJ 303 Homeland Security and Emergency Management

In this course, students will learn critical concepts to emergency and disaster management, risk prevention and management, counterterrorism, and consequence management and mitigation. This class will also explore the history and evolution of the Department of Homeland Security. Topics will include crisis action planning, including the impact of global warming; relationships among local, state, and federal agencies during management operations; concepts of emergency management, including mitigation, hazard analysis, and terrorism; and homeland security functions, methodologies, and techniques.

Learning Outcomes

Students will:

1. Demonstrate competency in crisis action planning and management.
2. Explain the history and evolution of the Department of Homeland Security.
3. Effectively communicate crisis plans and actions to diverse stakeholders.
4. Understand the impact of global warming on homeland security.
5. Develop a crisis action plan based on a case study.

ENCJ 305 Natural Resource Law and Policy

This survey course addresses not only the creation and management of our natural and wildlife resources on federal public lands, with a focus on the National Parks, National Forests, and the National Resource Lands (Bureau of Land Management (BLM) regulated lands), but also including the National Wildlife Refuge System and the National Wilderness Preservation System. Students will learn how interest groups, citizens, and the courts influence the management of natural resources on these lands. After taking the class, students should be familiar with the major public land legislation such as the National Forest and National Park "Organic Acts" and the Wilderness Act; as well as laws that affect our public lands, but apply more broadly, including the Endangered Species Act and the National Environmental Policy Act. Through class work and their papers, students will also be familiar with different perspectives on some of the most important current issues facing our public lands.

Learning Outcomes

Students will:

1. Develop an understanding of the legal context for natural resource use and management.

2. Develop an understanding of the historical development and contemporary challenges of natural resource law and management in the United States.
3. Develop an understanding of the federal, state, and local legal processes that inform natural resource policy, law, and management.
4. Practice basic skills in legal research, analysis, and writing through using primary sources, including statutes, regulations, and court decisions.

ENCJ 401 Environmental Compliance and Regulation

Organizations that produce, import, process, handle, or release chemical substances are required by Federal law to comply with many regulatory programs that are implemented by the EPA. This course introduces students to the Federal laws and regulations that apply to environmental compliance and regulation. Upon completion of this course, students develop an understanding of the regulatory process, how specific materials and activities are regulated, and develop skills necessary for applying EPA's standards to operations.

Learning Outcomes

Students will:

1. Demonstrate understanding of the regulatory process.
2. Understand basic regulatory concepts and definitions.
3. Learn the differences between laws and regulations.
4. Demonstrate understanding of the structure of Environmental Regulations.
5. Learn about the EPA's Regulatory Programs.
6. Determine which rules apply to personnel and to facilities.

ENCJ 403 Administrative Structure and Criminal Justice

In this course, students learn about the organization, management, and administration of local, state, federal criminal justice agencies with an emphasis on how the structure and functions of these agencies affect the administration of justice.

Learning Outcomes

Students will:

1. Demonstrate advanced knowledge of the purpose and the function of contemporary criminal justice systems.
2. Demonstrate knowledge of history, theory, and legal environment of law enforcement and police organizations.
3. Demonstrate knowledge of criminal law, criminal procedures, prosecution, defense, court procedures, and decision-making.
4. Explain and demonstrate professional behavior in administrative settings.

ENCJ 405 Environmental Criminology

This course explores environmental criminology and law by examining the strengths and weaknesses of federal and state laws that apply to water, air, land, and biodiversity. Specifically, the course explores specific issues that pertain to the nature and responses to environmental law, including crimes against nature, transgressions against humans,

environments, and nonhuman animals. Students will also learn broad conceptual knowledge about law enforcement and regulation relevant for a criminological approach to environmental issues.

Learning Outcomes

Students will:

1. Develop an understanding of environmental criminology.
2. Understand dimensions of environmental and transnational environmental crime and harm.
3. Effectively communicate environmental harm to diverse stakeholders.
4. Understand and explain environmental regulation and policies.
5. Understand how the media, governments, corporations, and nonprofits socially construct environmental harm and crime.

ENVIRONMENTAL PROFESSIONAL CORE COURSES

EVPC 201 Environmental Issues: Deforestation, Biodiversity Loss, and Overpopulation

This course is part of a two course sequence that provides students with an understanding of the interconnectedness of the looming environmental issues that the world faces. This class will provide students with a basic scientific understanding of deforestation, biodiversity, and overpopulation and address what societies can do that they aren't currently doing. Upon completion, students will be able to critically assess these issues and provide models for making more sustainable choices.

Learning Outcomes

Students will:

1. Demonstrate basic understanding of deforestation, biodiversity loss, and overpopulation.
2. Recognize that environmental issues are complex and are global.
3. Understand basic scientific concepts behind environmental issues addressed in education, media, policy, legislation, and business decisions.
4. Develop a plan for the public to make more sustainable choices.

EVPC 202 Environmental Issues: Energy, Water Scarcity, and Waste

This course is part of a two course sequence that provides students with an understanding of the interconnectedness of looming environmental issues that the world faces. This class will provide students with a basic scientific understanding of energy, water scarcity, and waste, and overpopulation and address what societies can do that they aren't currently doing. Upon completion, students will be able to critically assess these issues and provide models for making more sustainable choices.

Learning Outcomes

Students will:

1. Demonstrate basic understanding of energy, water scarcity, and waste.
2. Recognize that environmental issues are complex and are global.
3. Understand basic scientific concepts behind environmental issues addressed in education, media, policy, legislation, and business decisions.

4. Develop a plan for the public to make more sustainable choices.

EVPC 301 Environmental Justice

This course examines issues of environmental quality and social justice. The course begins by examining the philosophical foundations and history of the environmental justice movement and foundational concepts such as justice, race, gender, and class. Students will explore these concepts through a series of case studies of urban and rural environmental (in)justice in the United States and move on to environmental justice's role on globalization.

Learning Outcomes

Students Will:

1. Understand the definitions, theories, and histories of environmental justice.
2. Review case studies of environmental injustice and their intersections with class, race, gender, and health.
3. Explain particular contributions of racial groups and other organized communities in remedying environmental and health disparities.
4. Analyze and critique broader political economy issues involved with environmental health, environmentalism and contamination problems in marginalized communities.

EVPC 305 Building a Better World: Ethical Decision-Making

Ethical decision making is essential for leadership, and since most decisions leaders make have an ethical dimension, the ability to discern the ethical implications requires a set of skills that are informed by ethical philosophy. This course provides students with strategies, tools, and techniques to make ethical decisions by considering the ethical issue and the people involved, develop a strategy, and implement the most ethical action possible. Through the use of case studies, students will develop their ethical awareness, learn to distinguish difficult decisions from real ethical dilemmas, and practice deliberating effectively about a variety of ethical issues drawn from social and professional contexts.

Learning Outcomes

Students will:

1. Understand and be able to use a process for ethical decision making.
2. Recognize organizational challenges to ethical behavior.
3. Demonstrate knowledge of established methodologies of solving ethical problems.
4. Develop strategies for identifying and dealing with typical ethical issues, both personal and organizational.
5. Evaluate common beliefs about ethics in different organizational settings.

EVPC 401 Transformational Leadership

In this course, students explore strategies needed to become effective instruments of change. Students will examine themselves as leaders, learn how to create meaningful relationships as a leader, and understand the role of leadership within complex systems. By using case studies from a variety of organizational contexts such as business, government, non-profit, community, and education, students explore concepts of organization behavior and culture, consensus building, and project management to lead effective change towards environmental sustainability. This course is designed to empower and prepare students to become leaders in any profession.

Learning Outcomes

Students will:

1. Demonstrate an understanding of the history of leadership, current leadership theories, and how leadership models are put into practice personally, locally, and globally.
2. Develop an understanding of change processes and critically think about obstacles to change.
3. Examine and explain their core leadership competencies and areas of improvement.
4. Communicate effectively to develop relationships, manage conflicts, and work across differences
5. Develop practical leadership skills such as time management, meeting management and agenda setting, group dynamics, and team building.

EVPC 490 Transdisciplinary Capstone

The Capstone course is the culminating course for students in Unity College bachelor's degrees. In this course, students will develop a project that deals with a real issue and produce a final artifact reporting the project's findings. During this process, students will demonstrate and apply learning from their degree program and their ability to communicate to a broad audience. The course will also cover other important topics that support a student's career development and goals. All projects will be workforce-related products that students can use for their current or pitch to a future employer.

Learning Outcomes

Students will:

1. Apply knowledge from courses taken in the program to a professional context.
2. Effectively conduct research on a topic in their profession or future profession.
3. Develop a capstone project proposal with significant depth, detail, research, and professionalism.
4. Identify, network, and become involved in a professional organization that represents their area of focus.
5. Effectively communicate their project proposal to instructor, external constituents if appropriate, and classmates.

ENVIRONMENTAL STUDIES COURSES

ENVS 101 Sustainable Solutions to Globalization

This course is designed to enhance literacy skills needed to understand major environmental issues facing the world in the 21st century. This and other core courses at Unity are designed to address prominent issues during your education at Unity Online. These are issues that will affect your chosen career, your future lifestyle, and the lives of your family and future generations. What are the most pressing environmental issues of our time? What do we need to know to address them? The course tackles these questions from variety of disciplines to provide the bigger picture and put our environmental challenges in a global context.

Learning Outcomes

Students will:

1. Understand sustainability challenges and identify how they can drive innovation, research, and sustainable planning.
2. Identify current sustainability challenges facing the national and global population.

3. Address and problem-solve complex sustainability challenges through team-based assignments.
4. Develop skills for finding and using reliable information that support sustainability understanding.
5. Practice communication skills through discussion, written responses, and presentations.

ENVS 201 The Warming Planet: Understanding Climate Change

Climate change is one of the most urgent and complicated issues we face today. This course explores the science of climate change by teaching students how the climate system works, what factors cause climate to change, how climate has changed in the past, how scientists use models, observations, technology, and theory to make predictions about future climate; and the possible consequences of climate change for our planet. Finally, students will explore the connection between human activity and the current warming trend and consider some of the potential social, economic, political, and environmental consequences of climate change.

Learning Outcomes

Students will:

1. Identify and understand the current evidence for global warming and know its impact on the environment.
2. Understand the relationships between climate and other forms of environmental change.
3. Model and apply techniques of measuring the Earth's temperature.
4. Explain factors forcing climate change to a diverse audience.
5. Understand the current warming in relation to climate changes throughout the Earth's history.

ENVS 301 Building Sustainable Communities

This course explores the range of planning and development processes associated with creating sustainable communities including issues around land use, transportation, ecological planning, green design in the built environment, resource utilization in the critical areas of water and energy consumption, climatic factors that influence sustainable community planning, and how sustainable community planning contributes to livability and economic resilience.

Learning Outcomes

Students will:

1. Apply theoretical frameworks to real world sustainable issues.
2. Explore individual, local, and global dimensions of social, environmental, and economic responsibility.
3. Develop a sense of civic responsibility and reflect on student's role in developing and nurturing sustainable communities.
4. Practice community engagement through writing, speaking, and other modes of communication.
5. Evaluate sustainable issues and solutions with a focus on the connections between human and natural systems.

ENVS 303 Social Science for Environmental Professionals

Every environmental professional needs to understand how to interpret and use research data because they use data to procure stakeholder buy-in and inform the public about important environmental issues. In this course, students will learn an overview of social science research methodology and how to apply those concepts and tools to current environmental issues. Upon completion, students will gain skills in research, data analysis, data implementation, and communication.

Learning Outcomes

Students will:

1. Read, interpret, and evaluate social research.
2. Identify and explain the difference among quantitative, qualitative, mixed methods research and how types of questions can be answered with each method.
3. Use a variety of research methods through hands-on experience.
4. Identify ethical issues involved in conducting social science research.
5. Identify, explain, and apply fundamental research concepts.

FINANCE COURSES

FINC 301 Environmental Accounting

Environmental accounting is increasingly being used in business and government to support the development of sustainable global solutions and government policy. Students in this course will learn how environmental accounting can show how different sectors of the economy affect the environment and how environmental policy affects the economy. The course will cover what environmental accounting is and why it is useful to business, how can environmental accounting help decision-making, what are key policy questions in relation to accounting, and what are the practical considerations professionals need to address to make environmental accounting an enduring reality for business and governments around the world.

Learning Outcomes

Students will:

1. Explain the main features of environmental accounting.
2. Understand the range of sources needed to compile accounts.
3. Identify the appropriate issues where environmental accounting is applicable.
4. Know where to find information on the concepts, data sources, and methods for environmental accounting.

FINC 401 Financing a Sustainable World

Since business plays an important role in developing environmental financial solutions for future generations, this course considers how the tools of finance can address environmental challenges and how market processes can be used to ensure long-term sustainability. Students will learn an overview of business financial management, with an emphasis on financial statement analysis, management of cash flow, risk and return, and sources of finance. Upon completion, students will be able to interpret and apply principles of financial management to develop sustainable business solutions.

Learning Outcomes:

Students will:

1. Understand how tools of finance can be applied to sustainability and environmental issues.
2. Recognize opportunities in investment markets to achieve sustainable outcomes.
3. Critically examine proposed investment blueprints to achieve desired outcomes.
4. Propose ways financial solutions may be used to improve environmental risks and deliver financial and environmental returns.

GIS COURSES

GISC 101 Introduction to GIS for Environmental Solutions

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 hands-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.

Learning Outcomes

Students will:

1. Learn the fundamentals of cartography, geodesy, coordinate systems, and projections.
2. Learn to use ArcGIS to classify data, query tables, analyze spatial relationships and create map layouts.
3. Set up map projections and build spatial databases.
4. Describe the fundamental concepts of Geographic Information Science and Technology.
5. Create a database and demonstrate database management skills.
6. List the different types of GIS data and identify the differences between them.

MANAGEMENT COURSES

MGMT 201 Understanding the Sustainable Business Landscape

This course introduces students to business with a focus on an organization's environmental and social impact. Students will learn about the basics in corporate social responsibility, supply-change management, finance, and non-financial reporting and accounting. Students will obtain knowledge about how small businesses and corporations integrate corporate social responsibility models in order to identify new markets and opportunities, communicate with their stakeholders, compete in a global marketplace, and address social and environmental sustainability expectations and requirements.

Learning Outcomes

Students will:

1. Identify sustainable opportunities and markets.
2. Demonstrate an ability to apply key course concepts and theories to sustainable business.

3. Communicate effectively with diverse audiences.
4. Critically analyze case studies and identify solutions.

MGMT 301 Starting Your Small Non-Profit

The course covers the processes of starting a small business from ideation to implementation, with an emphasis on designing a sustainable business model, writing a business plan, learning forms of ownership, and exploring funding opportunities. Students learn how to meet high standards for social and environmental impacts for small businesses. Upon completion, students will be able to bring all the tools and lessons discussed to launch their own business.

Learning Outcomes

Students will:

1. Identify and apply the principles of viability of sustainable businesses, new business proposals, and opportunities within existing businesses.
2. Identify principles for preparing a start-up business plan emphasizing financing, marketing, and organizing.
3. Define and explain principles of sustainable small business and sustainable entrepreneurship.
4. Apply principles of developing financial statements for small businesses.

MGMT 303 Strategic Management for Social Change

This course introduces students to strategic management through case analyses and provides students with the tools to consider the basic direction and goals of an organization, the environment (social, political, technological, economic, and global factors), industry and market structure, and organizational strengths and weaknesses. The course emphasizes the development and successful implementation of strategy in different types of organizations across industries. With a focus on non-profit, students will put themselves in the shoes of top management and make important, "Big Picture," decisions. Students will learn skills to analyze complex business situations and present findings both orally and in writing. Finally, students will learn how to develop strategies to promote social change and the sustainability movement.

Learning Outcomes

Students will:

1. Learn strategic management concepts and tools and apply them to case studies.
2. Understand the business models that can drive change.
3. Develop and implement a success strategy in different types of industries.
4. Design a strategic plan for a real-world sustainable business issue.
5. Learn about social justice issues in business.
6. Develop strategic management written and oral skills.

MGMT 403 Global Supply Chain Operations: Greening Your Business

In this course, students will learn how to integrate global logistic, purchasing, operations and market channel strategies. The course covers the fundamentals and logistics of network management, consisting of network suppliers, manufacturers, warehouses, distribution centers, wholesalers, and retailers. This course develops the student's understanding of the

design, control, and operation of supply chains through the lens of sustainability management.

Learning Outcomes

Students will:

1. Analyze and evaluate ethical sourcing and concern for the environment.
2. Understand global perspectives in relation to management of operations in a culturally and demographically diverse environment.
3. Effectively communicate global chain operations to a diverse audience.
4. Understand fundamental concepts in supply chain management.

MGMT 405 Using Data for Sustainable Business Decisions

This course introduces students of sustainability management to the data analysis techniques and statistical methods that are indispensable to sustainable business management. Students learn how to use statistical information in the context of evaluating environmental issues. Possible topics will include environmental monitoring, impact assessment, environmental valuation techniques and analyses of sustainable development.

Learning Outcomes:

Students will:

1. Use data-driven metrics to make sustainable business decisions.
2. Read, interpret, evaluate data for meaningful sustainability business practices.
3. Use data to develop strategic sustainable business plan.
4. Effectively communicate results to diverse stakeholders.

MARKETING COURSES

MKTG 301 Environmental Marketing and Branding

As businesses become more aware of the need to be sustainable, being green will be the future, and professionals need to help companies with marketing sustainable business practices. This course covers an overview of concepts and techniques related to marketing opportunities, strategies, communication, and effective marketing campaigns within the context of sustainability. Through case studies, students will analyze marketing strategies, plans, and decisions. Students will also explore why environmental marketing is a key aspect in business today.

Learning Outcomes

Students will:

1. Understand how environmental marketing can be used to increase potential business profits by leveraging insights into sustainable consumers.
2. Effectively communicate to diverse stakeholders the need to adopt environmental marketing practices.
3. Develop environmental marketing strategies based on real-world actions taken by an organization.
4. Understand the opportunities, challenges, and issues in creating and implementing environmental marketing strategies.
5. Discuss ethical issues involved in managing environmental marketing practices.

MATH COURSES

MATH 401 Statistics for Wildlife Professionals

Data collected by wildlife biologists often requires forms of analysis not covered in entry-level statistics courses. This advanced statistics course introduces students to techniques currently used by ecologists, and covers the components of experimental design that create effective research and monitoring programs. Students learn components that influence both the design-based and model-based inference of their work. Experimental design focused on impact assessment and monitoring will be emphasized. The course also emphasizes regression-based approaches to data analysis. Students learn to conduct and interpret results from regression analysis, as well as model selection approaches based on information-theoretic and Bayesian approaches.

Learning Outcomes

Students will:

1. Evaluate experimental designs for strength of inference.
2. Describe effective approaches to impact assessment and monitoring.
3. Discuss the components that contribute to strong model-based inference.
4. Demonstrate basic understanding of the process and interpretation of regression analysis including linear, logistic, Poisson, and other forms.
5. Discuss the use of Information-theoretic and Bayesian approaches to inference.

PSYCHOLOGY COURSES

PSYC 101 Introduction to Psychology

This course is a survey of psychology as the science of human behavior. Topics include basic principles underlying behavior and experience, learning, human development, motivation, personality, and psychotherapies.

Learning Outcomes

Students will:

1. Define the study of psychology, its breadth of coverage and typical research methodologies.
2. Express an understanding of themselves in relation to their biological makeup, their developmental/life span experiences, their sensation and perception of the world, their social role, and their cognitive and emotional skills and deficits.
3. Apply this great understanding of themselves in the context of appreciating individual differences and diversity of others in society.
4. Cite ways in which the study of psychology may have an impact on their career, their interactions with others, and their dedication to lifelong learning and personal growth.

PSYC 301 Environmental Psychology

This course explores critical issues in environmental psychology. Starting with foundational theories on place attachment and place identity, students will learn about the

interrelationships between ourselves and the environment. Students will develop the ability to analyze environment-and-behavior issues, think more critically about the world around you, and understand the ways that we wield influence on the environment. Some topics the course will address include the history of environmental psychology, theories of environment and human behavior, environmental stress, natural environments, built environments, and changes in behavior as a result of global environmental shifts and sustainability.

Learning Outcomes

Students will:

1. Demonstrate understanding of the key theories in environmental psychology.
2. Apply environmental psychological theories to human behavior and the environment.
3. Understand and analyze human dimensions of environmental sustainability from psychological perspectives.
4. Apply psychological concepts and methodologies to analyze and understand interactions between social and environmental processes.
5. Effectively communicate environmental psychological research to diverse stakeholders.

WILDLIFE CONSERVATION COURSES

WCON 201 Wildlife Plant Identification: Wildlands and Wildlife Habitat

This course centers around the identification and life history of groups of plants important as habitat components of wildlife species. Students will learn major plant groups and species in forest, rangeland, grassland, agricultural, and desert environments that influence wildlife species. Students will explore life history of these plants with the goal of understanding how habitat management activities, human land use, and other activities influence populations of wildlife through changes in food and cover.

Learning Outcomes:

Students will:

1. Identify plant families that are important forage or cover components for prominent wildlife species.
2. Exhibit familiarity with, and ability to identify, key plant groups and species in major ecoregions.
3. Demonstrate ability to identify common plant species in the region they reside.
4. Describe significant life history traits of plant families that influence wildlife habitat management such as successional strategy, photosynthetic pathway, climatic limitations, and response to biotic, mechanical, or chemical manipulation.
5. Discuss case studies of the influence of vegetative changes on wildlife use.

WCON 301 Human Dimensions of Wildlife Conservation

Wildlife managers influence wildlife species using three 'levers': habitat, populations, or humans. This course addresses the human dimension of wildlife management. During the course students explore social, political, and economic concepts that are involved in effective wildlife management. Students will learn common forms of wildlife governance, the

role of stakeholders, concepts from sociology, ethics, economics, management and decision-making as they relate to wildlife management.

Learning Outcomes

Students will:

1. Describe the forms of governance found in wildlife management organizations, considering historical, current, and global forms.
2. Define forms of stakeholders and explain the mechanisms of stakeholder engagement in wildlife management.
3. Understand how social psychology and sociology influence values, attitudes, and norms that affect strategies for management of wildlife.
4. Demonstrate awareness of the influence of economics on wildlife management including forms of market and non-market valuation of wildlife, means of assessing economic value, and economic impacts of wildlife management.
5. Describe modern concepts on the systems-oriented models of the management process including structured approaches to decision-making.
6. Discuss current case studies of wildlife management issues that have large human dimensions components.

WCON 303 Life History and Identification of Birds & Mammals

During this course students will learn to identify avian and mammalian species with a focus on species at which management is often directed. These species include game bird and mammals, common agricultural or urban 'pest' species, and threatened or endangered species. Students will also learn basic life history of these species with a focus on characteristics useful for management. Students will be expected to conduct field activities directed at learning the species prominent in their region.

Learning Outcomes

Students will:

1. Be able to identify major species of game birds and mammals.
2. Be able to identify prominent non-game species in their region.
3. Be knowledgeable of prominent threatened or endangered species.
4. Discuss key life history characteristics of species they identify including: Distribution, Habitat associations, Social structure, Breeding system, and Temporal (diurnal and seasonal) patterns of behavior.

WCON 305 Wildlife Conservation Genetics

Genetics form a key component of modern wildlife management, providing tools aiding our understanding of taxonomy, conservation of small populations, and hybridization, as well as enabling non-invasive population monitoring and enhancing wildlife forensics. During this course, students will encounter the basic concepts of genetics, with an emphasis on population genetics and genetic techniques useful in wildlife management. Prominent topics covered include genetic variation, the role of gene flow and genetic drift on population viability, and key genetic markers used by wildlife biologists. Students will explore case studies illustrating the applicability of concepts in genetics to wildlife management.

Learning Outcomes

Students will:

1. Understand and define key genetic terminology
2. Explain genetic variation in individuals and populations
3. Understand the role of gene flow (or lack of) on genetic variation in populations
4. Discuss wildlife management case studies involving inbreeding and outbreeding depression, genetic rescue, population connectivity, and genetic drift on population conservation.
5. Identify common genetic markers used in wildlife and discuss examples of how each is used.

WCON 307 Humans, Parasites, and Wildlife: Understanding the Impact of Insects on Wildlife

Insects, as the largest class of animals, have an extraordinarily large influence on ecosystem function. For humans they are vectors for important zoonotic diseases and pollinators of key food crops. For wildlife species they pollinate and feed on key plant species, vector prominent diseases, create large scale habitat change through plant disease outbreaks, and provide the primary source of animal matter for predators. During this class students will learn basic taxonomy and life history of insects, as well as explore case studies involving the role of insects in plant and animal disease, pollination, biological control, and other influences on ecosystem functioning.

Learning Outcomes

Students will:

1. Understand and identify key parasites and insects that impact wildlife populations
2. Study current trends in wildlife diseases
3. Understand the role humans in spreading diseases
4. Discuss wildlife management case studies involving parasites and insect vectors

WCON 403 Habitat Management for Wildlife and Fisheries

Wildlife managers influence wildlife species using three 'levers': habitat, populations, or humans. This course addresses the habitat dimension of wildlife management. Students will engage in discussions and activities to create understanding of the basic concept of habitat and its components, how various species identify, select, and interact with their habitat, and how this process influences how managers manipulate the environment to influence wildlife populations. Students will also gain familiarity with common habitat management tools and funding programs.

Learning Outcomes

Students will:

1. Clearly define and articulate key ecological concepts underlying habitat management including the 'habitat concept', habitat quality, and spatial and temporal considerations.
2. Explain and describe the process of habitat selection and its impact on management decisions
3. Be able to interpret results of basic use/availability analyses and resource selection functions

4. Choose and describe appropriate methods for habitat assessment in a variety of environments.
5. Explain basic habitat management principles for various environments including forests, rangelands, wetlands, agricultural lands, and urban areas.
6. Discuss current challenges in habitat management.

WCON 405 Population Management for Wildlife and Fisheries

Wildlife managers influence wildlife species using three 'levers': habitat, populations, or humans. This course addresses the population dimension of wildlife management. Students will explore how wildlife biologists measure and monitor demographic parameters of populations, including field techniques and analysis methods, with a focus on understanding strengths, weaknesses, and appropriate use of each technique. Students will consider ecological concepts and management techniques used to manipulate wildlife populations including sustainable harvest, management of threatened and endangered species, and control of overabundant species.

Learning Outcomes

Students will:

1. Describe the population parameters that influence abundance,
2. Define and list the assumptions inherent in models of population growth including density-independent, density-dependent, age or stage-structuring, and spatially-structured growth.
3. Discuss how populations respond to demographic and environmental stochasticity.
4. Explain/interpret the use of population modeling in determining harvest strategies and evaluating conservation approaches.
5. Demonstrate basic understanding of uses and limitations of common techniques of estimating population parameters including closed and open-population estimators, removal or change-in-ratio estimators, distance sampling, and occupancy modeling.

Graduate Course Descriptions

CONL 505 Conservation Law Enforcement Management

This course examines the structure of a conservation enforcement agency to achieve maximum effectiveness toward the mission of an organization. Beginning with a statutory foundation at the federal or state level, this course will look at a variety of factors such as size of workforce, budget, contracts, work rules; and public policy, to shape a cost efficient organization. This course will also look at structure of supervision, span of control, career advancement, use of special teams and support operations. Students will examine operational policies and procedures and learn the value of providing consistent direction to throughout the chain of command.

CONL 510 Operational Human Resources Management

Civil service laws and rules control the work practices of public service enforcement agencies. This course will take a hands on look at how such laws and rules direct the day to day operations of a conservation enforcement agency. Topics such as job specifications,

position reclassification, performance management, personnel investigations; grievances, and arbitration will be examined. Students will review labor contracts and understand the principles of collective bargaining for conservation enforcement agencies.

CONL 515 Advanced Wildlife Enforcement

Enforcers of wildlife laws around the globe face a multitude of challenges. Technology has created an interface of humans and wildlife that has changed the face of conservation enforcement. From a local to global perspective this course analyzes how technology and other enforcement practices can be used to combat the illegal taking of wildlife. Topics such as human dimensions, overt vs. covert operations, surveillance practices will be examined.

CONL 520 Judicial Procedure and Evidence Management

This course will examine the judicial system focusing on the appellate court process at the state and federal level. Students will analyze court decisions and how they control enforcement practices within their jurisdiction. The course will examine evidence management issues including but not limited to electronic evidence, requirements for expert witnesses, and the use of DNA evidence.

CONL 525 Conservation Law Enforcement and Public Policy

This course examines natural resource policy globally, and at the federal and state level demonstrating regional and societal differences. Enforcement administrators learn to understand the impacts of natural resource based policy and how it directs the focus of agency. From a global perspective various treaties and conventions will be discussed. At the state and federal level topics such as the Endangered Species Act, Lacey Act will be reviewed.

CONL 530 Social Science Research Methods

Conservation enforcement administrators need the ability to assess the effectiveness of their programs and day to day enforcement responsibilities. This course will introduce administrators to varied research methods used to obtain quantitative and qualitative data and understand how to use research to support staffing and budget decisions to meet the demands of the public.

CONL 605 Leadership and Ethical Decision-Making

This course will analyze leadership styles in law enforcement and prepare a student to understand leadership at various administrative levels. Students will explore situational leadership and learn to apply a range of leadership principles to varied circumstances. Students will learn critical thinking skills and understand the basis of ethical decision making.

CONL 610 Diversity in Conservation Law Enforcement

This course will explore the demographics of the United States and look at diversity from a broad perspective, including but not limited to ethnicity, gender, and economics. Students will understand how diversity affects agency enforcement policies and procedures. The course will also identify management level considerations for creating a diverse natural

resource enforcement agency, considering federal and state laws, and policies.

CONL 690 Conservation Law Enforcement Graduate Capstone

Students will take on the role of an administrator and analyze a real life conservation enforcement issue in an enforcement agency and/or program. By applying research, legal principles, public policy, human resource, and financial concerns, students will prepare recommendations to solve the problem.

GISC 505 GIS and Remote Sensing for Environmental Solutions

This course is intended to introduce students to GIS and remote sensing software and tools used to solve real-world environmental problems. Students will learn concepts and data sources and formats used in environmental research they may encounter in careers in environmental science. This course introduces the fundamentals of cartography, photogrammetry, geographic information science, and remote sensing through maps and spatial analysis used to answer various environmental and ecological issues. This course will also introduce students to use map and data outputs in the decision-making process that can impact environmental assessments and determinations.

GISC 510 Advanced GIS and Remote Sensing for Ecological Applications

This course is intended to build upon introductory course knowledge. This course will teach students to understand and apply more advanced methodologies using GIS and remote sensing technologies. They will apply knowledge gained in this course to environmental concepts they may be exposed to in their careers. Types of data used will include vector and raster spatial data, imagery, maps, and topographic data to examine environmental problems. Data assessed will include spatial information regarding human and natural hazards and disasters, land use and land cover, surface temperature, climate change, wetland delineation, wildlife corridor mapping, coastal erosion, human impacts on the environment, and more. Students can use this data to gain insights and make problem solving decisions regarding real-world environmental issues they may encounter during their careers.

GISC 515 Environmental Research Methods

This course will expand upon GIS and remote sensing concepts, techniques, and tools used in environmental research. Students will gather, process, and analyze data from a variety of sources. Data sources will include GIS and remotely sensed data from online repositories like USGS Earth Explorer, Google Earth, state GIS repositories, the National Atlas Viewer, the NPS IRMA Data Portal, the NRCS Soil Data Viewer, and the USDA Geospatial Data Gateway. Types of data examined will include vector and raster spatial data, imagery, maps, and topographic data. Students will also learn to gather, process, and analyze basic geographic data using tools they have access to including GPS devices including watches, smartphones, cameras, and trackers.

GISC 520 Creating Maps and Graphics of Ecosystem Change

This course is intended to introduce students to theory and practice of cartography and visualization. This course will teach students to learn, to think, and to communicate visually using a variety of environmental GIS data. Activities and a final project will teach students to visually display and examine environmental problems. Students will learn symbology, coordinate systems, map projections, topographic representations, interpolation, classification schemes, and more to effectively visually communicate real-world environmental problems and solutions to scientific and general public audiences.

GISC 525 Project Development for Environmental Problem Solving

This course will apply all the knowledge and skills students have learned in the Professional Skills and Environmental GIScience core courses. Students will work with faculty or a government or private institution to solve a real-world environmental problem. Faculty will work with each student to identify an area of interest or need and begin to put together a portfolio of professional work for student's intended or current careers. Note: Must be scheduled by an advisor in accordance with academic plan.

GISC 605 Modeling Our Changing World

This course is intended to continue to build on the concepts and techniques learned in previous GIS and remote sensing courses. Students will learn to model and analyze real-world environmental science problems (e.g. past and future impacts of climate change on the Earth). A model is a simulation of the real-world. Students will model raster and vector data using algorithms and basic programming language. Students will use various proprietary and/or open source software to model and analyze environmental data including ArcGIS, R and QGIS.

GISC 690 Environmental GIScience Capstone

The Capstone course project will be the culmination of the knowledge and skills learned throughout the Environmental GIScience program. Students will complete processing, analysis, and interpretation GIS and remotely sensed data to solve the real-world environmental problem of interest identified in the Project Development course. Students will present their final projects in oral, visual, or written form to a public audience. This can include conferences, industry professionals, community town hall meetings, and more. Examples of final projects formats can include factsheets, peer-reviewed articles, project reports, interactive graphics or animations, poster presentations, YouTube videos, PowerPoint presentations, websites, and more. Note: Must be scheduled by an advisor in accordance with academic plan.

PROF 505 Strategic Management of Innovation

The course is designed to help students understand the strategic, organizational and human issues that can either help or hinder you (and the organizations, both private and public, you work for) in efforts to develop and implement science-based solutions to environmental and natural resource challenges. It combines the study of those principles needed to manage scientific innovation with an emphasis on how environmental innovation fits within an organization's strategy and business model, and why they matter, and how one creates an innovative learning organization, drives change within an organization, and drives the adoption of the innovations the organization creates.

PROF 510 Communication for Environmental Professionals

This course will provide students the opportunity to develop vital professional skills in oral and written communication while preparing them to communicate clearly about science, policy, and technology issues with demographically diverse and geographically dispersed audiences. Content will address mass media and public understanding of science; organizational communication issues such as structure and communication networks; rhetoric, advocacy, and strategic message development; the role of public opinion and public policy; innovation and decision making; crisis communication and conflict management; emerging communication technologies; and inter-organizational and cross-disciplinary communication.

PROF 515 Ethical Practice and Policy

This course will investigate some of the ethical dimensions of a life in professional science, examining dimensions of environmental and natural resource science and policy in the context of globalization, global change, and climate change. The course builds on the communications skill set of the science communication course by including a module on the role of science in society. Students critically evaluate the ethical dimensions of common scientific practice and policy issues related to sustainability and natural resources.

PROF 590 Capstone I

This course guides students through the creation of a capstone project. Students from all degree tracks solve real-world problems through application of the variety of skills and knowledge acquired during their master's experience. Students work to develop projects that demonstrate transdisciplinary thinking, analyze complex systems, and develop and communicate solutions to posed problems. Note: Must be scheduled by an advisor in accordance with academic plan.

PROF 690 Capstone II

This course is the culminating experience of obtaining the M.S. of Professional Science

degree at Unity College. Students will work to solve real-world problems through application of the variety of skills and knowledge acquired during their master's experience. Collaborators work to demonstrate transdisciplinary thinking, analyze complex systems, and develop and communicate solutions to posed problems. Students will complete their capstone projects in their fields of interest. Note: Must be scheduled by an advisor in accordance with academic plan.

SBUS 505 Accounting and Finance for Sustainable Business

This course examines the principles of financial and managerial accounting for strategic decision-making and assessment of the financial strength of sustainably-minded organizations. Discussions will include the essentials of cost accounting, minimizing the costs and risks posed by operations and environmental liabilities, developing effective operational planning and capital budgeting processes, and effectively managing a firm's investments.

SBUS 510 Humans, Climate, and Business

Climate change is the defining environmental issue of the 21st century. Environmental managers should be able to follow the emerging science and communicate it to a wide variety of audiences. This course begins with the science of climate and climate change and the anthropogenic contributions to that change. The course then examines the technical and economic challenges society faces with regard to climate change mitigation and adaptation, and strategies to increase the resilience of natural and human communities. Throughout the course, we will examine the historical and emerging responses to aspects of climate change mitigation and adaptation and how it relates to business.

SBUS 515 Ecological Economics

Economic systems influence how society understands its relationship to the environment. From the neo-classical synthesis to socialism, none of our contemporary economic systems seems to provide the social and environmental resilience that sustainability theory demands. The interdisciplinary field of ecological economics attempts to overcome the deficiencies in traditional economic theory, first by recognizing the physical limits in which any economic system operates and then by including normative values into a holistic economic system. Students will learn the basic principles of ecological economics, evaluate the framework, and learn to apply its principles to sustainability work.

SBUS 520 Global Impact of Capital Markets

This course explores the foundations of financial markets, how they operation, and how to assess performance. Students explore market behavior from a global perspective and how financial institutions operate. Key concepts include economic instability, government

intervention, and how to value sustainability.

SBUS 525 Designing Successful Teams & Organizations

This course covers some of the skills that help organizations to thrive in a multicultural business environment, such as effective teamwork, the ability to set and reaching goals, and effective human resource strategies. Students will learn about leadership and communications skills for business leaders, group collaboration, and engaging employees and stakeholders to reach their full potential.

SBUS 530 Business Ethics for 21st Century Leaders

Course Description: Recent events have demonstrated that ethical failures by business leaders can have major consequences across the globe. It is important for businesses to identify when ethical issues emerge and how to address them. Organizations can create a strategic advantage by taking a triple bottom line approach to business by considering social, environmental and economic factors.

SBUS 535 Marketing & Communicating Corporate Social Responsibility

Effective marketing is essential for overall business success. This course explores marketing in a sustainable organization and creating beneficial relationships with stakeholders. Students learn how to brand an organization, determine consumer demand, identify target markets, create brand positioning, and develop pricing strategies.

SBUS 540 Quantitative Methods for Sustainable Solutions

This course enables students to applying business data to solve organizational issues. Organizing and interpreting relevant information allows organizations to make informed business decisions and make sound forecasts.

SBUS 590 Sustainable MBA Capstone I: Planning Green Business Initiatives

This course involves applying knowledge from other courses and integrates finance, communications, marketing, sustainability, and strategic management skills to develop an applied project that will be implemented in the following section of the class. Students work with an organization and possibly other Unity MBA candidates to design a plan that is guided and approved by a faculty member and an expert in the field. A project proposal must include the needs of an organization, the goal of the project, and relevant research findings. Note: Must be scheduled by an advisor in accordance with academic plan.

SBUS 690 Sustainable MBA Capstone II: Implementing Green Business

Initiatives

Building upon the work completed in the Planning Sustainable Business Initiatives course, students work with an organization to implement a business project. Students work with their academic advisor as a mentor and present the project to the organization and produce a written report. Note: Must be scheduled by an advisor in accordance with academic plan.

SNRM 505 Human Dimensions of Natural Resource Management

This course considers the human dimensions aspects of natural resource management. Topics include approaches to stakeholder involvement in management, conflict resolution, and decision-making approaches through case studies and human-dimensions research. Students learn principles that are needed to find science-based and socially acceptable solutions to natural resource management problems.

SNRM 510 Landscape Ecology

Landscape ecology focuses on the relationships between scale, spatial pattern, and ecological processes. Emphasis will be placed on landscape perspectives and practices as they relate to the management and conservation of populations and communities. This course will explore the importance of scale in assessing pattern and process and how landscape structure is characterized. We will examine the abiotic and biotic drivers of landscape patterns including land- use legacies and disturbance regimes. Other topics to be addressed include how populations and communities are structured across the landscape and respond to landscape change.

SNRM 515 Conservation Ecology

This course presents concepts from multiple biological disciplines, including population ecology, evolutionary biology, genetics, behavioral ecology, sociology, as well as sociology and policy. Discussion illustrates the value of transdisciplinary thinking in solving conservation challenges. Students practice management and conservation problem solving by integration and application of course concepts to real-world case studies with an ecological focus.

SNRM 520 Quantitative Methods

This course provides managers with a basic quantitative literacy to enhance their ability to evaluate and interpret current ecological literature, and to implement management procedures that help advance understanding of the systems they manage. Topics include ecological study design, use of models in ecology, and advanced statistical approaches such as information-theoretic and Bayesian methods.

SUST 505 Thinking in Systems

Ecological, economic, and social systems have complex interactions which can make management inherently difficult. Students will examine examples of these systems from both a top-down and bottom-up perspective. From a top-down perspective, students will use statistical tools to mine information about systems, as understanding system patterns and measures can help managers anticipate how systems will change under natural or artificially applied modifications. In some cases, modifying these interactions (due to variation in environment or natural or applied pressures) can produce unexpected results. Therefore, students will also examine systems from a bottom-up perspective, using quantitative tools to model systems and examine their responses under changing conditions.

SUST 510 Climate Dynamics

Climate change is the defining environmental issue of the 21st century. Sustainability scientists and natural resource managers should be able to follow the emerging science and communicate it to a wide variety of audiences. This course begins with the science of climate and climate change and the anthropogenic contributions to that change. The course then examines the technical and economic challenges society faces with regard to climate change mitigation and adaptation, and strategies to increase the resilience of natural and human communities. Throughout the course, we will examine the historical and emerging responses to aspects of climate change mitigation and adaptation.

SUST 515 Leading Sustainable Change

The community dimension of sustainability science sets it apart from historical scientific problem solving. Truly sustainable solutions need to meet economic and cultural acceptability to be implemented politically, and the process of seeking solutions can change community perceptions. Through techniques for understanding the nature of stakeholders and the use of social marketing, sustainability professionals can strongly influence perceptions and behavior. In this course, students will practice research-based stakeholder analysis and social marketing.

SUST 520 Community Planning for Resiliency

It is increasingly essential that we couple our greenhouse gas reduction actions with preparations for climate extremes and other changes, both expected and unexpected. As the footprint of human society continues to grow, managing the built environment for resilience becomes one of the primary leverage points for mitigation of sustainability problems, and an important focus of adaptation. From buildings to transportation networks to the relationship between urban communities and their rural resource bases, a strategically developed built environment dramatically reduces the carbon footprint, protects open space, and fosters social cohesion. We will enlist successful frameworks used in community design and green building as we explore ways in which communities can anticipate and adapt to the consequences of climate change while contributing to global

mitigation efforts.

SECTION 5: UNDERGRADUATE ACADEMIC GUIDELINES

Definition of a DE Undergraduate Credit:

Unity College policy defines one undergraduate credit hour as 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 term and 2 hours of out of class work each week (i.e., one 3 credit undergraduate class is approximately 135 hours of student work). While online courses do not have specified time in a physical class, they require an analogous amount of work to a semester credit hour.

SECTION 6: GRADUATE ACADEMIC GUIDELINES

Definition of a DE Graduate Credit:

Graduate students are expected to perform not only additional work beyond undergraduate expectations, but work that is more in-depth and of higher quality as befits a graduate-level course. Graduate students are therefore expected to perform roughly a third more work than their undergraduate counterparts. Thus, one Unity College graduate credit hour in an eight-week term is equal to at least 60 hours of student work.

Capstone Experience

The Unity College Graduate Programs require a capstone experience. The capstone experience is a key component of professional master's degree programs, and is centered around a capstone project that demonstrated the student's ability to apply skills learned during their master's program through the production of useful workforce-related product for an external partner or the student's current employer. These programs are non-thesis degrees and the capstone projects are not traditional academic theses. Capstone projects should be able to be completed within the timeframe of the capstone course(s), approximately 16 weeks depending on the student's degree completion schedule. The instructor(s) of the capstone courses work with the student as they develop their project proposal and produce the deliverable product for the external partner or employer. A final project report based on this deliverable is presented during the capstone course and contributes to the grade of that course. Capstone projects do not have faculty advisors or graduate committees apart from the capstone course instructor(s). Students will work with

external partners or employers as part of their capstone projects.

The capstone experience varies somewhat among programs. The following describes the project for each program.

M.S. in Professional Science: Sustainability Science and Sustainable Natural Resource Management programs

In the Sustainability Science and Sustainable Natural Resource Management programs, capstone projects are developed and completed during two courses, PC 5503 Capstone I and PC 6503 Capstone II. The projects are expected to demonstrate transdisciplinary thinking while developing products that address real-world problems for the external partner or employer. During PC 5503, the student will work with the instructor to develop a proposal for their project as an outcome for this course. During PC 6503, the student will compile and analyze information, complete the deliverable product, and prepare and present a report on their project as a course outcome.

M.S. in Professional Science: Environmental Geographic Information Science program

In the Environmental Geographic Information Science program, capstone projects are developed and completed during two courses, GR 5503 Project Development for Environmental Problem Solving and GR 6503 Environmental GIScience Capstone. Students will use their GIS skills to work with a external partner or employer to solve a real-world environmental problem. During GR 5503 students will work with their instructor to identify the external partner and develop their project proposal. During GR 6503 the student will complete the analysis and present their final projects to a public audience.

Sustainable Master of Business Administration

In the Sustainable Master of Business Administration program, capstone projects are developed and completed during two courses, MG 5503 Capstone I and MG 6503 Capstone II. Students will integrate knowledge from their coursework to develop and implement a green business initiative. During MG 5503, students work with their instructor and an expert in the field to develop a proposal for a green business initiative. During MG 6503 students will work with their instructor and the external organization to implement the initiative, and produce a written report on the project.

SECTION 7: ACADEMIC POLICIES

Honor Code

The Unity College Honor Code requires that students be honest in all academic work. By joining the Unity College Community, students express 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 integrity of its students and programs. Every Unity College student is responsible for upholding the principles of academic honesty. Personal ethics and integrity should govern all actions.

Academic Dishonesty

Cases of dishonesty in Distance Education academic matters are referred to the Chief Distance Education Officer (CDEO). The actions of the CDEO may include any combination of the following:

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

If a Distance Education faculty member suspects a violation of the Honor Code, he or she will notify the CDEO and discuss the matter with the alleged violator. If the matter is not resolved to the satisfaction of both parties, either party may appeal to the proper administrative channels which is first, the Chief Distance Education Officer, and then if the parties feel that the Chief Distance Education Officer did not follow due process, the President. The President's decision is final.

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 Collaborative Learning Center) 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.

The Family Educational Rights and Privacy Act of 1974

The Family Educational Rights and Privacy Act (FERPA) affords 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. If a student wishes to inspect his or her education records, he or she should contact the Registrar to make arrangements.

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 to 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 educational 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, email 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 level of students in officially recognized activities, 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 within thirty (30) days of enrollment. 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.

Grading

Undergraduate Grading Scale

The grading system used in Unity College Distance Education Undergraduate courses is as follows:

A	(94-100%)	Excellent
A-	(90-93.9%)	
B+	(87-89.9%)	
B	(84-86.9%)	Good
B-	(80-83.9%)	
C+	(77-79.9%)	
C	(74-76.9%)	Satisfactory
C-	(70-73.9%)	
D	(60-69.9%)	Poor, but Passing
F	(0-59.9%)	Failing

Graduate Grading Scale

The grading system used in Unity College Distance Education Graduate courses is as follows:

A	(94-100%)	Excellent
A-	(90-93.9%)	Very Good
B+	(87-89.9%)	Good
B	(84-86.9%)	Satisfactory
B-	(80-83.9%)	Satisfactory, but needs improvement
C+	(77-79.9%)	Needs improvement
C	(74-76.9%)	Unsatisfactory
C-	(70-73.9%)	Poor
F	(0-69.9%)	Failing

W – Withdrawal (No credit)

Recorded but not calculated as part of the GPA. Distance Education Faculty may not give a grade of “W.” That grade designation is applied by the [Registrar’s office](#).

I – Incomplete (No credit)

Coursework not completed because of circumstances beyond the student’s control. All work must be completed no later than one calendar year of the final day of the term in which the Incomplete was received, but instructors may specify a timeframe shorter than one year. Work not completed within one year will automatically be changed to a course grade of F. Distance Education Faculty considering granting a final grade of “I” should work closely with the Chief Distance Education Officer. A grade of “I” is not factored into a student’s GPA.

Calculating Grade Point Average (GPA)

To determine a graduate student’s grade point average (GPA), Unity College uses the following system of quality points:

Letter Grade	4.0 Scale
A	4.0
A-	3.7

Letter Grade	4.0 Scale
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D	1.0
F	0.0

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 term immediately following the term 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 Chief Distance Education Officer (CDEO) or the Dean of Distance Education Undergraduate Programs 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 CDEO or Dean for consideration. The CDEO or Dean 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 Chief Distance Education Officer (CDEO). The appeal must be submitted in writing no later than the end of the second (2nd) week of the term immediately following the term in which the grade was originally submitted. The CDEO will consider grade change appeals as they arrive. The CDEO will review the appeal along with any 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 Chief Distance Education Officer, she or he may appeal to the Chief Academic Officer (CAO). The appeal must be submitted no later than ten (10) working days after the date of notification of the decision of the CDEO. It must document how the appeal process was procedurally inappropriate in light of the timeline criteria, and method of review published in the catalog.

The CAO may seek additional information or documentation from 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 ten (10) working days after the CAO received the appeal. The decision will be final.

Enrollment Policies

Course Registration

Students will register for courses by working with their Distance Education Concierge to select courses that are appropriate for their degree completion. Once the student and Concierge determine which courses are appropriate, the student will work with the Concierge to register for courses through their portal.

Course Cancellation

The college may cancel courses due to low enrollment and other circumstances. If this occurs, the college will immediately notify the students to discuss options. Students can transfer to another available course if appropriate. Any payments made for cancelled courses will be refunded or applied to a different course within the college.

Course Load and Status

The maximum load for all DE undergraduate students is limited to 9 credit hours per 8-week term. To be eligible for financial aid, undergraduate students must be enrolled in at least one 3-credit course per 8-week term for two consecutive terms, or 6 credits in one 8 week term. Any increases to the recommended maximum load are contingent upon course availability and must be approved by the Chief Distance Education Officer or Dean of Distance Education Undergraduate Programs.

The maximum load for all DE graduate students is limited to 6 credit hours per 8-week term.

To complete the Master's in Professional Science program in one year, a student must enroll in 6 credits for five consecutive terms. To complete the Sustainable MBA in 14 months, a student must enroll in 6 credits for six consecutive terms. To be eligible for financial aid, graduate students must be enrolled in at least one 3-credit course per 8-week term. Any increases to the recommended maximum load are contingent upon course availability and must be approved by the Chief Distance Education Officer.

Attendance/Class Participation

Distance Education students will be required to complete an initial "log-in" assignment dictated by the respective course instructor on the by the end of the add/drop period (day 3 of the term). During the course of the term, the student will be required to complete assignments both in the course portal and outside of it at the direction of the syllabus and the instructor. Students are expected to log in to their class a minimum of once per week.

Unity College does not allow students who are not registered for a course to audit or "sit in" on a class for no credit. Students who have not participated in the course in any way prior to the end of the add/drop period will be referred to the [Registrar's Office](#) for documentation based on their circumstance.

Academic Standing

Students must meet the following requirements, both qualitative and quantitative to be considered to be in good academic standing and eligible for Federal 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 annually.

Satisfactory Academic Progress

Good academic standing for undergraduate students is defined as:

1. 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 term, and cumulatively includes all accepted transfer credits.)
2. Maintaining the minimum Cumulative Grade Point Average requirement of 2.00
3. Being mathematically able to complete your degree program in a timeframe of no more than 150 percent of your program's average length. NOTE: You must be able to complete your degree in no more than twenty-two, 8-week terms of full time study, or forty-four terms of part time study.

Good academic standing for graduate students is defined as:

1. Receiving credit for at least 75% of Total Attempted Credits. All students must complete 75% 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 term, and cumulatively includes all accepted transfer credits.)
2. Maintaining the minimum Cumulative Grade Point Average requirement of 3.00
3. Being mathematically able to complete your degree program in a timeframe of no more than 150 percent of your program's average length. NOTE: You must be able to complete your degree in no more than seven, 8-week terms of full time study, or 15 terms of part time study. See the [Satisfactory Academic Policy](#).

Failure to Meet the Minimum Standards

Failure to meet the minimum standards of satisfactory academic progress will result in suspension from the institution, and from receiving Financial Aid. There is no formal "warning" to a student who is not meeting the standards before suspension; however, the Distance Education [DE] staff will monitor students and offer assistance to students who show signs of being unsuccessful. This suspension can be put into place at any time during the academic year, and does not require the formal Satisfactory Academic Progress review to have taken place. Suspensions may be appealed by the student. See the [Satisfactory Academic Policy](#).

Suspension and Dismissal

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. See the [Satisfactory Academic Policy](#).

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 their suspension. Students must submit their appeal within 7 calendar days of final official grades being posted to the student portal OR before enrollment in a new term begins, whichever occurs first.

Please note that appeals that do not clearly outline the circumstances which lead to academic difficulty, and what steps have been taken to overcome those circumstances, will not be considered. Appeals are submitted to Registrarsoffice@unity.edu.

In addition to the student's written appeal, the panel [composed of Unity College Staff and Faculty] may consider documented feedback from faculty and staff, letters of support, and other documentation received from the student or other offices on campus. This documentation may be requested from Unity College employees by the student or the panel. Students are encouraged to request the submission of documentation that supports the changes the student has made to make them successful. Students may, and are

encouraged to, provide documentation from outside sources such as a medical professional, a clergy member, or other professionals who are assisting the student overcome their challenges.

The panel's determination will be based on evidence of extenuating circumstances beyond the student's control, as well as the student's likelihood for success upon readmission. Likelihood of success will be based on the student's outlined plans to overcome the circumstance, documentation submitted to the panel, and the student's past academic performance. The student will be notified of the panel's decision no later than 7 calendar days after the deadline to appeal suspensions. See the [Satisfactory Academic Policy](#).

Probation

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 term probation period to continue attendance and receive Federal Financial Aid. Students for whom it is mathematically unlikely to achieve good standing in the one-term probation will be placed on an academic plan. This plan must be crafted and approved by the end of the add-drop period of the first term of probation. See the [Satisfactory Academic Policy](#).

Academic Plan

An academic plan allows the student additional time to obtain good academic standing. This individualized plan is created by the Chief Distance Education Officer for graduate students and created by the Dean of Distance Education Undergraduate Programs for undergraduate students in consultation with other College officials as needed. 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 terms. Should a student wish to make changes to their Academic Plan, they must appeal at the end of a term to the panel to do so.

Students who meet the conditions of their plans will continue to be on probation until they complete their plan and obtain Satisfactory Academic Standing. 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. See the [Satisfactory Academic Policy](#).

Add/Drop Courses

During the first three class days, students may add or drop courses for the current 8-week term. Students should contact their advisor before adding or dropping a course. Reducing credit hours during the three add/drop days will result in an appropriate tuition and financial aid change. Students who wish to add or drop a course may do so by contacting the Distance Education Concierge, the Chief Distance Education Officer, or the Dean of Distance Education Undergraduate Programs.

Course Withdrawal

Students who wish to withdraw from a course must do so by the deadlines in the academic calendar by emailing the course instructor and the Chief Distance Education Officer or Dean of Distance Education Undergraduate Programs. The Distance Education staff will work with the Registrar to complete course withdrawal. It is the student's responsibility to contact Financial Aid to determine any changes based on a course withdrawal.

Date of Withdrawal A student is considered "withdrawn" as of the day they begin the official withdrawal process or notify the Chief Distance Education Officer [CDEO] or designee of their withdrawal. Official notice must be written or emailed. In the case of written notice, the date of withdrawal will be the date the written notice is received. Students who do not provide official notice will have their last date of recordable academic activity used as their date of withdrawal. Academic activity includes [but is not limited to]: a) Submitting academic assignments b) Participating in online discussions Academic activity does not include: a) Logging into online classes/discussions without active participation b) Speaking with an instructor or advisor to participate in academic counseling or advising A student cannot self-certify academic activity. Unity College must be able to establish the date via electronic record. If a student is unable physically or mentally to begin the withdrawal process the school may use the date of the related circumstance [such as an automobile accident] or the date of last academic activity.

Students are considered unofficially withdrawn (ceased attendance without providing official notification or expressed intent to withdraw) if a distance education staff member notifies the Registrar's office a student is no longer in attendance, and continued academic activity cannot be established by Unity College. Date of withdrawal will be established using the ["Date of withdrawal" policy](#).

Students may also be considered unofficially withdrawn when a student is assigned all "F" or "F" and "W" grades at the end of the semester. The Registrar's office will attempt to establish if the student earned at least one of their "F" grades. If the Registrar's office cannot reasonably establish the earning of the grade (academic participation through the entire term) in at least one course, the student will be considered withdrawn. The date of withdrawal will be determined using the "Date of withdrawal" policy. Refunds are based on the published refund schedule and determined by date of withdrawal. See [Distance Education Withdrawal Policy](#).

Transfer of Credits

Undergraduate Students may transfer a maximum of 90 undergraduate credits into undergraduate programs at Unity College. Students must earn a 'C' (2.0) or higher in order for the credit to be accepted for transfer. The credit granting institution must also be accredited by a recognized regional or national accrediting body. Some coursework may not be eligible for credit transfer, including remedial/fundamental coursework. Unity College reserves the right to determine the eligibility of transfer credits. Credits should be transferred at the time the student is admitted. Transfer credits count only toward the total earned hours, not undergraduate grade point averages.

Graduate students may transfer a maximum of nine (9) graduate credits into graduate programs at Unity College. All coursework transferred must link clearly to the degree requirements of the program the student is enrolled in, as determined by the Chief Distance Education Officer (CDEO). Students must earn a 'B' (3.0) or higher in order for the credit to be accepted for transfer. The credit granting institution must also be accredited by a recognized regional or national accrediting body. Credits should be transferred at the time the student is admitted. Transfer credits count only toward the total earned hours, not graduate grade point averages. Transfer of credits from other approved graduate programs will be considered on a case-by-case basis by the CDEO.

Withdrawal from the College

The process to withdraw from the College is to first contact the Distance Education Concierge and they will work with the Registrar to complete the withdrawal. The student is required to complete an electronic Withdrawal From the College Form upon receipt. All grades for courses in progress as of the withdrawal date are recorded as "W" and all relevant offices and instructors will be notified. Courses whose end date has passed and for which all work has been completed will still receive the grade earned before the withdrawal. Students who fail to withdraw by the final class day will remain enrolled and receive the grade earned for the class. See [Distance Education Withdrawal Policy](#).

Date of Withdrawal Policy

A student is considered "withdrawn" as of the day they begin the official withdrawal process or notify the Chief Distance Education Officer or Dean of Distance Education Undergraduate Programs of their withdrawal. It is highly recommended a withdrawing student follow Unity College's official withdrawal process by completing all forms. Official notice can be either oral or written. In the case of written notice, the date of withdrawal will be the date the written notice is received. Students who do not provide official notice will have their last date of recordable academic activity used as their date of withdrawal.

Academic activity includes (but is not limited to):

- Submitting academic assignments
- Participating in online discussions

Academic activity does not include:

- Logging into online classes/discussions without active participation
- Speaking with an instructor or advisor to participate in academic counseling or advising

A student cannot self-certify academic activity. Unity College must be able to establish the

date via electronic record. If a student is unable physically or mentally to begin the withdrawal process the school may use the date of the related circumstance (such as an automobile accident) or the date of last academic activity.

See [Distance Education Withdrawal Policy](#).

Repeating Courses

Students with a need to earn a higher grade may repeat a previously taken course. While the grades for both the first and subsequent attempts will remain on the student's transcript and the academic record, the highest grade will be used in computing the cumulative grade point average. Credit can only be earned once for a course, unless specifically stated otherwise in the course description. Courses completed with a grade of C or higher may only be repeated once.

Readmission to the College

Students enrolled in a degree program may continue to work toward their degree program under the requirements that were in effect at the time they matriculated, providing there have been no breaks of more than twelve (12) months. Students who have a break of more than twelve months must apply to be reinstated to the distance education program and meet requirements of the catalog in effect at the time they are reinstated. After 12 months of inactivity, students must contact the Chief Distance Education Officer to express their intent to re-enroll in classes. The College reserves the right to make substitutions for courses that are no longer offered.

Leaves of Absence and Time Limitation for Degree Completion

Distance Education graduate students will have five (5) consecutive calendar years from their date of matriculation to complete their program of study. Distance Education undergraduate students will have eight (8) consecutive calendar years from their date of matriculation to complete their program of study. Students who do not meet this deadline will be required to reapply for admission and will be subject to current availability of courses and programs, as well as any new program requirements.

Students who wish to take a leave of absence should communicate their intent to the Distance Education Concierge, the Chief Distance Education Officer (CDEO), or the Dean of Distance Education Undergraduate Programs in writing. Any student who does not register for classes for two (2) consecutive eight-week terms, but is otherwise eligible to continue study, will remain enrolled in the program, but will temporarily lose access to email, CAMS portal, and library services. Said access will be reinstated when the student returns and registers for coursework.

Any student who is inactive for more than one calendar year, or five (5) consecutive eight-week terms, will be subject to current availability of courses and programs, as well as program requirements as outlined in the most recent Catalog. Extensions with cause may

be requested of the Chief Distance Education Officer or the Dean of Distance Education Undergraduate Programs. The final decision rests with the CDEO.

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](#). 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 [Veteran Administration](#) or call (888) 442-4551. Students are required to submit their Certificate of Eligibility (COE) in order to be eligible for benefits. For more information, contact the Distance Education Concierge.

Veteran students are expected to complete all of their registered courses each term. Any change in academic workload must be reported to the College. Failure to do so may result in incurring debt.

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 [GI Bill](#).

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 matters of both physical and mental health. To be recorded as a medical withdrawal, documentation from a licensed medical practitioner must be submitted to the Chief Distance Education Officer or Dean of Distance Education Undergraduate Programs outlining the nature of the illness or injury and confirming that the student would not be able to complete coursework as a result. Medical withdrawals will be dated according to the date that the College was notified of the intent to withdraw (see [Distance Education Withdrawal Policy](#)). The regular refund policies of the College apply. Medical withdrawals can be recorded up to the last day of class for the term 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 term, and all relevant offices and professors will be notified.

Students are strongly encouraged to take a full 8-week term away from the College to address the medical issues before seeking to return. Depending on the situation and the time in the term 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.

Extended Absence

Once a period of enrollment begins, if a student needs to be away from his or her class for more than three (3) consecutive days based on either a personal or medical issue, the Chief Distance Education Officer (CDEO) or Dean of Distance Education Undergraduate Programs should be notified immediately so that an official notification can be sent to all of the student's instructors. The exact reasons need not be revealed to the CDEO or Dean if there is a confidentiality issue. This does not necessarily constitute an "excused absence," relieve the student of her/his responsibilities, or change the course expectations.

Student Identity Verification Policy

In compliance with the provisions of the United States Federal Higher Education Opportunity Act (HEOA) of 2008, Public Law 110-315, concerning the verification of student identity in distance learning, Unity College has established and will periodically evaluate its process to confirm that person who is enrolling in the College is the person who is completing the enrollment form, that a student taking an examination is the student who registered to take the examination, and that the student who is registered for an online course is the same student who participates in, completes, and receives credit for the course.

To authenticate identities, Unity College will use one or more of the following methods for verification:

- A secure login with username and password
- Proctored examinations
- New or emerging technologies and practices that are effective in verifying student identification

All methods of verifying student identity must protect the privacy of student information in accordance with the Family Educational Rights and Privacy Act (FERPA), any other applicable laws or regulations regarding the confidentiality of personally identifiable information, and the College's Privacy Policy.

Personally identifiable information collected by the College may be used as the basis

for identity verification. This information may include a combination of the following:

- Student ID number
- Last four digits of the student's Social Security Number
- At least two other pieces of information such as the student's email address on file, date of birth, address, or username, etc.

Graduation

Application for a Degree

There are three (3) times each year when degrees are conferred: December, May, and August. The deadline for submitting an Application for Degree is September 15, February 15, and June 15. Upon receipt of the application to 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 thirty (30) days. Diplomas will be mailed once the academic records are certified and all financial obligations to the College have been resolved.

Participation in a Commencement Ceremony

Unity College celebrates Commencement with an official ceremony at the Unity, Maine campus each May. There is a smaller ceremony on campus each December. Distance Education graduates who wish to travel to the Unity, Maine campus are welcome to participate in Commencement.

Online students who have met all academic requirements to receive their diploma or are within six (6) credits of meeting all the graduation requirements set forth by Unity College are invited to participate in a Commencement ceremony.

Students who are eligible and wish to participate in a commencement ceremony must:

1. Have a degree audit completed by the Registrar's office and be within 6 credits of completing their degree
2. Submit an Application for Degree by the appropriate deadline (September 15, February 15, or June 15)
3. Pay a \$100 fee. You may participate in a Commencement Ceremony only once per degree.

Once the completion of requirements has been verified, a diploma will be issued at the next available conferral opportunity (December, May, or August). The diploma will be mailed to the student within six (6) weeks of his or her conferral date.

Replacement Copies of Diplomas

Graduates may submit a request for a replacement diploma through the Registrar's Office. 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.

Unclaimed Diplomas

Unclaimed, undeliverable, or withheld diplomas are retained in the [Registrar's Office](#) for a period of (5) five years, after which they may be destroyed. Graduates wishing to replace an unclaimed, destroyed diploma must request a replacement diploma as described above.

SECTION 8: EXPENSES AND FINANCIAL AID

Cost of Attendance

Undergraduate courses cost \$570 per credit hour (\$1710/course). Books, software, hardware, and other materials are not included in the credit hour cost and must be purchased separately.

Graduate courses cost \$850 per credit hour. Books, software, hardware, and other materials are not included in the credit hour cost and must be purchased separately.

Military Differential Tuition: All distance education courses are reduced by 10% for veterans or active military.

Billing

Students will be billed for each term after registering for their courses, and all student accounts must be settled and any financial aid in place before the end of the add/drop period (day 3 of the term). Any outstanding balance will lead to automatic withdrawal from courses. Any outstanding balance must be paid prior to future enrollment.

Failure to Pay

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

Refund Policy

Prior to the first day of class 100%. Students who do not check in, or actively start participation in their online courses during the add drop period, will be considered withdrawn prior to the first day.

1-3 calendar days 90%

4-7 calendar days 75%

8-14 calendar days 50%

15-21 calendar days 25%

22 or more calendar days 0%

Failure to Participate

Students who fail to participate in their course within the first three (3) days (as defined by a minimum of one discussion forum post) may be automatically dropped from the course.

Financial Aid

Your federal need will be determined on the basis of the income and asset information you provide on the Free Application for Federal Student Aid (FAFSA) online at fafsa.gov. Choose Unity's College Code (006858) to ensure that the federal application data will be transmitted to the Financial Aid Office. Please respond promptly to requests for additional information or clarification concerning your aid application.

Federal Direct Unsubsidized Loan Program

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 Prescribed by Law and Regulation TOTAL REFUND:

1. Unsubsidized Federal Stafford Loan
2. Subsidized Federal Stafford Loan
3. Federal Perkins Loan
4. Federal PLUS Loan
5. Federal Pell Grant
6. FSEOG
7. Other Title IV Aid Programs

Matriculated graduate students enrolled in three (3) or more credits per 8-week term may apply for assistance through the Federal Direct Unsubsidized Loan Program. The maximum

annual unsubsidized loan is \$20,500. More information about the Direct Unsubsidized Loan will be provided to qualifying students.

The Unsubsidized Loan starts to accrue interest after payment to your account. While in College, you can elect to pay interest on an Unsubsidized Loan or have it added to the principal. Repayment on the Unsubsidized Loan starts no sooner than six (6) months after you graduate or fall below half-time status. There is a ten-year repayment period and other re-payment options.

NOTE: Financial Aid is not available for certificate programs or non-degree seeking candidates.

Private Loans

Private loans may be an option if no other sources of financial aid are available. Unity College is not permitted to provide counsel about which private loans to choose. For help on this matter, please visit: <http://www.Unity.edu/FastChoice>.

SECTION 9: RESOURCES

Academic Calendar

Please see the webpage for the current academic calendar:
<https://online.unity.edu/academic-calendar/>

College Resources

The mailing address for all Unity College correspondence is:

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

College Switchboard: (207) 509-7100; or call (207) 509-7155

College Website: www.online.unity.edu

Distance Education Team

Chief Distance Education Officer, Dr. Amy Arnett
aarnett@unity.edu: (207) 509-7204

Distance Education Concierge, Heather Stetkis
hstetkis@unity.edu: (207) 509-7155

Distance Education Concierge, Jason Aylmer

jaylmer@unity.edu: (207) 509-7154

Dean of Distance Education Undergraduate Programs, Dr. David Rogers

drogers@unity.edu: (207) 5097159

Graduate Faculty, Dr. Brent Bibles

bbibles@unity.edu: (207) 509-7125

Other Important Resources

Registrar, Kelsey Gilbert

kgilbert@unity.edu (207) 509-7218

Associate Director of Financial Aid, Elizabeth Tilton

etilton@unity.edu: (207) 509-7225

Director of Library, Kate Russell

krussell@unity.edu: (207) 509-7176

Dean of Academic Support, Bobbi Thomas

bthomas@unity.edu: (207) 509-7265

Director of Human Resources, Beth Driggs

bdriggs@unity.edu: (207) 509-7169

Instructional Technology:

helpdesk@unity.edu: (207) 509-7110

Campus Store Manager, Leigh Juskevice

ljuskevice@unity.edu: (207) 509-7208

Date Modified: July 13, 2018

Adoption Chain: DE Leadership, President