



Unity College  
Hybrid Learning Course Catalog  
Academic Year 2020-2021

## Contents

Table of Contents	2
A Note from President Khoury	6
SECTION 1: INTRODUCTION	7
The Unity College Mission	7
The Unity College Hybrid Learning Catalog	7
Statement of Accreditation	8
SECTION 2: ADMISSIONS GUIDELINES	9
Undergraduate Admissions Requirements	9
Admissions Requirement for Homeschooled Students	9
Expiration of Application	10
Readmission to the College	10
Transfer of Credits	10
Transfer of Credits from a Quarter System	10
International Transfer Credit	11
SECTION 3: EXPENSES AND FINANCIAL AID	12
Cost of Attendance	12
Billing	13
Failure to Pay	13
Refund Policy	13
Failure to Participate	14
Financial Aid	14
Federal Work Study	14
Return to Title IV	14
Private Loans	15
SECTION 4: ACADEMIC POLICIES	16
Definition of a Hybrid Learning Credit	16
Course Load and Status	16
Course Registration	16
Course Cancellation	16
Add/Drop Courses	17
Attendance/Class Participation	17

Extended Absence	17
Course Withdrawal	18
Leaves of Absence and Time Limitation for Degree Completion	18
Withdrawal from the College	18
Medical Withdrawal from the College	18
Date of Withdrawal	19
Grading Policy	20
Grading Scale	20
W – Withdrawal (No credit)	20
WF – Withdrawal Failure (No credit)	20
I – Incomplete (No credit)	20
Circumstances and Provisions for Incomplete Grades	21
Calculating Grade Point Average (GPA)	21
Change of Final Grade	22
Change of Final Course Grade - Process for Instructors	22
Appeal of Final Course Grade - Process for Students	22
Repeating Courses	23
Academic Standing	23
Satisfactory Academic Progress	23
Failure to Meet the Minimum Standards	23
Suspension and Dismissal	23
Appeal of Financial Aid Suspension and Academic Dismissal	23
Probation	24
Academic Plan	24
Graduation	25
Application for a Degree	25
Participation in a Commencement Ceremony	25
Academic Honors	25
Replacement Copies of Diplomas	26
Unclaimed Diplomas	26
Second/Dual Bachelor's Degree	26
SECTION 5: ACADEMIC PROGRAMS	27
Captive Wildlife Care	27

Conservation Law Enforcement	29
Environmental Science	31
Environmental Studies	35
Wildlife and Fisheries Biology	38
SECTION 6: COURSE DESCRIPTIONS	41
ANTHROPOLOGY COURSES	41
ARTS COURSES	41
BIOLOGY COURSES	42
BUSINESS COURSES	44
CAPTIVE WILDLIFE CARE COURSES	44
CONSERVATION LAW ENFORCEMENT COURSES	45
COMMUNICATION COURSES	48
EDUCATION COURSES	49
ENVIRONMENTAL STUDIES COURSES	49
HUMANITIES COURSES	50
INTERDISCIPLINARY STUDIES COURSES	51
MATH COURSES	53
PHYSICAL SCIENCE COURSES	53
PSYCHOLOGY COURSES	54
SUSTAINABILITY SCIENCE COURSES	54
WILDLIFE AND FISHERIES COURSES	55
SECTION 7: COLLEGE POLICIES	58
Honor Code	58
Academic Dishonesty	58
Plagiarism	58
Cheating	58
Misrepresentation	59
Falsification	59
The Family Educational Rights and Privacy Act of 1974	59
Inspection of Records	59
Amendment of Records	59
Disclosure of Records	59
Directory Information	59

School Officials with Legitimate Educational Interests	60
Student Identity Verification Policy	60
Veteran Students	61
SECTION 8: RESOURCES	61
Academic Calendar	61
College Resources	61

## A Note from President Khoury

Unity College Hybrid Learning 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 Hybrid Learning Recruiter or Hybrid Learning Coach. 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.

## Core Value Statements

In pursuing Unity College's vision and mission, we are committed to following these eight core values:

**Respect** establishes trust. We honor the intrinsic value of self, others, and the world we share.

**Integrity** aligns our actions and values. We act with purposeful reflection to uphold our vision and mission.

**Social Responsibility** calls us to act. We prepare leaders to address civic engagement in light of environmental concerns.

**Community** has no boundaries. We connect through inclusive engagement locally and globally.

**Resiliency** demonstrates flexibility. We develop the capacity of people, systems, and environments to anticipate and respond to change.

**Cultural Competency** recognizes differences as strength. We explore and value the strengths, talents, and perspectives of others in order to foster strong relationships.

**Innovation** keeps us relevant. We have the courage to question our assumptions, embrace creativity, and take calculated risks.

**Accountability** starts with us. Our actions demonstrate ownership of our work and responsibility for measurable outcomes.

## The Unity College Hybrid Learning Catalog

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

Unity College views the Unity College Hybrid Learning 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.

Hybrid Learning undergraduate 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.

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 Hybrid Learning 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 Commission of Higher Education (NECHE) Commission on Institutions of Higher Education (CIHE). NECHE is located at 3 Burlington Woods Drive, Suite 100, Burlington, MA 01803-4514. NECHE may also be contacted by telephone at (781) 425-7785 or through their website at <https://www.neche.org/>



## SECTION 2: ADMISSIONS GUIDELINES

### Undergraduate Admissions Requirements

To enroll in a Unity College Hybrid Learning undergraduate program, students must fit one of the following criteria:

- a) Have a minimum of a 2.4 high school cumulative GPA on a 4.0 scale with the following courses requiring a grade of C or better:
1. 4 years of English
  2. Algebra I
  3. Geometry
  4. Algebra II
  5. 3 sciences (2 with lab components)

An applicant who has completed high school within the last three years of their intended start date needs to submit the following for consideration:

1. A Unity College Hybrid Learning undergraduate application for admission;
2. Unofficial high school transcripts **or** proof of high school completion equivalent (GED).

- b) If transferring from another college or university, have a minimum of a 2.0 cumulative college GPA on a 4.0 scale. To transfer credits, applicants must submit the following for consideration:

1. A Unity College Hybrid Learning undergraduate application for admissions,
2. Unofficial transcripts from previously attended colleges/universities. \*

\*NOTE: While unofficial transcripts are accepted during the admissions process, to receive transfer credits, official transcripts must be submitted prior to starting the student's first term at Unity College. "Official" means the transcript will 1) be signed by a College official, 2) have the school seal, and 3) be in a sealed envelope. Electronic transcripts are accepted from an accredited institution or verified transcript agency when sent directly to the College. International students need to have transcripts evaluated by a member service of NACES or AICE. See the "International Transfer Credit" policy at the end of Section 2 of this catalog for more details.

Transcripts must be provided for any previous college/university attended within the previous three years, even if transfer credits are not desired. If there is no transferrable coursework on a previous college transcript (e.g., withdrawing from the first term and earning only W grades), an official transcript does not need to be provided.

### Admissions Requirement for Homeschooled Students

A homeschooled applicant for admission is required to submit the following for review: 1) A letter of recommendation from a non-relative that assesses the student's academic ability. 2) Submission of an electronic portfolio that shows evidence that the applicant has met the typical high school academic distribution requirements. 3) Any test scores available [but not required], e.g., SAT or ACT.

## Expiration of an Application

Applications for admission remain viable for one calendar year. Either the student or the College may request a change in start date if the request falls within one year of initial acceptance. After one year, the applicant must reapply.

## 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 Hybrid Learning program and meet requirements of the catalog in effect at the time they are reinstated. After 12 months of inactivity, students must contact their Hybrid Learning Coach to express their intent to re-enroll in classes. The College reserves the right to make substitutions for courses that are no longer offered.

## Transfer of Credits

Undergraduate Students may transfer a maximum of 90 undergraduate credits into undergraduate programs at Unity College. Students must earn a 'C-' (1.7) or higher for the credit to be accepted for transfer. The credit-granting institution must also be accredited by a Department of Education recognized regional or national accrediting body. If an institution is accredited by a DOE recognized agency but has programs and/or courses which are not eligible for Title IV funding, that coursework is not transferable for credit. Some coursework may not be eligible for credit transfer, including remedial/fundamental coursework.

Advanced Placement® (AP®) exams are eligible for transfer credit and count toward the 90-credit maximum for undergraduate students. A minimum score of 4 is required to earn credit for mathematics and biology courses. For all other courses, a minimum score of 3 is sufficient. College Level Examination Program® (CLEP®) exams are also eligible for transfer credit and count toward the 90-credit maximum for undergraduate students. Unity College follows College Board recommendations for minimum scores when processing transfer credit.

Unity College reserves the right to determine the eligibility of transfer credits. Transfer credits count only toward the total earned hours, not undergraduate grade point averages.

Unity College will not accept transfer credits that were earned 20 years prior to the start of the student's first term.

## Transfer of Credits from a Quarter System

Unity College recognizes that some students may transfer in credits earned from a Quarter credit system. To convert quarter hours to semester hours, multiply the number of quarter credits earned by 2/3. For example, a course earned at 4.5 quarter credits converts to 3 semester credits.

When the conversion of credit hours completed results in a fraction, the number of credit

hours will be rounded up for the benefit of the student by .5 semester credits. For example, a course earned at 4 quarter credits converts to 2.67 semester credits, which is rounded up to 3 semester credits. A course earned at 5 quarter credits converts to 3.33 semester credits, which is rounded up to 3.5 semester credits.

### International Transfer Credit

International transcripts must be evaluated by a NACES® or AICE® approved agency to determine U.S. credit equivalency. Unity College will not consider foreign credits for transfer without the agency evaluation. The following evaluation types are required, depending on whether the student needs to demonstrate high school equivalency, or whether they are seeking transfer credit for college-level coursework:

- **Proof of High School Equivalency:** requires document-level evaluation. The evaluation service will review the students' high school records to ensure they are equivalent for purposes of admission to the College
- **College-level Transfer Credits:** requires course-level evaluation. The evaluation service will review college-level records and recommend the equivalent number of credits earned and grades awarded.

## SECTION 3: EXPENSES AND FINANCIAL AID

### Tuition

Hybrid Learning courses delivered online cost \$470 per credit hour (\$1410/3-credit course). Hybrid Learning courses delivered face-to-face cost \$550 per credit hour (\$1650/3-credit course). Books, software, hardware, and other materials are not included in the credit hour cost and must be purchased separately.

All Hybrid Learning students take a minimum of 37 credits toward their degree online.

### Comprehensive Fee

All students pay a nonrefundable, comprehensive fee of \$170 per term that covers the costs of multiple student-support services provided by Unity College. The fee provides access to all student services for the duration of a term, whether students are registered for online or face-to-face classes. This fee is not limited to, but includes services associated with student academic support, student activities, technology, wellness, fitness, and outdoor equipment.

The Comprehensive Fee does not include the annual Student Insurance Fee of \$1,837, which is waived if the student is covered by another plan. It also does not include a one-time residential orientation fee (\$75.00) or the one-time graduation fee (\$100.00).

### Housing

On-campus housing offers a unique community living experience, easy access to campus resources, and amenities such as activities, residence life support, and security, without having to sign a long-term lease. Pricing for on-campus housing is listed in the table below. Single occupancy may be requested for an additional cost, and will be available on a first-come, first-served, space-available basis. Residents must abide by the Room & Board Contract and all housing policies in the Hybrid Learning Student Handbook.

<b>Housing Type</b>	<b>Cost</b>
Housing Deposit	\$125
3 consecutive 5-week terms (17 weeks total)	\$1,865
2 consecutive 5-week terms (11 weeks total)	\$1,330
1 5-week term	\$660
Suite Single Room	\$300
All Other Single Rooms (additional per term)	\$350

### Dining

Unity College meal plans offer students convenient access to a variety of menu options that accommodate specific dietary needs. Pricing for meal plans is listed in

the table below. A meal plan is required for each student residing on campus for longer than one week and is available for students living off campus also. All meal plans include 19 meals per week.

<b>Meal Plan Type</b>	<b>Cost</b>
3 consecutive 5-week terms (17 weeks total)	\$2,160
2 consecutive 5-week terms (11 weeks total)	\$1,540
1 5-week term	\$765

## 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 Student Financial Services at (207)509-7261 if any charges are disputed.

## Refund Policy

### Courses

Hybrid Learning students who drop a course, whether they are active or not, before the end of the add/drop period are eligible for a 100% tuition refund for that course. After midnight of the last day of add/drop, students are no longer eligible for a refund. If the delivery of a course is disrupted for any reason during a term, an alternate course delivery method may be substituted at the discretion of the institution. No tuition refunds are available for a change of delivery method during a term.

### Refund Schedule for Room and Board

	Prior to the first day of class of the first term	After the first day of class of the first term and prior to first day of class of the second term	After the first day of class of the second term and prior to first day of class of the third term	After the first day of class of the third term
Room deposit	Nonrefundable			
Room 17 weeks	100%	\$1,205	\$535	\$0
Room 11 weeks	100%	\$670	\$0	
Room 5 weeks	100%	\$0		
Single Room Fees	Nonrefundable			
Board 17 weeks	100%	\$1,395	\$620	\$0
Board 11 weeks	100%	\$775	\$0	

Board 5 weeks	100%	\$0		
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## Failure to Participate

For online course, students who fail to attend or participate in their course within the first three (3) days, as defined by a minimum of one discussion forum post, will be automatically dropped from the course. Attendance means being physically present and engaged in a face-to-face course. Academic activity includes posting in discussions and submitting assignments in an online course. After the Add/Drop period, students must maintain attendance and academic activity in order to stay enrolled in their courses. Academic activity in an online course is readily tracked and documented through the College's learning management system. See the "[Attendance/Class Participation](#)" policy in Section 4 of this document for more information.

## Financial Aid

Your federal need will be determined based on the income, asset, and household information you provide on the Free Application for Federal Student Aid (FAFSA) online at [fafsa.gov](https://fafsa.gov).

Choose Unity's College Code (006858) to ensure that the federal application data will be transmitted to the Student Financial Services. Please respond promptly to requests for additional information or clarification concerning your financial aid application.

## Federal Work Study Awards

Hybrid Learning students will be eligible to participate in the Federal work study program if the student has residential housing and is enrolled during the period of enrollment the student intends to utilize work study funds. The maximum annual award is \$1,400, and eligibility will be determined based on a student's expressed interest and financial need based on FAFSA results.

## Return to Title IV

Students receiving any federal financial aid, such as federal Pell Grants or Direct Loans, are subject to a separate Federal policy called Return to Title IV if the student withdraws from a term. When a student withdraws, the College must follow federal guidelines to determine what percentage of federal aid may be retained and what portion needs to be returned. Written examples of the refund calculations are available upon request from Student Financial Services, as well as any further information that may be needed pertaining to the return of Title IV Funds process. Funds will be returned in the following order prescribed by the Higher Education Act:

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

## Private Loans

Private loans may be an option to assist with education expenses. 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 4: ACADEMIC POLICIES

### Definition of a Hybrid Learning 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 1 hour of faculty-directed instruction and 2 hours of self-directed class work each week for a traditional 15-week semester (i.e., one 3 credit undergraduate class is approximately 135 hours of student work). The table below demonstrates how this standard is applied to Unity College's Hybrid Learning undergraduate term calendar. This credit hour definition follows the guidelines for awarding semester credit hours from the US Department of Education and the New England Commission of Higher Education. While hybrid courses do not always have specified time in a physical class, they require an analogous amount of work to a semester credit hour.

Credit Hours	Minimum total required faculty-directed instruction hours	Minimum total student-directed instructional hours	Total Minimum Instructional Hours	Hours per week for 5-week term
3	45	90	135	27

### Course Load and Status

The maximum load for all Hybrid Learning students is limited to 6 credit hours per 5-week term. Students taking 3 or more credits per five-week term are considered full time status. To be eligible for financial aid, undergraduate students must be enrolled in at least one 3-credit course per term. Any increases to the recommended maximum load are contingent upon course availability and must be approved by the Vice President of Hybrid Learning or Unity College Chief Learning Officer.

### Course Registration

Students will register for courses by working with their Hybrid Learning Coach to select courses that are appropriate for their degree completion. Based on the student's academic plan, the Hybrid Learning Team will register the student for courses.

### 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.

## Add/Drop Courses

During the first three class days, students may add or drop courses for the current term. Students should contact their Hybrid Learning Coach in order to add or drop a course. Reducing or increasing credit hours during the three add/drop days will result in an appropriate tuition and financial aid change.

Hybrid Learning students who drop a course, whether they are active or not, before the end of the add/drop period are eligible for a 100% tuition refund for that course. After midnight of the last day of add/drop, students are no longer eligible for a refund.

## Attendance/Class Participation

For online course, students who fail to attend or participate in their course within the first three (3) days, as defined by a minimum of one discussion forum post, will be automatically dropped from the course. Attendance means being physically present and engaged in a face-to-face course. Academic activity includes posting in discussions and submitting assignments in an online course. After the add/drop period, students must maintain attendance and academic activity in order to stay enrolled in their courses. Academic activity in an online course is readily tracked and documented through the College's learning management system.

Students in 5-week terms are required to attend face-to-face courses and/or complete at least one academic activity every 6 days in an online course. Students who do not demonstrate academic activity during this time frame will be administratively withdrawn from the course, with an effective date based on their last academic activity. The Hybrid Learning Coach will identify the last date of academic activity using Canvas. We adhere to this policy because non-attendance has implications for billing and financial aid. If a student stops posting academic activity, but the last active date is after the withdrawal deadline, the student will not be withdrawn from the course. A final grade will be computed by the instructor and submitted to the Registrar's Office.

Academic activity does not include: a) Logging into online classes/discussions without active participation, or b) Speaking with an instructor or Hybrid Learning Coach to participate in academic counseling or advising. A student cannot self-certify academic activity.

Courses shorter than the standard 5-week term may require more frequent activity to remain enrolled as a student. Unity College Hybrid Learning does not allow students who are not registered for a course to audit a class for no credit.

## Extended Absence

Once a period of enrollment begins, if a student needs to be away from class for more than three (3) consecutive days based on either a personal or medical issue, the Vice President of Hybrid Learning (VPHL) or Dean 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 VPHL 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.

## Course Withdrawal

Students who wish to withdraw from a course must do so by the deadline in the academic calendar by emailing the course instructor and their Hybrid Learning Coach. The Hybrid Learning 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. If a student wishes to withdraw after the withdraw deadline posted on the academic calendar, they will receive "WF" grades for all currently enrolled coursework instead of "W" grades.

## Leaves of Absence and Time Limitation for Degree Completion

Hybrid Learning students will have ten (10) 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 remain unenrolled for more than two consecutive terms should communicate their intent to the Hybrid Learning Coach in writing. Any student who does not register for classes for two (2) consecutive terms, but is otherwise eligible to continue study, will remain enrolled in the program, but may temporarily lose access to email, CAMS portal, and library services. Account access will be reinstated when the student returns and registers for coursework.

Any student who is inactive for more than one calendar year 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 Vice President of Hybrid Learning or the Dean. The final decision rests with the VPHL.

## Withdrawal from the College

The process to withdraw from the College is to first contact the Hybrid Learning Coach, 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 withdrawal deadline will remain enrolled and receive the grade earned for the class.

## 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 Vice President of Hybrid Learning or Dean 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. The regular refund policies of the College apply. Medical withdrawals can be recorded up to the last day of class for the term. 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" if the effective date is prior to the withdrawal deadline, and all relevant offices and professors will be notified.

Students are strongly encouraged to take a full 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.

## Date of Withdrawal

A student is considered "withdrawn" as of the day they begin the official withdrawal process or notify the Hybrid Learning Coach 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.

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 Hybrid Learning staff member notifies the Registrar's office a student is no longer attending and continued academic activity cannot be established by Unity College.

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.

## Grading Policy

### Hybrid Learning Grading Scale

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

### W – Withdrawal (No credit)

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

### WF – Withdrawal Failure (No credit)

Withdrawal Failure. No credit. Shows the student withdrew after the deadline to withdraw published on the academic calendar. Factors into GPA as a failing (F) grade. Hybrid Learning Faculty may not give a grade of “WF.” That grade designation is applied by the [Registrar's office](#).

### I – Incomplete (No credit)

An Incomplete “I” is a temporary grade which may be given at the instructor's discretion with the approval of the Dean to a student when illness, necessary absence, or other reasons beyond the control of the student prevent completion of course requirements by the end of the academic term.

If a student does not complete the work before the start of the next term, they may not enroll in classes for future terms. Work must be completed by the end of the next term, or the incomplete grade will automatically be changed to an F. Hybrid Learning Faculty considering granting a final grade of “I” must follow the incomplete grade policy and work with a student's Hybrid Learning Coach to initiate an incomplete grade request. A grade of “I” is not factored into a student's GPA. Credits for an “I” grade are factored into

attempted (but not completed) credits for the student's cumulative completion rate.

Incomplete grades may be given only in the following circumstances:

- **80%** of all coursework must be completed with a satisfactory grade;
- An illness or other extenuating circumstance legitimately prevents completion of required work by the due date;
- Required work may reasonably be completed in an agreed-upon time frame;
- The incomplete is not given as a substitute for a failing grade;
- The student initiates the request for an incomplete grade before the end of the academic term;
- The instructor and student complete the "Application for Incomplete Grade" form before the end of the academic term.

Appropriate grades must be assigned in other circumstances.

**The following provisions for incomplete grades apply:**

- The faculty member initiates the digital "Application for Incomplete Grade" in consultation with the student, Registrar's Office, and the Dean.
- The course work may be completed while the student is not enrolled.
- If Incomplete grades are not resolved by the following academic term, Incomplete grades will change to 'F' and affect GPA. The Dean reserves the right to make exceptions to this policy on a case-by-case basis for extenuating circumstances.
- An Incomplete grade is not considered passing for purposes of determining academic standing, federal financial aid eligibility, or other purposes.
- Students who receive an incomplete grade in a course cannot re-register for the course in order to remove the "I." If a student needs to repeat a course in which they received an incomplete grade, the original "I" will be replaced by an "F."
- If the faculty member isn't available to grade the incomplete work, the Dean will grade it or find a designee.

## Calculating Grade Point Average (GPA)

To determine a Hybrid Learning 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
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

Except for the grade of "Incomplete," final course grades are not changed after submission to the Registrar except to correct an entry error, or in the result of a successful student grade appeal.

### 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 Dean of the error, and the corrected grade will be sent to the Registrar's Office to be processed. An instructor who wishes to change a grade for any other reason must send the request with documentation to the Dean for consideration. The Dean will review the evidence, seek additional information if necessary, and decide the appropriate course of action. If the change is approved, the Dean will forward the

change to the Registrar's Office with the appropriate documentation. In a case where the Dean is not available, the Vice President of Hybrid Learning (VPHL) is responsible for completing this process.

## Appeal of Final Course Grade - Process for Students

If a student disagrees with their final grade for a course, they may initiate a conversation about it with the instructor. After this conversation, should a student wish to appeal the final course grade, they may appeal the grade to the Dean and Vice President of Hybrid Learning (VPHL). The appeal must be submitted in writing no later than 30 days after the final grade was submitted. The Dean and VPHL will review the appeal along with any other supporting documentation and information provided by the student and the instructor and decide on the appeal within 10 business days. The VPHL's decision is final.

## 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. Students should be aware that financial aid will cover retaking a previously passed course once.

## Academic Standing

Students must meet the following requirements, both qualitative and quantitative, to be considered 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 are 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.

### 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 Hybrid Learning staff will monitor students and offer assistance to students who show signs of being unsuccessful. 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.

### 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.

### 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](mailto: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 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.

If a student does not appeal their dismissal, or if their appeal is not granted, students may not participate for at least one academic term before applying for readmission.

### 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 improvement plan. This plan must be crafted and approved by the end of the add-drop period of the first term of probation. If a student on probation does not meet the requirements of their academic plan, they are suspended with a right to appeal per the appeal policy above.

## Academic Improvement Plan

An academic improvement plan allows the student additional time to obtain good academic standing. This individualized plan is created by the Hybrid Learning Coach 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 improvement plan, they must appeal at the end of a term to the panel to do so.

Students will be on probation until they complete their academic plan and/or 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.

After one term on probation, VA benefits will not be certified until such a time when the reason for unsatisfactory progress no longer exists.

## Graduation

### Application for a Degree

There are three (3) times each year when degrees are conferred and printed: December, May, and August. Applications for degrees are accepted on a rolling basis prior to the conferral of the degree. Upon receipt of the application, students will be billed a \$100 fee. Diplomas are mailed to the student and 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 official ceremonies in May and December. Hybrid Learning students are welcome to participate in Commencement ceremonies.

Hybrid Learning 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. A student can only walk once per degree.

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 for December or February 15 for May). The application is required for all graduating students, whether they choose to participate in a commencement ceremony or not.

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 their conferral date.

### Academic Honors

Honor designations for baccalaureate degrees are cum laude, magna cum laude, and summa cum laude.

Cum laude is awarded to a degree candidate who graduates with a minimum GPA of 3.50 in all course work taken at Unity College.

Magna cum laude is awarded to a degree candidate who graduates with a minimum GPA of 3.70 in all course work taken at Unity College.

Summa cum laude is awarded to a degree candidate who graduates with a minimum GPA of 3.90 in all course work taken at Unity College.

### 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.

### Second/Dual Bachelor's Degree

A student who has completed a bachelor's degree from an accredited institution may pursue a program leading to a second bachelor's degree at Unity College. This includes students who have graduated with a bachelor's degree from Unity College. In this case, the student must complete the following requirements to earn a Unity College Hybrid bachelor's degree:

1. Complete the Major Core for the program (credits dependent on major)
2. Earn a minimum of 30 credits at Unity College
3. Maintain a cumulative GPA of 2.00 or higher
4. Some programs may require the completion of identified prerequisite courses. If a student has not completed the course(s) identified in their previous degree, they may be required to take them at Unity College.

# SECTION 5: ACADEMIC PROGRAMS

Unity College is committed to providing students with opportunities to develop competencies essential for their success as environmental professionals and sustainability leaders.

When students complete their studies and earn their degree, they will be able to:

1. Apply various forms of communication effectively.
2. Describe uses and limitations of—and recognize bias within—various data and information sources.
3. Develop and critique logical and evidence-based arguments.
4. Analyze environmental sustainability problems and potential solutions using natural and social scientific, quantitative, and humanistic perspectives.
5. Collaborate with people of diverse backgrounds, cultures, and perspectives to solve problems or accomplish goals.

Each Hybrid Learning academic program is comprised of three elements:

General Education Core (40 credits)

Students will complete all of the General Education Core courses through Unity College Distance Education with the exception of the Internship. Students will complete their internship at a professional work site.

Major Core (~40 credits)

Students can complete each Major Core course in person or online through Unity College Distance Education.

Electives (~40 credits)

Students can select electives from among any of the in-person courses offered at Unity College Hybrid Learning or the online offerings at Unity College Distance Education.

## PROGRAM CHECKSHEETS

### Captive Wildlife Care

This program is designed for students interested in careers related to the care and husbandry of wild species in captivity and education of the public concerning conservation issues. Students receive a solid foundation in the biological sciences and specialized courses related to wild animal husbandry and management. Target employers include zoos, aquariums, rehabilitation, and wildlife education facilities.

Graduates in the B.S. in Captive Wildlife Care will be able to:

1. Design, implement, and evaluate systems to meet behavior management goals and animal welfare needs.
2. Critique or design animal husbandry practices based on an understanding of the connection between these practices and animal health.
3. Identify career interests and have strategies for pursuing jobs in the field of captive wildlife care.

4. Create research opportunities, education outreach programming, and advocacy materials that effectively employ ex situ animals to benefit in situ wildlife conservation efforts.

## **OVERVIEW OF DEGREE REQUIREMENTS [120 CR. TOTAL]**

To earn the Bachelor of Science in Captive Wildlife Care degree, you must complete:

- General Education Core: 40 credits
- Major Core: 40 credits
- Electives: 40 credits

*You must complete a minimum of 30 credits of coursework at the 300 level or above.*

### **GENERAL EDUCATION CORE [40 CR.]**

COMPLETED ONLINE THROUGH [UNITY COLLEGE DISTANCE EDUCATION](#)  
(3 CR EACH UNLESS INDICATED)

- BIOL 105 Biological Diversity, Ecology, and Evolution
- BIOL 106 Biological Diversity, Ecology, and Evolution Laboratory (1 cr)
- COMM 101 Writing for Environmental Professionals
- COMM 201 Multimedia Communication for Environmental Professionals
- ENVJ 303 American Government: Foundations in Environmental Law
- ENVS 201 The Warming Planet: Understanding Global Climate Change
- ESCI 101 Geology and Our Environment or ESCI 103 Environmental Science
- EVPC 101 Professional Skills
- EVPC 201 Environmental Issues: Deforestation, Biodiversity Loss, and Overpopulation or  
EVPC 202 Environmental Issues: Energy, Water Scarcity, and Waste
- MATH 201 Statistics for Environmental Professionals
- PSYC 101 Introduction to Psychology

COMPLETE ONE COURSE (3 cr) FROM EACH OF THE FOLLOWING CURRICULUM AREAS:

*[Course subject]*

- Arts                                      ARTS
- Humanities                                HUMN, SPAN

COMPLETED AT PROFESSIONAL PLACEMENT SITE

- IS 390 Internship (3 cr)

## CAPTIVE WILDLIFE CARE MAJOR CORE [40 CR.]

COMPLETE ONE COURSE FROM EACH ROW IN THE TABLE BELOW. EACH REQUIREMENT HAS AN ONLINE OPTION AND AN IN-PERSON OPTION.

ONLINE OPTION (3 CR UNLESS INDICATED)	IN-PERSON OPTION (3 CR UNLESS INDICATED)
<input type="checkbox"/> BIOL 203 Ecological Principles: Applications to Conservation & Wildlife	<input type="checkbox"/> BI 204 Population & Community Ecology
<input type="checkbox"/> BIOL 315 Cell Biology	<input type="checkbox"/> BI 202 Cell Biology
<input type="checkbox"/> ANIM 302 Animal Comparative Anatomy	<input type="checkbox"/> BI 301 Animal Comparative Anatomy
<input type="checkbox"/> BIOL 305 Conservation Biology	<input type="checkbox"/> BI 305 Conservation Biology
<input type="checkbox"/> ANIM 304 Animal Comparative Physiology	<input type="checkbox"/> BI 302 Comparative Animal Physiology
<input type="checkbox"/> CHEM 101 Inorganic Chemistry 1	<input type="checkbox"/> CH 101 General Chemistry 1
<input type="checkbox"/> CHEM 102 Inorganic Chemistry 1 Laboratory (1 cr.)	<input type="checkbox"/> CH 102 General Chemistry 1 Laboratory (1 cr.)
<input type="checkbox"/> ANIM 103 Animal Training and Care	<input type="checkbox"/> WF 201 Animal Training
<input type="checkbox"/> ANIM 205 Animal Nutrition	<input type="checkbox"/> WF 202 Animal Nutrition
<input type="checkbox"/> ANIM 307 Designing Captive Animal Environments	<input type="checkbox"/> WF 303 Enrichment and Exhibit Design
<input type="checkbox"/> WCON 303 Life History & Identification of Birds & Mammals	<input type="checkbox"/> WF 304 North American Wildlife
<input type="checkbox"/> ANIM 301 Animal Husbandry and Genetics	<input type="checkbox"/> WF 302 Animal Husbandry and Genetics
<input type="checkbox"/> BIOL 301 Animal Behavior	<input type="checkbox"/> WF 301 Animal Behavior
<input type="checkbox"/> EVPC 490 Transdisciplinary Capstone	<input type="checkbox"/> CW 490 Captive Wildlife Care Capstone

## Conservation Law Enforcement

Conservation Law Enforcement prepares students for a comprehensive understanding of fields related to resource and environmental protection. Building on a broad base of law enforcement knowledge, students learn the importance of integrating science and law into their theoretical and practical views concerning conservation of our natural resources. Active classroom and laboratory experiences focus on exciting topics like wildlife techniques, marine and wildlife law, crime scene investigation, biology and fisheries sciences.

### **Graduates in the B.S. in Conservation Law Enforcement will be able to:**

1. Identify the roles and responsibilities of conservation law enforcement officers in the broader context of the criminal justice system within the American form of government.
2. Demonstrate the field-based knowledge and skills necessary to work in the natural environment.
3. Communicate factual information clearly and accurately in writing and orally.

4. Communicate effectively with varied audiences in the course of carrying out conservation law enforcement duties.
5. Exhibit an awareness of, and commitment to, professional ethics and responsibilities.

## OVERVIEW OF DEGREE REQUIREMENTS [120 CR. TOTAL]

To earn the Bachelor of Science in Conservation Law Enforcement degree, you must complete

- General Education Core: 40 credits
- Major Core: 39 credits
- Electives: 41 credits

*You must complete a minimum of 30 credits of coursework at the 300 level or above.*

### GENERAL EDUCATION CORE [40 CR.]

COMPLETED ONLINE THROUGH [UNITY COLLEGE DISTANCE EDUCATION](#)  
(3 CR UNLESS INDICATED)

- BIOL 105 Biological Diversity, Ecology, and Evolution
- BIOL 106 Biological Diversity, Ecology, and Evolution Laboratory (1 cr)
- COMM 101 Writing for Environmental Professionals
- COMM 201 Multimedia Communication for Environmental Professionals
- ENVJ 303 American Government: Foundations in Environmental Law
- ENVS 201 The Warming Planet: Understanding Global Climate Change
- ESCI 101 Geology and Our Environment or ESCI 103 Environmental Science
- EVPC 101 Professional Skills
- EVPC 201 Environmental Issues: Deforestation, Biodiversity Loss, and Overpopulation or  
EVPC 202 Environmental Issues: Energy, Water Scarcity, and Waste
- MATH 201 Statistics for Environmental Professionals
- PSYC 101 Introduction to Psychology

COMPLETE ONE COURSE (3 CR) FROM EACH OF THE FOLLOWING CURRICULUM AREAS:

- |                                     |                         |
|-------------------------------------|-------------------------|
|                                     | <i>[course subject]</i> |
| <input type="checkbox"/> Arts       | ARTS                    |
| <input type="checkbox"/> Humanities | HUMN, SPAN              |

COMPLETED AT PROFESSIONAL PLACEMENT SITE

- IS 390 Internship (3 cr)

## CONSERVATION LAW ENFORCEMENT MAJOR CORE [39 CR.]

COMPLETE ONE COURSE FROM EACH ROW IN THE TABLE BELOW. EACH REQUIREMENT HAS AN ONLINE OPTION AND AN IN-PERSON OPTION.

ONLINE OPTION (3 CR UNLESS INDICATED)	IN-PERSON OPTION (3 CR UNLESS INDICATED)
<input type="checkbox"/> BIOL 203 Ecological Principles: Applications to Conservation & Wildlife	<input type="checkbox"/> BI 204 Population & Community Ecology
<input type="checkbox"/> ENCJ 201 Law Enforcement & Emergency Management in a Time of Globalization	<input type="checkbox"/> CL 201 Introduction to Criminal Justice
<input type="checkbox"/> EMGT 307 Planning & Responding to Cyberthreats & Terrorism	<input type="checkbox"/> CL 202 Drug Recognition Training
<input type="checkbox"/> COMM 303 Communicating to Stakeholders	<input type="checkbox"/> CL 302 Report Writing and Communication for Law Enforcement
<input type="checkbox"/> ENCJ 405 Environmental Criminology	<input type="checkbox"/> CL 305 Criminology
<input type="checkbox"/> ENCJ 305 Natural Resource Law & Policy	<input type="checkbox"/> CL 303 Wildlife & Marine Law Enforcement
<input type="checkbox"/> EVPC 305 Building a Better World: Ethical Decision-Making	<input type="checkbox"/> CL 301 Community Relations & Ethics
<input type="checkbox"/> ENCJ 301 Crime Scene & Forensic Techniques	<input type="checkbox"/> CL 304 Crime Scene & Investigative Techniques
<input type="checkbox"/> ENCJ 303 Homeland Security Emergency Management	<input type="checkbox"/> CL 401 Courtroom Procedure & Evidence
<input type="checkbox"/> EVPC 401 Transformational Leadership	<input type="checkbox"/> CL 402 Law Enforcement Leadership
<input type="checkbox"/> EVPC 490 Transdisciplinary Capstone	<input type="checkbox"/> CL 490 Conservation Law Capstone
<input type="checkbox"/> WCON 303 Life History & Identification of Birds & Mammals	<input type="checkbox"/> WF 304 North American Wildlife
<input type="checkbox"/> WCON 403 Habitat Management for Wildlife & Fisheries	<input type="checkbox"/> WF 320 Wildlife & Fisheries Techniques

## Environmental Science

The Environmental Science program at Unity College is built around a sustainability framework that seeks to understand the interactions between natural and social systems. Students in the Environmental Science major will build knowledge and skills related to ecosystems, natural resources, human behavior, and social systems through a combination of active classroom and field experiences and case studies. They will have opportunities to analyze and evaluate solutions to current problems such as developing a sustainable regional food system, meeting growing needs for energy globally, and obtaining raw materials in ways that protect local ecosystems and respect indigenous cultures. The Environmental Science program will prepare students to work collaboratively with stakeholders to address environmental challenges in diverse settings.



**Graduates who earn the B.S. in Environmental Science will be able to:**

1. Draw on an understanding of matter cycles, ecosystem dynamics, and energy flow in the atmosphere, biosphere, geosphere, and hydrosphere to address environmental challenges.
2. Identify and describe how human activity contributes to environmental unsustainability by disrupting naturally occurring cycles.
3. Draw on psychological and sociological theories to explain and anticipate human behavior and decision-making and design interventions to promote pro-environmental behavior.
4. Critically evaluate, interpret, and use data from the natural sciences and social sciences to design and evaluate potential solutions to environmental problems.
5. Integrate knowledge of ecosystem processes, human behavior, and social systems to develop and defend solutions to environmental sustainability challenges in various contexts, such as business, government, and/or non-government organizations.

**OVERVIEW OF DEGREE REQUIREMENTS [120 CR. TOTAL]**

To earn the Bachelor of Science in Environmental Science degree, you must complete

- General Education Core: 40 credits
- Major Core: 40 credits
- Electives: 40 credits

*You must complete a minimum of 30 credits of coursework at the 300 level or above.*

**GENERAL EDUCATION CORE [40 CR.]**

COMPLETED ONLINE THROUGH [UNITY COLLEGE DISTANCE EDUCATION](#)

*(3 CR UNLESS INDICATED)*

- BIOL 105 Biological Diversity, Ecology, and Evolution
- BIOL 106 Biological Diversity, Ecology, and Evolution Laboratory (1 cr)
- COMM 101 Writing for Environmental Professionals
- COMM 201 Multimedia Communication for Environmental Professionals
- ENVJ 303 American Government: Foundations in Environmental Law
- ENVS 201 The Warming Planet: Understanding Global Climate Change
- ESCI 101 Geology and Our Environment or ESCI 103 Environmental Science
- EVPC 101 Professional Skills
- EVPC 201 Environmental Issues: Deforestation, Biodiversity Loss, and Overpopulation or EVPC 202 Environmental Issues: Energy, Water Scarcity, and Waste
- MATH 201 Statistics for Environmental Professionals
- PSYC 101 Introduction to Psychology

COMPLETE ONE COURSE (3 CR) FROM EACH OF THE FOLLOWING CURRICULUM AREAS:

*[catalog section]*

- Arts ARTS
- Humanities HUMN, SPAN

COMPLETED AT PROFESSIONAL PLACEMENT SITE

- IS 3XX Internship (3 cr)

**ENVIRONMENTAL SCIENCE MAJOR CORE [40 CR.]**

ENVIRONMENTAL SCIENCE CORE (22 CR)

COMPLETE ONE COURSE FROM EACH ROW IN THE TABLE BELOW. EACH REQUIREMENT HAS AN ONLINE OPTION AND AN IN-PERSON OPTION.

ONLINE OPTION (3 CR UNLESS INDICATED)	IN-PERSON OPTION (3 CR UNLESS INDICATED)
<input type="checkbox"/> BIOL 203 Ecological Principles: Applications to Conservation & Wildlife	<input type="checkbox"/> BI 204 Population & Community Ecology
<input type="checkbox"/> CHEM 101 Inorganic Chemistry 1	<input type="checkbox"/> CH 101 General Chemistry 1
<input type="checkbox"/> CHEM 102 Inorganic Chemistry 1 Laboratory (1 cr)	<input type="checkbox"/> CH 102 General Chemistry 1 Laboratory (1 cr)
<input type="checkbox"/> WCON 301 Human Dimensions of Wildlife Conservation	<input type="checkbox"/> PY 301 Conservation Psychology
<input type="checkbox"/> ECON 303 Macroeconomics for a Sustainable Planet	<input type="checkbox"/> SU 301 Ecological Economics
<input type="checkbox"/> ENVS 301 Building Sustainable Communities	<input type="checkbox"/> SU 303 Sustainable Development
<input type="checkbox"/> ENVS 303 Social Science for Environmental Professionals	<input type="checkbox"/> SU 302 Social Science for Environmental Professionals
<input type="checkbox"/> EVPC 490 Transdisciplinary Capstone	<input type="checkbox"/> SU 490 Environmental Capstone

ECOSYSTEM PROCESSES MENU – COMPLETE ANY **6 CREDITS** FROM THIS MENU

ONLINE OPTIONS (3 CR UNLESS INDICATED)	IN-PERSON OPTIONS (3 CR UNLESS INDICATED)
<input type="checkbox"/> BIOL 201 Organisms That Sustain the Earth: Understanding Plants	<input type="checkbox"/> BI 201 Biology & Identification of Wildlife Plants
<input type="checkbox"/> BIOL 305 Conservation Biology	<input type="checkbox"/> BI 203 Dendrology
<input type="checkbox"/> BIOL 310 Environmental Microbiology	<input type="checkbox"/> BI 305 Conservation Biology
<input type="checkbox"/> CHEM 103 Inorganic Chemistry 2	<input type="checkbox"/> BI 310 Organismal Biology: Theme
<input type="checkbox"/> CHEM 104 Inorganic Chemistry 2 Laboratory (1 cr)	<input type="checkbox"/> BI 401 Ecosystem Ecology
<input type="checkbox"/> ESCI 101 Geology and Our Environment	<input type="checkbox"/> CH 201 Environmental Chemistry
<input type="checkbox"/> ESCI 305 Environmental Remediation & Toxicology	<input type="checkbox"/> PS 201 Environmental Geology
<input type="checkbox"/> PHYS 201 Physics 1	<input type="checkbox"/> PS 202 Fundamental Physics for Addressing Sustainability Challenges
<input type="checkbox"/> PHYS 202 Physics 2 Laboratory (1 cr)	<input type="checkbox"/> WF 310 Habitat Assessment & Management
<input type="checkbox"/> PHYS 203 Physics 2	<input type="checkbox"/> WF 311 Population Assessment & Management
<input type="checkbox"/> PHYS 204 Physics 2 Laboratory (1 cr)	

HUMANS & THE ENVIRONMENT MENU – COMPLETE ANY **6 CREDITS** FROM THIS MENU

<p>ONLINE OPTIONS (3 CR)</p>	<p>IN-PERSON OPTIONS (3 CR)</p>
<ul style="list-style-type: none"> <li><input type="checkbox"/> COMM 203 Environmental Communication</li> <li><input type="checkbox"/> COMM 303 Communicating to Stakeholders</li> <li><input type="checkbox"/> HUMN 101 Pop Culture &amp; the Environment</li> <li><input type="checkbox"/> HUMN 201 Global Conflicts, Reconciliations, &amp; Transformations</li> <li><input type="checkbox"/> SOCI 101 Introduction to Environmental Sociology</li> <li><input type="checkbox"/> WCON 301 Human Dimensions of Wildlife Conservation</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> AN 101 Cultural Anthropology</li> <li><input type="checkbox"/> CM 201 Environmental Communication</li> <li><input type="checkbox"/> CM 301 Environmental Storytelling</li> <li><input type="checkbox"/> ED 301 Skills for Facilitating Outdoor Learning Experiences</li> <li><input type="checkbox"/> HU 201 American Environmental History</li> <li><input type="checkbox"/> HU 301 Global Environmental History</li> <li><input type="checkbox"/> PY 201 Group Process</li> </ul>

SOCIAL SYSTEMS MENU – COMPLETE ANY **6 CREDITS** FROM THIS MENU

<p>ONLINE OPTIONS (3 CR)</p>	<p>IN-PERSON OPTIONS (3 CR)</p>
<ul style="list-style-type: none"> <li><input type="checkbox"/> ECON 301 Microeconomics for Ecological Sustainability</li> <li><input type="checkbox"/> ENCJ 305 Natural Resource Law &amp; Policy</li> <li><input type="checkbox"/> ENCJ 401 Environmental Compliance, Regulation, &amp; Mitigation</li> <li><input type="checkbox"/> ENVJ 305 Sustainable Design &amp; Justice</li> <li><input type="checkbox"/> ENVJ 307 Food Systems &amp; Social Justice</li> <li><input type="checkbox"/> ENVS 101 Sustainable Solutions to Globalization</li> <li><input type="checkbox"/> MGMT 201 Understanding the Sustainable Business Landscape</li> <li><input type="checkbox"/> MGMT 403 Global Supply Chain Operations: Greening Your Business</li> <li><input type="checkbox"/> RNRG 101 Introduction to Green Energy: Politics &amp; Implementation</li> <li><input type="checkbox"/> RNRG 201: Renewable Energy: Science, Technology, &amp; Management</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> CL 201 Introduction to Criminal Justice</li> <li><input type="checkbox"/> ES 201 Environmental Issues &amp; Insights</li> <li><input type="checkbox"/> ES 302 Environmental Advocacy</li> <li><input type="checkbox"/> IS 201 Sustainable Mariculture</li> <li><input type="checkbox"/> IS 302 Renewable Energy</li> <li><input type="checkbox"/> IS 303 Wildlife Trafficking</li> </ul>

# Environmental Studies

The Environmental Studies major at Unity Colleges combines humanistic perspectives with a sustainability science framework to prepare students to become skilled communicators and environmental leaders. Students will critically analyze and create cultural products that reflect the reciprocal relationship between humans and the environment while strengthening their ability to articulate key questions, define problems, and enact change. Through an interdisciplinary and experiential approach, students will develop a broad base of professional skills and have opportunities to integrate disciplines such as art, journalism, business, and history within an environmental studies lens. The Environmental Studies program will prepare students to work collaboratively with stakeholders to address sustainability challenges in diverse settings.

## **Graduates who earn the B.S. in Environmental Studies will be able to:**

1. Develop humanistic and scientific perspectives on key environmental issues, including climate change, biodiversity, resource scarcity, waste, pollution, and toxics.
2. Consider how cultural products and critical discourses reflect the reciprocal impact between humans and the environment.
3. Employ a diverse set of communication skills including visual, media, qualitative, and quantitative literacies.
4. Define an individual environmental ethic and personal leadership style.
5. Leverage content knowledge and communication skills to act as effective environmental advocates, both individually and as part of a team.

## **OVERVIEW OF DEGREE REQUIREMENTS [120 CR. TOTAL]**

To earn the Bachelor of Science in Environmental Studies degree, you must complete:

- General Education Core: 40 credits
- Major Core: 39 credits
- Electives: 41 credits

*You must complete a minimum of 30 credits of coursework at the 300 level or above.*

### **GENERAL EDUCATION CORE [40 CR.]**

COMPLETED ONLINE THROUGH [UNITY COLLEGE DISTANCE EDUCATION](#)

*(3 CR UNLESS INDICATED)*

- BIOL 105 Biological Diversity, Ecology, and Evolution
- BIOL 106 Biological Diversity, Ecology, and Evolution Laboratory (1 cr)
- COMM 101 Writing for Environmental Professionals
- COMM 201 Multimedia Communication for Environmental Professionals
- ENVJ 303 American Government: Foundations in Environmental Law
- ENVS 201 The Warming Planet: Understanding Global Climate Change
- ESCI 101 Geology and Our Environment or ESCI 103 Environmental Science
- EVPC 101 Professional Skills
- EVPC 201 Environmental Issues: Deforestation, Biodiversity Loss, and Overpopulation or EVPC 202 Environmental Issues: Energy, Water Scarcity, and Waste

- MATH 201 Statistics for Environmental Professionals
- PSYC 101 Introduction to Psychology

COMPLETE ONE COURSE (3 CR) FROM EACH OF THE FOLLOWING CURRICULUM AREAS:  
*[catalog section]*

- Arts ARTS
- Humanities HUMN, SPAN

COMPLETED AT PROFESSIONAL PLACEMENT SITE

- IS 3XX Internship (3 cr)

### ENVIRONMENTAL STUDIES MAJOR CORE [39 CR.]

ENVIRONMENTAL STUDIES CORE (21 CR)

COMPLETE ONE COURSE FROM EACH ROW IN THE TABLE BELOW. EACH REQUIREMENT HAS AN ONLINE OPTION AND AN IN-PERSON OPTION.

ONLINE OPTION (3 CR)	IN-PERSON OPTION (3 CR)
<input type="checkbox"/> COMM 203 Environmental Communication	<input type="checkbox"/> CM 201 Environmental Communication
<input type="checkbox"/> COMM 303 Communicating to Stakeholders	<input type="checkbox"/> CM 301 Environmental Storytelling
<input type="checkbox"/> EVPC 201 Environmental Issues: Deforestation, Biodiversity Loss, and Overpopulation or EVPC 202 Environmental Issues: Energy, Water Scarcity, and Waste <input type="checkbox"/> <i>(may not be the same course used to satisfy General Education Core requirement)</i>	<input type="checkbox"/> ES 201 Environmental Issues & Insights
<input type="checkbox"/> EVPC 305 Building a Better World: Ethical Decision-Making	<input type="checkbox"/> ES 301 Environmental Ethics
<input type="checkbox"/> EVPC 401 Transformational Leadership	<input type="checkbox"/> ES 302 Environmental Advocacy
<input type="checkbox"/> HUMN 201 Global Conflicts, Reconciliations, and Transformations	<input type="checkbox"/> IS 101 Interdisciplinary Thinking in the Environmental Humanities
<input type="checkbox"/> EVPC 490 Transdisciplinary Capstone	<input type="checkbox"/> SU 490 Environmental Capstone

INTERDISCIPLINARY STUDIES MENU – COMPLETE ANY **6 CREDITS** FROM THIS MENU

ONLINE OPTIONS (3 CR)	IN-PERSON OPTIONS (3 CR)
<input type="checkbox"/> ENVJ 201 Understanding Diversity and the Environment	<input type="checkbox"/> AN 101 Cultural Anthropology
<input type="checkbox"/> ENVJ 203 History of Creating Environmental Social Change	<input type="checkbox"/> AR 301 Designing with Nature
	<input type="checkbox"/> HU 201 American Environmental History
	<input type="checkbox"/> HU 301 Global Environmental History

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> ENVJ 307 Food Systems and Social Justice</li> <li><input type="checkbox"/> ENVS 301 Art, Nature, and Environmental Advocacy</li> <li><input type="checkbox"/> EVPC 301 Environmental Justice</li> <li><input type="checkbox"/> HUMN 101 Pop Culture and the Environment</li> <li><input type="checkbox"/> HUMN 203 Global Literature and Social Justice</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> IS 201 Sustainable Mariculture</li> <li><input type="checkbox"/> IS 301 The Maine Maritime World</li> <li><input type="checkbox"/> IS 302 Renewable Energy</li> <li><input type="checkbox"/> IS 303 Wildlife Trafficking</li> </ul> |
|--|---|

ENVIRONMENTAL COMMUNICATIONS MENU – COMPLETE ANY **6 CREDITS** FROM THIS MENU

<i>ONLINE OPTIONS (3 CR)</i>	<i>IN-PERSON OPTIONS (3 CR)</i>
<ul style="list-style-type: none"> <li><input type="checkbox"/> ARTS 101 Composing the Landscape: Introduction to Landscape Photography</li> <li><input type="checkbox"/> COMM 401 Using Social Media in a Global World</li> <li><input type="checkbox"/> GISC 101 Introduction to Geospatial Technologies</li> <li><input type="checkbox"/> GISC 201 Geographic Information Systems for a Changing World</li> <li><input type="checkbox"/> GISC 303 Conservation Cartography and Visualization</li> <li><input type="checkbox"/> MKTG 301 Environmental Marketing and Branding</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> AR 101 Composing the Landscape: Introduction to Landscape Photography</li> <li><input type="checkbox"/> BU 201 Marketing and Mindset</li> <li><input type="checkbox"/> CM 202 Environmental Journalism</li> <li><input type="checkbox"/> ES 105 Understanding Place Through GIS</li> </ul>

ENVIRONMENTAL LEADERSHIP AND ADVOCACY MENU – COMPLETE ANY **6 CREDITS** FROM THIS MENU

<i>ONLINE OPTIONS (3 CR)</i>	<i>IN-PERSON OPTIONS (3 CR)</i>
<ul style="list-style-type: none"> <li><input type="checkbox"/> ENVJ 401 Seminar in Environmental Justice: Balancing Equity, Environment, and Enterprise</li> <li><input type="checkbox"/> ENVS 301 Building Sustainable Communities</li> <li><input type="checkbox"/> MGMT 201 Understanding the Sustainable Business Landscape</li> <li><input type="checkbox"/> MGMT 301 Starting Your Small Non-Profit</li> <li><input type="checkbox"/> MGMT 303 Strategic Management for Social Change</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> ED 301 Skills for Facilitating Outdoor Learning Experiences</li> <li><input type="checkbox"/> ES 401 Seminar in Environmental Justice</li> <li><input type="checkbox"/> PY 201 Group Process</li> <li><input type="checkbox"/> PY 301 Conservation Psychology</li> <li><input type="checkbox"/> SU 303 Sustainable Development</li> </ul>

## Wildlife and Fisheries Biology

The Wildlife & Fisheries Biology program immerses students into the depths of wildlife & fisheries science. Students will not only research the biology and habitats of our wild mammals, birds, and fish but also receive a solid background of biological and ecological knowledge for sustaining populations in our ever-changing environment. This program provides a broad interdisciplinary knowledge base for environmental leaders, integrates quantitative skills with social sciences and communications, and develops student ethics and dispositions to become professional leaders for wildlife and fisheries conservation. In addition, experiential learning opportunities will provide all Wildlife and Fisheries Biology majors opportunities to learn techniques and practices of wildlife and fisheries management and become familiar with the concepts that underlie manipulations of wild populations and their environment to maintain these sustainable resources. Graduates are qualified to pursue careers as wildlife and fisheries biologists and technicians; however, they are encouraged to pursue further education in graduate degree programs to enhance their ability to be successful in the highly competitive field of wildlife and fisheries research.

Graduates in the B.S. in Wildlife and Fisheries Biology will be able to:

1. Identify species, sex, age class, and natural sign of common fish and wildlife with emphasis on species of the Northeast region.
2. Draw on knowledge of research and policy to make sound and scientifically based recommendations for future management and conservation practices.
3. Use the appropriate tools and techniques to successfully perform common fish and wildlife research and management fieldwork.
4. Understand quantitative analyses in the context of assessing research in wildlife and fisheries management
5. Perform basic habitat and population assessments using standard analytical techniques to make policy recommendations that support best management and conservation practices.
6. Develop testable hypotheses based on scientific questions, use the primary literature to write proposals, design field- and/or lab-based experiments, conduct basic quantitative analyses, and write scientific reports.

### **OVERVIEW OF DEGREE REQUIREMENTS [120 CR. TOTAL]**

To earn the Bachelor of Science in Wildlife and Fisheries Biology degree, you must complete

- General Education Core: 40 credits
- Major Core: 40 credits
- Electives: 40 credits

*You must complete a minimum of 30 credits of coursework at the 300 level or above.*





<input type="checkbox"/> ECON 303 Macroeconomics for a Sustainable Planet	<input type="checkbox"/> SU 301 Ecological Economics
<input type="checkbox"/> WCON 303 Life History & Identification of Birds & Mammals	<input type="checkbox"/> WF 304 North American Wildlife
<input type="checkbox"/> WCON 305 Wildlife Conservation Genetics	<input type="checkbox"/> WF 320 Wildlife & Fisheries Techniques
<input type="checkbox"/> WCON 405 Population Management for Wildlife & Fisheries	<input type="checkbox"/> WF 311 Population Assessment & Management
<input type="checkbox"/> WCON 403 Habitat Management for Wildlife & Fisheries	<input type="checkbox"/> WF 310 Habitat Assessment & Management
<input type="checkbox"/> EVPC 490 Transdisciplinary Capstone	<input type="checkbox"/> WF 490 Wildlife & Fisheries Conservation Capstone

# SECTION 6: COURSE DESCRIPTIONS

## ANTHROPOLOGY COURSES

### AN 101 Cultural Anthropology

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

Credits: 3

Prerequisites: None

## ARTS COURSES

### AR 101 Composing the Landscape: Introduction to Landscape Photography

This course is an exploration of landscape photography. Students will examine its history, study its masters and work on developing their own visions. Over the span of the semester, students will gain an understanding of the medium while trying their own eye at creative expression. The first 2 weeks will refresh students on the basic camera functions and making good exposures as well as a "get to know you" assignment. The bulk of the semester will be spent learning the variations of landscape photography by both studying significant photographers and their work as well as exploring the variations with their own cameras, culminating in a portfolio project.

Credits: 3

Prerequisites: None

### AR 301 Designing with Nature

Can human society live in harmony with the rest of nature? Can we imagine what a sustainable human landscape/ecosystem would look like and how it would function? Can we imagine a place where both humans and nature can thrive? This course brings art and science together to explore questions of the structure and function of healthy human habitation in nature. This course's goal is to create a holistic vision for sustainable living via interdisciplinary inquiry. The course will rely heavily on the work of others thriving to realize this vision such as Christopher Alexander and leaders in permaculture and community design. Field work will include studying and drawing existing landscapes, and the course will be writing intensive.

Credits: 3

Prerequisites: None

## BIOLOGY COURSES

### BI 201 Biology and Identification of Wildlife Plants

This course centers around the identification and life history of groups of plants important as habitat components of wildlife species. Students learn the role of plants on energy and nutrient flow in ecosystems, and key features of plant biology. They will study plant groups and species in forest, rangeland, grassland, agricultural, and desert environments that influence wildlife species. Students will explore the life history of these plants and learn about the factors that influence their growth, distribution, and abundance.

Credits: 3

Prerequisites: None

### BI 202 Cell Biology

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

Credits: 3

Prerequisites: None

### BI 203 Dendrology

Dendrology is the study of trees and other woody plants. Trees currently face rapid environmental change—from new herbivores and pathogens to changes in precipitation, air temperature, and soil chemistry. In this course students will learn how trees are adapted to the ecosystems in which they grow, and how changes in their environment may affect them. Throughout this course students will examine the natural history, ecological relationships, and identification characteristics of species within the major tree and shrub families found in New England.

Credits: 3

Prerequisites: None

### BI 204 Population and Community Ecology

This course will provide an overview of modern ecology: the patterns and processes operating in populations and communities. The first part of the course will focus on demographic characteristics of populations and simple models of population growth and natural regulation. The second part of the course will concentrate on discussions of community structure. Topics include competition, predation, species diversity, niches, and succession. In the lab, students will practice quantitative methods, field techniques, and conduct independent research projects.

Credits: 3

Prerequisites: None

### BI 301 Animal Comparative Anatomy

This course involves detailed study of the different structural systems found in the global array spectrum of animals, including the underlying evolutionary relationships among the groups. Anatomical structures ranging from the cellular to tissue, organ, and organismal levels will be covered. Functional interpretations of anatomy are stressed, as well as their broader connection to the physiology and health of animals.

Credits: 3

Prerequisites: None

### BI 302 Comparative Animal Physiology

The course is a systematic study of the function of internal animal systems, from the cellular to the organ-system level. Particular emphasis will be placed on processes supporting organismal homeostasis, with examples from animals commonly found in wild and captive veterinary care. Throughout the term, you will investigate how environmental differences dictate the physiological strategies and responses of animals, including consequences to their health and well-being. Additional work will be focused on processes to collect physiological data, including analysis and interpretation for use in care of their health.

Credits: 3

Prerequisites: BI 202

### BI 305 Conservation Biology

Conservation Biology focuses on the biological and human dimensions of protecting biodiversity globally. This course investigates the value of biodiversity, threats to biodiversity, and practical approaches for conservation of ecosystem diversity, species diversity, and genetic diversity within species. This course will use a solution-based framework when addressing complex, multifaceted problems as are often faced by conservation biologists. Specific concepts include minimum viable populations, extinction patterns, habitat fragmentation, habitat restoration, and prioritizing conservation areas.

Credits: 3

Prerequisites: BIOL 105

### BI 310 Organismal Biology: Theme

In this course, students will explore a specific taxonomic group of animals in depth. They will study the structure, function, evolution, behavior, and ecology of the focus group. Topics will vary and can include ornithology, herpetology, mammalogy, and entomology.

Credits: 3

Prerequisites: None

### BI 401 Ecosystem Ecology

This course examines the control and function of the Earth's global biogeochemical cycles, drawing from the biological, geological, and chemical sciences. We will explicitly address aquatic and terrestrial ecosystems and consider current and future anthropogenic perturbations to ecosystem processes. Topics to be addressed include global and regional carbon cycles, nutrient cycling, decomposition, trophic dynamics, and trace gas fluxes. The history, theories, and utility of the ecosystem concept will be explored. Attention will also be paid to current topics in the ecosystem sciences (specific topics TBD; examples from recent

years include heterogeneity, urban ecology, ecological stoichiometry, use of stable isotopes, and response of ecosystems to stress and disturbance, and effects of invasive species).

Credits: 3

Prerequisites: BI 202 or BI 203

## BUSINESS COURSES

### BU 201 Marketing and Mindset

Sustainable business decisions begin with a fundamental understanding of the marketplace, the role of the consumer and the impact of human consumption. It embraces understanding target markets, competition, globalization, industry analysis, and related concepts in order to improve the human-environment interaction through the creation, communication and delivery of superior value and relationship management. Students explore the behavioral and business decision-making process for marketing and management as they are introduced to strategic processes critical to business success. They will also learn how to function within successful teams in providing a service as they engage with broad-based enterprises to analyze and recommend solutions to real-world business challenges and opportunities. Each team will be assessed by an outside panel to judge their effectiveness in putting theory into practice.

Credits: 3

Prerequisites: None

## CAPTIVE WILDLIFE CARE COURSES

### CW 490 Captive Wildlife Care Capstone

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

Credits: 3

Prerequisites: Minimum of 90 credits completed and: WF 201 Training or ANIM 103; WF 302 or ANIM 301; and WF 303 or ANIM 307

## CHEMISTRY COURSES

### CH 101 General Chemistry 1

This course is an introduction to the nature and properties of matter at the atomic and molecular level. Topics covered will include chemical problem solving, measurement, significant figures, components of matter, aqueous solutions, origin of atoms, structure of atoms, structure and reactivity of molecules, and chemical reactions.

Credits: 3

Prerequisites: None

## CH 102 General Chemistry 1 Laboratory

This course provides students with laboratory experiences to reinforce and apply concepts of general chemistry addressed in CH 101.

Credits: 1

Prerequisites: None

## CH 201 Environmental Chemistry

In this class, students will learn how fundamental concepts such as kinetics and equilibrium relate to current environmental challenges. They will study sources, reactions, transport, and impact of chemical species in air, water, and soil environments. Students will learn techniques for monitoring environmental conditions and analyzing samples in the laboratory.

Credits: 3

Prerequisites: CHEM 101 or CH 101

## CONSERVATION LAW ENFORCEMENT COURSES

### CL 201 Introduction to Criminal Justice

This course provides an introduction to the components and processes of the criminal justice system in the United States. Topics include the history, structure, function, and philosophy of our system of justice and how it integrates into everyday life in our society. Students will discuss our justice system's historic English roots, the evolution of American law, and the variety of law enforcement agencies, including their distinctive operational characteristics. Particular attention will be given to conservation officers and their specialized role in resource protection.

Credits: 3

Prerequisites: None

### CL 202 Drug Recognition Training

This course examines current drug use and abuse trends in society and prepares students to assess such use and abuse in a law enforcement context. Students will learn to identify a range of commonly encountered drugs and their observable effects on the human body when abused. Students will become familiar with the signs and symptoms of abuse and be able to differentiate between illegal drug impairment and common medical conditions. Students will also explore the hazards presented by individuals engaging in drug abuse and identify potential strategies and skills to deal with those individuals.

Credits: 3

Prerequisites: None

### CL 280 Topics in Conservation Law Enforcement: Theme

In this course, students will examine in depth a current issue impacting conservation law enforcement. Students will have opportunities to build specific knowledge and skills related to the focus issue.

Credits: 3

Prerequisites: None

### CL 301 Community Relations and Ethics

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

Credits: 3

Prerequisites: None

### CL 302 Report Writing and Communication for Law Enforcement

Communication plays a central role in every aspect of criminal justice. Whether interviewing a witness, writing a police report, or presenting the results of an investigation, effective communication is essential for success in law enforcement. This course is designed to help students develop the professional and technical skills necessary to communicate with clarity, precision, and authority. Primary emphasis will be given to writing reports and narratives, developing oral communication and interviewing strategies (such as verbal judo), and becoming familiar with the standards of professionalism expected in the law enforcement workplace.

Credits: 3

Prerequisites: None

### CL 303 Wildlife and Marine Law Enforcement

This course will examine the career qualifications and professional competencies found in modern day wildlife law enforcement. The course is designed to familiarize students anticipating careers as state conservation officers, park rangers, or federal special agents. This course covers the history, evolution, principles, and contemporary applications of state and federal wildlife law, with a focus on enforcement by conservation law enforcement agencies. Students will learn how to interpret and apply the substantive law, as well as understand how criminal, procedural or constitutional law applies in the conservation law enforcement context. The class will also cover the classification of crimes, parties to crime, elements of crimes, the principles of criminal responsibility, recreational violations, environmental issues, illegal trade, and other related topics. Upon completion, students should be able to discuss the sources of law and identity, interpret, and apply the appropriate statutes, codes and elements.

Credits: 3

Prerequisites: None

### CL 304 Crime Scene and Investigative Techniques

This course covers the basic and special techniques employed in criminal investigations and investigative interviews and interrogation, including interpretation of verbal and physical behavior and legal perspectives. In addition, this course introduces the theories and fundamentals of the investigative process. Topics include hands-on forensic laboratory work, crime scene/incident processing, information gathering techniques, collection/preservation of evidence, preparation of appropriate reports, and other

related areas. Upon completion students should be able to identify, explain, and demonstrate the techniques of the investigative process, report preparation, and courtroom presentation.

Credits: 3

Prerequisites: None

### CL 305 Criminology

This course introduces the development of criminology theory from a historical perspective through current developments. Particular emphasis will be put on the impact of criminological theory on the development of laws and our national concept of punishment and rehabilitation.

Credits: 3

Prerequisites: None

### CL 401 Courtroom Procedure and Evidence

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

Credits: 3

Prerequisites: None

### CL 402 Law Enforcement Leadership

This course introduces students to the principles and analysis of the most effective theories concerning organizational leadership, with a focus on their appropriate applications throughout the criminal justice system. Through a balanced approach of practical and theoretical views, we will explore the importance of leadership characteristics, traits, motives, and styles. Issues of leadership ethics and social responsibility, power, politics, and tactics will be paramount. Upon completion, students should have a comprehensive understanding of the importance of effective leadership in all law enforcement organizations, including commitment to the public service values, effective communication, vision, stakeholder considerations, and collaboration with both internal and external audiences, inspiring a lifelong commitment to the practice and study of effective leadership in law enforcement.

Credits: 3

Prerequisites: Minimum of 60 credits completed



## CL 480 Advanced Topics in Conservation Law Enforcement:

### Theme

In this course, students will study a topic related to conservation law enforcement in depth. Students will have opportunities to build specific knowledge and skills related to the focus issue. Students will deepen their understanding through an engagement with relevant source materials and enforcement techniques.

Credits: 3

Prerequisites: None

## CL 490 Conservation Law Capstone

This course will provide an opportunity for students to apply the knowledge and skills they have learned in the previous courses to a series of cases involving conservation law enforcement operations. The course will emphasize real-life problem solving, strategies and incident management. Operating alone and in teams, students will draw upon a wide range of subjects applying knowledge rooted in wildlife management, administration, communication, investigative sciences, and broad-based concepts of environmental stewardship to make oral and written presentations. Upon completion of the course, students will have the confidence and ability to resolve a variety of issues facing law enforcement officers.

Credits: 3

Prerequisites: CL 401 & Minimum of 90 credits completed

## COMMUNICATIONS COURSES

### CM 201 Environmental Communication

From Aldo Leopold to Al Gore—how humans think, talk about, and represent nature has had an impact on policymaking, natural resource management, and the place that nature has in our day-to-day lives. In this course students explore how people (including themselves) think about the environment, how that is used (and used against them) by advertisers, policymakers, and opinion leaders, and how responsible environmental citizens can join (or resist) the effort to manage public opinion about the environment. Topics include environmental rhetoric, media and journalism, public participation in environmental decision making, social marketing and advocacy, and nature in popular culture and green marketing. This is a community-based service-learning course.

Credits: 3

Prerequisites: None

### CM 202 Environmental Journalism

Ours is a time of environmental concern but also commonly referred to as the "information age." Most people get their information about the environment from the news media, whether in print, online, or on television. This class will grant participants an opportunity to grapple with both the techniques and issues involved in environmental journalism. Students will read and write real-world environmentally focused newspaper, newsletter, or magazine articles. Students will be encouraged to submit their work for publication in local, regional, or national outlets.

Credits: 3

Prerequisites: None

## CM 301 Environmental Storytelling

How can stories and storytelling inspire civic engagement, ecological imaginations, and pro-environmental behaviors? In this experiential course, students explore environmental storytelling across media forms to analyze and compose writing, audio, visual, and transmedia projects. In exploring selected works from genres as diverse as nonfiction nature writing, zombie apocalypse narratives, science and nature documentaries, and performance art, students will improve their understanding of storytelling techniques including metaphor, characterization, and voice to apply to their own work. Emphasis will be placed on revision and fostering a productive workshop environment in order to produce a final portfolio of work published via ever-evolving online platforms.

Credits: 3

Prerequisites: None

## EDUCATION COURSES

### ED 301 Skills for Facilitating Outdoor Learning Experiences

The focus of this active, field-based course is to develop and implement skills for facilitating group challenges by drawing on core safety and processing concepts central to experiential methods. Students will be provided guidance and opportunity to develop and deliver lessons for peers and/or community partners, paying attention to aspects of diversity and dynamics, effective communication, and group membership. Students will develop foundational skills for outdoor learning contexts, including paddling (canoeing or kayaking), hiking, and backpacking.

Credits: 3

Prerequisites: None

## ENVIRONMENTAL STUDIES COURSES

### ES 105 Understanding Place Through GIS

This course is designed for students from any discipline who are interested in applying GIS as a tool to help answer important and timely questions about our changing 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 in an effort to understand and explore pressing environmental questions.

Credits: 3

Prerequisites: None

### ES 201 Environmental Issues and Insights

What are the most pressing environmental issues of our time? What do we need to know to address them? In this class, students approach these questions by expanding their knowledge and perspective, discussing important environmental ideas, and thinking about their future. Study of popular culture, history, and social conditions provide the bigger picture and put our environmental challenges in context.

Credits: 3

Prerequisites: None

### ES 301 Environmental Ethics

This course invites students to reflect upon and practice Aldo Leopold's concept of "the land ethic" as outlined in his seminal work *A Sand County Almanac*. Students will begin by reading Leopold's essay as well as other articulations of land ethics, attempting to both deepen and complicate our understanding of the human responsibility to place. Next, students will seek to identify a clear community need in order to design an environmental service project, which will be completed either on campus or in coordination with a local area school or nonprofit. In the final part of the course, students will combine both their reading and service work in written manifestos of their personal land ethics.

Credits: 3

Prerequisites: None

### ES 302 Environmental Advocacy

How can we persuade others to help us protect the environment? Do the ends justify the means? This course offers the theoretical and practical groundwork needed to evaluate goals and put ideas in action. Students learn how to plan campaigns, build coalitions, conduct focus groups, select and influence audiences, and create and deliver effective messages. Students will discuss and analyze a variety of advocacy programs and plan an actual advocacy campaign.

Credits: 3

Prerequisites: None

### ES 401 Seminar in Environmental Justice

This course advances students' environmental justice professional skills so that they can find real-world solutions to make sure that the people are treated fairly and have meaningful involvement in the development, implementation, and enforcement of environmental laws, regulations, and policy. Students start to develop their final capstone project that provides a solution to a real-world environmental justice problem and that addresses a key tenant of Environmental Justice: the recognition that environmental goods (such as clean air and water) and environmental harms (such as toxic waste) are not always distributed equitably among populations. Since environmental harms fall more heavily on low-income communities, communities of color, immigrant communities, indigenous peoples, and other population demographics, students examine the various reasons for these disparate impacts and will start to offer possible solutions grounded in law, policy, and practice.

Credits: 3

Prerequisites: Minimum of 60 credits completed

## HUMANITIES COURSES

### HU 201 American Environmental History

How have Americans interacted with nature, and how has nature, in turn, shaped American society? This question lies at the heart of environmental history, which seeks to understand the history of human interactions with the natural world. As we delve into this field, we will consider topics such as changes to New England ecosystems, the decimation of bison, the history of natural disasters, and the environmental consequences of urbanization and industrialization. We will think together about how nature differs among peoples, places, and times; how the

meanings people give to nature inform their cultural and political activities; and how these historical forces continue to shape the American landscape and its peoples.

Credits: 3

Prerequisites: None

### HU 301 Global Environmental History

Some societies rise to greatness and then collapse, while others persist for millennia. We will wrestle with the idea that the biggest determining factor for long-term success is a society's relationship to the natural world, even as we probe related factors such as how people organize themselves to share information, make decisions, and use power. We will look at cases throughout human history, from small-scale bands and communities to regional empires and the emerging world-system, to discover why some societies fail, how the "dark ages" that follow can act as incubators for future growth, and how other societies persist and adapt. Are we due for a collapse, given the patterns of history, and what would a post-collapse world look like? What lessons can we learn in order to prevent a fall of the world-system?

Credits: 3

Prerequisites: None

## INTERDISCIPLINARY STUDIES COURSES

### IS 101 Interdisciplinary Thinking in the Environmental Humanities

The environmental humanities is an emerging field of study that suggests a robust understanding of the environment requires familiarity with both humanistic and scientific perspectives. To explore the reciprocal relationship between humans and the natural world, students will study a range of primary texts from literature, film, new media, and art; additionally, select examples of key research from the disciplines of history, geography, and the social sciences will help build out the theoretical framework of this interdisciplinary field. Throughout, students will consider how cultural products can inspire critical discourse and social change.

Credits: 3

Prerequisites: None

### IS 201 Sustainable Mariculture

What biological and environmental factors have shaped mariculture—the cultivation of fish and marine life for food—in Maine? What are the possibilities, limits, benefits of, or drawbacks to the growth of this industry? How resilient is local mariculture in the face of climate change? These questions form the core of our expedition, which takes us to several coastal sites with active shellfish farming. Our studies will center on the biology and ecology of major coastal wildlife species, but we will also consider how farming salmon, kelp, and oysters inform peoples' cultural and political activities.

Credits: 3

Prerequisites: None

### IS 301 The Maine Maritime World

The sea has long inspired human fear, wonder, and reflection, but as global populations increasingly congregate by the shore, the human relationship to the sea is becoming ever

more complex. Students will explore this complexity by using the Gulf of Maine as a case study, focusing on the geologic formation of the coast, the social and ecological impacts of colonization, the rise and reshaping of Maine's maritime industries, maritime art, literature, and folklore, and the most pressing questions facing the coast today. By considering the natural and human history of life along the Maine shore, we will move toward a larger understanding of why humans have been drawn across time and place to live at what Rachel Carson calls "the edge of the sea."

Credits: 3

Prerequisites: None

### IS 302 Renewable Energy

Modern society has a large, and growing, demand for energy. The International Energy Administration predicted in 2019 that global energy consumption will rise nearly 50% between 2018 and 2050. While there are many options for energy generation, it is so-called 'fossil' sources (coal, oil, and natural gas) that currently supply most of the energy needed to meet global demand. Fossil energy resources are finite—there is only so much in the ground—and are responsible for environmental change and degradation at local to global scales. Therefore, society must envision a future where energy demand is met predominantly by non-finite and environmentally sustainable energy sources—so-called 'renewables'. This course will investigate the benefits and drawbacks of a suite of renewables, as well as barriers that must be overcome to make the transition to a renewables-dominated energy portfolio. In particular, students will focus on the role of marketing in helping renewable energy enterprises to reach new customers. Northern New England and Maritime Canada will serve as testbeds for the exploration of content and concepts in this expedition.

Credits: 3

Prerequisites: None

### IS 303 Wildlife Trafficking

While international wildlife trafficking is often viewed as a serious transnational threat to the security, stability, and economy of entire nations such as Tanzania, Vietnam, or Brazil, it is a problem everywhere around the globe—and in our own backyard. In exploring this issue, we will seek to understand the key questions associated with wildlife trafficking: its scope, causes, consequences, and existing and potential solutions. Our guiding premise is that understanding illegal wildlife trafficking requires engagement with multiple disciplines, from science, to sustainable development, to writing and law. As we dig into this complex problem, students will build skills across a range of disciplines and work with law enforcement and resource management professionals on some of the pressing environmental issues of our time.

Credits: 3

Prerequisites: None

### IS 390 Internship

An internship is a carefully planned, well-supervised career experience related to a major field of study. This can include comprehensive research such as NSF Research Experiences for Undergraduates (REUs). Students must work closely with the Internship Coordinator to select an internship appropriate for their career path and academic program.

Credits: 3

Prerequisites: Minimum of 60 credits completed

## MATHEMATICS COURSES

### MA 301 Data Science and Programming

This course will introduce you to the importance of gathering, cleaning, normalizing, visualizing and analyzing data to drive informed decision-making, no matter the field of study. In performing these tasks, you will learn to access and apply computer programming languages/tools, such as R, SQL, and Python, while working with real-world datasets. You will also have opportunities to ask good, exploratory questions and develop metrics to come up with well thought-out analyses that apply mathematical concepts. Presentation and discussion of your chosen methods and results of analyses will be an important part of the course.

Credits: 3

Prerequisites: MATH 201

## PHYSICAL SCIENCE COURSES

### PS 201 Environmental Geology

The physical landscape exerts a strong control on human activity—whether it be glacial history and soils influencing agriculture or drinking water supplies, a city devastated by an earthquake or some other natural hazard, human inquiry into past environments, flooding, erosion, and more. In certain situations, humans influence the physical environment and our analysis of these physical environment-human interactions will occur at several different spatial and temporal scales. Laboratories are designed to complement lecture material and will focus on applied learning topics such as physical analyses of soils, mapping exercises, photo and map interpretation, quantitative analysis of surface and groundwater, and field surveys.

Credits: 3

Prerequisites: None

### PS 202 Fundamental Physics for Addressing Sustainability Challenges

Current sustainability challenges such as the demand for energy and the accumulation of electronic waste will provide the context for students to learn fundamental principles of physical sciences. Students will develop an understanding of energy as it transforms and flows through complex systems, including individual human organisms, small communities, cities and countries, and the planet as a whole. Students will also learn about biogeochemical cycles and the human activities that have greatest impact on them. They will propose and evaluate realistic solutions to immediate and long-term sustainability problems involving biogeochemical cycles and energy production.

Credits: 3

Prerequisites: None

## PSYCHOLOGY COURSES

### PY 201 Group Process

The basic principles of small group interaction will be explored in both didactic and experiential components of the course. Topics will include communication skills, values

clarification, group problem solving, group communication models, stages of group development, briefing and debriefing techniques, leadership and facilitation models, and group termination. Some emphasis will be placed on aspects of processing diverse group – non-formal educational, therapeutic, and nature-based learning settings included.

Credits: 3

Prerequisites: None

### PY 301 Conservation Psychology

In this course, students will explore the psychological foundations that impact pro-environmental behavior, including connectedness with nature, rational choice, values, incentives, and barriers to action. They will examine successful and unsuccessful interventions designed to change human behavior and draw on these examples and foundational principles to propose potential approaches for addressing the central problem of the expedition.

Credits: 3

Prerequisites: PSYC 101

## SUSTAINABILITY SCIENCE COURSES

### SU 301 Ecological Economics

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

Credits: 3

Prerequisites: None

### SU 302 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.

Credits: 3

Prerequisites: MATH 201

## SU 303 Sustainable Development

This course covers the historical roots of the idea of development and their implications for sustainability. Students will explore the interrelationship among businesses, governments, and civil society (NGOs) in addressing pressures such as population growth, food security, poverty, inequality, urbanization, technological change, international trade, and environmental change at local, regional and global scales. The course explores the manner in which the private sector, governments, and civil society can catalyze action to advance the achievement of the United Nations sustainable development goals.

Credits: 3

Prerequisites: None

## SU 490 Environmental Capstone

Sustainability science is a problem-based, solution-oriented framework used to examine the interactions between natural and social systems. In this capstone course, students will have opportunities to apply the sustainability science framework to current environmental problems such as developing a sustainable regional food system, meeting growing needs for energy globally, and obtaining raw materials in ways that protect local ecosystems and respect indigenous cultures. The capstone project will prepare students to work collaboratively with stakeholders to address environmental sustainability challenges in diverse settings.

Credits: 3

Prerequisites: Minimum of 90 credits completed

## WILDLIFE AND FISHERIES COURSES

### WF 201 Animal Training

Through exploration of operant conditioning, students will understand the theory supporting animal training and be introduced to various practices and techniques that form the art of animal training. Training is a two-way communication between the trainer and the animal that relies on an understanding of animal behavior. The knowledge and skills learned in this course may be utilized to train domestic and exotic animals for medical procedures, animal husbandry, and animal handling needs.

Credits: 3

Prerequisites: None

### WF 202 Animal Nutrition

This course is focused on the basic concepts of and science behind animal nutrition, including digestion, absorption, dietary requirements, consumption needs from their environment, and formation of regular feedings. This course will introduce the student to the science of animal nutrition. Discussions will be focused on the role nutrition plays in the development of animal disease. A comparative approach will yield insight into the varying nutritional spectrums across animal groups commonly handled by wildlife and veterinary professionals.

Credits: 3

Prerequisites: None



### WF 301 Animal Behavior

This course deals with the study of genetics, physiology, and ecology of animal behavior in an evolutionary context. Behavioral adaptations are discussed with particular reference to their ecological significance.

Credits: 3

Prerequisites: None

### WF 302 Animal Husbandry and Genetics

This course provides an in-depth look at the design, implementation, and optimization of breeding animals, with a particular focus on conservation of genetic diversity. Students will explore the principles of genetic and breeding productivity, inheritance patterns and genetic drift, as well as the basics of quantitative and molecular genetics. Methods covered will help students learn how to create, maintain, and improve the genetics of populations in a variety of controlled environments.

Credits: 3

Prerequisites: BIOL 105

### WF 303 Enrichment and Exhibit Design

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

Credits: 3

Prerequisites: None

### WF 304 North American Wildlife

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

Credits: 3

Prerequisites: None

### WF 310 Habitat Assessment and Management

Sustaining wildlife populations in the face of climate change and other threats requires a sound understanding of the habitat concept and adaptive approaches to habitat management. This course explores the concepts, principles, and terminology associated with understanding how wildlife identify and use habitat, and how managers assess and manage habitat. Students will learn approaches to measuring and assessing habitat use and availability, as well as creating predictive habitat models for management purposes. The course will also acquaint students with approaches and considerations in habitat management of common environments such as forests, wetlands, grasslands, rangelands,

and agricultural and urban environments. The course also covers major issues and initiatives influencing habitat management at regional, national and international scales.

Credits: 3

Prerequisites: Complete one from BIOL 203, BIOL 305, BI 204, BI 305

### WF 311 Population Assessment and Management

This course focuses on techniques and practices used to manage populations of wildlife species. Concepts discussed will include how habitat selection and quality, population structure, and interactions with other species influence population growth. We will then explore how these concepts can be applied to harvest management, small population management, pest management, and biodiversity conservation. Techniques addressed will include estimation of population size and other demographic parameters using direct and indirect techniques.

Credits: 3

Prerequisites: Complete one from BIOL 203, BIOL 305, BI 204, BI 305

### WF 320 Wildlife and Fisheries Techniques

This course provides students with the fundamental skills and techniques that are used by wildlife and fisheries professionals to obtain knowledge and information necessary to monitor and manage wild populations. The application and limitations of specific techniques are discussed in lecture. Topics include: estimating populations, radio telemetry, ageing and sexing, capturing and marking, habitat assessment, and data collection. Laboratory time provides hands on experiences with topics covered in lecture.

Credits: 3

Prerequisites: None

### WF 490 Wildlife and Fisheries Conservation Capstone

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

Credits: 3

Prerequisites: Minimum of 90 credits completed and one course from: WF 310, WF 311, WCON 403, WCON 405

# SECTION 7: COLLEGE 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 Hybrid Learning academic matters are referred to the Dean or Vice President of Hybrid Learning (VPHL). The actions of the Dean or VPHL 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 an instructor has evidence of academic dishonesty, he or she will notify the Dean or VPHL 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, Dean or Vice President of Hybrid Learning, and then if the parties feel that the Dean or Vice President of Hybrid Learning did not follow due process, the Chief Learning Officer. The decision of the Chief Learning Officer 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, they 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. This opt-out request will remain in effect unless and until it is rescinded by the student in writing.

#### 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.

## 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 hybrid and 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.

## Veteran Students

Unity College welcomes applications from veterans, active military members, and their dependents. Any student wishing to use educational benefits from the Veterans Administration must submit a copy of a Certificate of Eligibility or Tuition Assistance voucher to their assigned Hybrid Learning Coach. Veterans using Vocational Rehabilitation and Employment benefits must inform their VA counselor 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.

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

Under S2248 PL 115-407 Section 103, Unity College will not impose a late fee, denial of access to facilities, or other penalty against a veteran or eligible dependent due to a late payment of tuition and/or fees from the VA up to the certified benefits amount. Any portion of the student bill not covered by VA benefits is still expected to be settled by the due date.

*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](#).*

# SECTION 8: RESOURCES

## Academic Calendar

Please see the webpage for the current hybrid academic calendar.

## College Resources

The mailing address for all Unity College correspondence is:

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

College Switchboard: (207) 509-7100

College Website: [www.unity.edu](http://www.unity.edu)