

# **CAREER EDGE**

## **ACADEMIC CATALOG '25-'26**



# Academic Year 2025-2026

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## A Note from President Khoury

Unity Environmental University – Career Edge Students,

Welcome to Unity, and welcome to the future of career-focused education!

By choosing Unity Environmental University – Career Edge, you are joining one of the most innovative baccalaureate degree programs in the country. Unity's Career Edge is designed to accelerate your path into high-impact work by integrating applied learning, AI-enabled instruction, and 21st-century skill development into every step of your program.

The three-year Applied Bachelor of Science degree from Career Edge reduces both your time and cost commitments, enabling you to enter the workforce or pursue graduate school sooner. Career Edge's signature Workplace Skills Core, which includes stackable micro-credentials, will help you develop essential competencies in communication, critical thinking, problem-solving, cultural fluency, and responsible use of emerging technologies, including artificial intelligence. This foundation is unique to Career Edge and ensures both your education and your degree are not only relevant today but resilient for tomorrow's changing job landscape.

At Unity, we believe education must be practical, accessible, and transformative. As a Career Edge student, you join a group of faculty, industry professionals, and peers who are committed to applying knowledge, not just studying it, to solve real problems in real time. Each of your courses is intentionally grounded in sustainability science and designed to equip you with skills that employers value most.

Thank you for choosing Unity Environmental University – Career Edge. We are honored to support you as you build expertise, expand opportunities, and shape a future defined by purpose, adaptability, and impact.

If you need assistance at any point, your Advisor and our Career Edge team are here to help every step of the way.

With Pride,



Dr. Melik Peter Khoury  
Unity Environmental University President



## SECTION 1: INTRODUCTION

### The Unity Environmental University Mission

We are dedicated to delivering quality education and experiences that produce outstanding environmentally competent professionals and inspire individuals from all walks of life to steward sustainable ecosystems.

### The Unity Environmental University Career Edge Catalog

The Career Edge Catalog contains the policies, procedures, and guidelines applicable to the Career Edge Strategic Education Business Unit (SEBU) at Unity Environmental University as reviewed and approved by the Unity Environmental University Career Edge administrative team. The Unity Environmental University Career Edge SEBU currently oversees all online Applied Bachelor of Science (ABS) programs. All students in those programs/courses will follow the policies and procedures outlined in this catalog.

Unity Environmental University views the *Unity Environmental University Career Edge Catalog* as the primary contract between the University 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 Environmental University reserves the right to change any of the statements made in the catalog by reasonable notice in a supplement or replacement publication.

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

Acceptance into Unity Career Edge requires that students indicate they are responsible for adhering to the policies and procedures that govern their education at Unity Environmental University. The requirements of the Career Edge programs at Unity Environmental University 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.

### Statement of Accreditation

Unity Environmental University is fully accredited by the New England Commission of Higher Education (NECHE) Commission on Institutions of Higher Education (CIHE). NECHE is located at 301 Edgewater Place, Suite 210 Wakefield, MA 01880. NECHE may also be contacted by telephone at (781) 425-7785 or through their website at <http://www.neche.org>.

## SECTION 2: ACCEPTANCE GUIDELINES

### Acceptance Requirements

To enroll in a Career Edge program, students must meet the following criteria:

- Have graduated High School [or equivalent]
- Acknowledge awareness of and agreement with the [minimum skills for success at Unity Environmental University](#)

To be considered for entrance into a Career Edge Applied Bachelor program, a student must submit the following:

- A Unity Environmental University Career Edge application for acceptance
- Verification of successful high school completion [upon request].

While unofficial transcripts are accepted during the entrance process, college credits may only be transferred to Unity Environmental University through the submission of an official college transcript. Official transcripts are received from an authorized third party or directly from another institution.

If the student fails to provide official transcripts to Unity Environmental University, transfer credit will not be awarded, and the student may be enrolled in Unity Environmental University courses that would have otherwise been fulfilled through transfer at time of enrollment. The Department of Education may, without notice, require Unity Environmental University to obtain the student's official transcripts for financial aid eligibility.

### Acceptance Requirement for Homeschooled Students

Homeschooled applicants may be asked to provide one of the following documents to verify high school completion:

- 1) A homeschooled transcript
- 2) A portfolio that has been evaluated by a third party [e.g., a certified teacher]
- 3) A composite SAT score of 1050 or higher; or a composite ACT score of 18 or higher

### Re-enrolling into the University

Students requesting to be re-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, provided there have been no breaks of more than six (6) months and that the degree program is still active in Career Edge. Students who have a break of more than six months must apply to be reinstated to a Career Edge program and meet the requirements of the catalog in effect at the time they are reinstated.

Students who had a break in attendance of up to two (2) years due to military service may be readmitted to their original program and catalog requirements, as long as the program is still an active Career Edge program, and with the understanding that substitutions may be necessary for courses that are no longer offered.

The University reserves the right to deny reenrollment to students, regardless of the length of break, who are not in good academic and/or financial standing.



## Transfer of Credits

Students may transfer a maximum of 60 baccalaureate credits into programs at Unity Environmental University. 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 60-credit maximum for 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 60-credit maximum for students. Unity Environmental University considers College Board recommendations for minimum scores when processing transfer credit.

DSST® is a credit-by-examination program often utilized by members of the military. DSST® scores can be submitted to earn college credit toward a degree program. Unity Environmental University will consider current ACE® recommendations for the minimum passing score and amount of credits to be awarded.

Unity Environmental University accepts credits from the International Baccalaureate Diploma Programme for courses graded with a 5 or higher if applicable to the student's major at the college. International Baccalaureate credits are subject to transfer credit limitations.

Active and former military members may receive transfer credit by submitting a Joint Services Transcript. Courses will be evaluated per ACE® recommendations and can be applied to the major (if relevant) or toward general electives.

Unity Environmental University reserves the right to determine the eligibility of transfer credits. Transfer credits count only toward the total earned hours, not grade point average.

## Credits for Prior Learning

Students may apply to earn credit for experience outside of coursework. Students may receive up to 30 credits toward a program through Credit for Prior Learning and no more than a total of 60 credits combined with Prior learning and Transfer credits. Students must apply through the Credit for Prior Learning Assessment process. All applicants must submit a portfolio that justifies the credits requested for award and pay a non-refundable \$500 fee. The Executive Vice President of Educational Solutions will oversee a review of the portfolio.

The following categories are ways that students may qualify to receive credit through prior learning experiences:

- Credit for professional licenses and credentials earned.
- Credit of a prepared portfolio documenting skills and knowledge
- Credit for exams, trainings, or certifications received

Portfolio must include the following information:

- Course Information – includes the learning outcomes for the specific course you are challenging
- Summary Sheet – matches each course learning outcome to your experience and supporting evidence
- Resume and Biographical Essay – provides an overview of your learning experiences related to the course
- Narrative – demonstrates how you have achieved each course learning outcomes
- Documentary Evidence – supports your claim to knowledge of the learning outcomes

## Transfer of Credits from a Quarter System

Unity Environmental University 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 0.5 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 Environmental University will not consider foreign credits for transfer without the agency evaluation.

## SECTION 3: EXPENSES AND FINANCIAL AID

### Cost of Attendance

Courses cost \$470 per credit hour. Books, software, hardware, and other materials are not included in the credit hour cost and must be purchased separately.

Military Differential Tuition: All Career Edge courses have a differentiated tuition rate of \$423 for veterans or active military members and their dependents.

### Billing

Students may review their billing statements in their Stratus Student Portal after they are registered for each term. Payment arrangements for the current term must be finalized before the end of the add/drop period (day 3 of the term). Payment arrangements may include an approved payment plan, including the first payment, payment in full, or documented financial aid or military benefits to cover the cost of any current and outstanding bills. Any outstanding balance may lead to the student being dropped from the term.

### Payment Options

Unity Environmental University offers the following payment options:

#### Single Payments

Convenient one-time payments for various tuition and fees related expenses. Our system allows you to make incremental payments towards your outstanding balance providing flexibility to manage your finances effectively. The minimum transaction amount for a single payment is \$50. Additionally, if you have a payment plan in place, single payments count toward future planned payments. Payments above the minimum transaction may be required to settle the balance on your bill by the end of the term. Any balances owed after the end of the term are subject to relevant holds and collection policies.

#### Payment Plans

Conveniently create a customized payment plan to manage your tuition and fee payments. The initial payment is due at the time the plan is created and subsequent payments are scheduled for Friday, automatically deducting from the card or banking information you provide. There is a minimum transaction fee of \$50. Students have the option to select the overall total they wish to pay via the payment plan as long as it does not exceed the total amount owed. Additionally, you can choose the number of installments you wish to pay as long as they do not exceed the number of weeks within the term.

#### Recurring Payments

Convenient automatically recurring payments to manage your tuition and fees payments. Once you set up your plan, automatic payment will continue until your active balance reaches \$0. The minimum transaction fee is \$50.

## Failure to Pay

Failure to pay bills in full when due may result in revocation of Unity Environmental University privileges, including but not limited to the ability to set up new payment plans, issuance of diploma, registration for subsequent terms, participation in graduation ceremonies, and participation in registered classes. It is imperative that a student contact their advisor if any charges are disputed

## Refund Policy

Career Edge 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. Requests to drop that are received after midnight ET of the last day of the add/drop period will be considered withdrawal requests and are no longer eligible for a refund.

If a student takes no action to drop a course and does not participate in the class during the add/drop period, the institution will take action to withdraw the student and the student will be held accountable for the total cost of the course.

## Fast-Track Refund Policy

Students who are eligible for a refund may use the Fast-Track Refund process to purchase required course materials and educational resources including books and supplies at the start of a term.

Fast-Track Refunds are issued electronically by the Business Office and availability of a Fast-Track Refund is dependent upon the student:

- having a completed financial aid package with a refund projected to be on their account.
- being enrolled in direct deposit through the student portal. If a student is unable to provide bank information, the student should be referred to the Bursar. The Bursar will attempt to determine the barrier. If no ACH solution can be determined, a paper check will be requested by the Bursar.
- completing the Fast-Track Refund Request form.

In exceptional circumstances, when no ACH solution can be determined, the Bursar may request the student receive a paper check.

## Financial Aid

Your federal need will be determined based on the income and asset 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 Financial Aid Office. Please respond promptly to requests for additional information or clarification concerning your aid application.

## Onboarding Students with Financial Aid Policy

All incoming students must complete the FAFSA application and required documents, including Promissory Notes and Entrance Counseling sessions before the end of the add/drop period of their first term. The Concierge Team will advise the students of this requirement during the application process and orientation leading up to the start of the term. Students who have not provided all

required documentation necessary to disburse aid by the last day of add/drop will be dropped from their first course by their concierge, and their enrollment will be deferred to the next 5-week term.

## Return to Title IV

Students receiving any federally sponsored financial aid, such as Federal Pell Grants, or Federal Stafford Loans, are subject to a separate Federal policy pertaining to the amount of those federal funds they may retain when they withdraw from the University during an academic semester. This policy, called The Return of Title IV Funds Policy, prorates available aid based on the amount of the semester completed. Written examples of the refund calculations are available upon request from Financial Aid, as well as any further information that may be needed pertaining to the refund or return of Title IV Funds process. Whenever applicable refunds are determined and any federally sponsored programs are involved, the following federally prescribed order of refund distribution is required Prescribed by Law and Regulation TOTAL REFUND:

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

## Financial Aid Available for Students

### Pell Grant

Matriculated students who complete a FAFSA may be eligible for the Pell Grant. This need-based award does not need to be paid back.

### Federal Supplemental Education Opportunity Grant

Matriculated students who receive Pell Grant are eligible for this grant based on fund availability. This award is to Pell-eligible students.

### The Direct Subsidized Loan Program

Matriculated students enrolled in three (3) or more credit hours per 5-week term may complete a FAFSA for consideration for this loan. The maximum annual award is based on the student's year in college. The total baccalaureate amount a student may receive is \$23,000.

Repayment on the Subsidized Loan starts no sooner than six (6) months after you graduate or fall below half-time status. There is a ten-year repayment period and other re-payment options.

### The Direct Unsubsidized Loan Program

Matriculated students enrolled in three (3) or more credit hours per 5-week term may complete a FAFSA for consideration for this loan. The maximum annual award is based on the student's year in college. The total baccalaureate amount a student may receive is \$34,500.

The Unsubsidized Loan starts to accrue interest after payment to your account. While enrolled at

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

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

## Private Loans

Private loans may be an option if no other sources of financial aid are available. Unity Environmental University is not permitted to provide counsel about which private loans to choose. For help on this matter, please visit: [Distance Education Payments - Unity Environmental University](#)

## SECTION 4: ACADEMIC POLICIES

### Definition of a University Credit Hour

A semester hour of credit at Unity Environmental University approximates the amount of effort and engagement required by students and learners, is consistent with the federal definition of the credit hour and commonly accepted practices and standards in U.S. postsecondary education, and allows for outcomes, competency attainment and alternative assessment measures as equivalencies in calculations of student effort and engagement, as opposed to only seat time or contact hours. Equivalencies are determined by faculty and academic administrators with relevant experience and qualifications. Student effort and engagement approximations including alternative measures such as outcomes and competency attainment equivalencies equate to at least 45 hours per semester hour.

### Course Load and Status

The maximum load for all ABS students is limited to 6 credit hours per 5-week term. Any increases to the recommended maximum load are contingent upon course availability and must be approved by an Academic Dean. A student's enrollment is considered full-time when enrolled in 3 or more credits per five-week term. For financial aid purposes, students taking 24 credits per year (within the eight 5-week terms) are considered full-time. Students who qualify for financial aid must maintain full-time status in order to receive maximum awards. Students enrolled part-time may qualify for a reduced amount of financial aid.

Students should contact their Advisors if they have questions about how part-time enrollment will impact their financial aid awards.

### Course Registration

Students will register for courses by working with their concierge/advisor to select courses that are appropriate for their degree completion. Based on the student's academic plan, the advisor will register the student for courses.

### Course Cancellation

No courses in a specific term are guaranteed and the University may cancel courses due to low enrollment and other circumstances prior to a term start. If this occurs, the University will immediately notify the students to discuss options, and the student's advisor will work with the appropriate Academic Dean to find a substitution. Any payments made for canceled courses will be refunded or applied to a different course within the University.

### Add/Drop Courses

During the first three class days, students may add or drop courses for the current term. Students must contact their advisor in order to add or drop a course by midnight ET of the add/drop period, the first three days of the term. Reducing or increasing credit hours during the three add/drop days will result in an appropriate tuition and financial aid change.

## Attendance/Class Participation

Participation in all courses is required within the first three [3] days of the term, the add/drop period, to remain enrolled in the course. Students who fail to participate during the add/drop period will be automatically dropped from their course. Participation is evidenced through posting in the course or the submission of a quiz, test or assignment. Active participation throughout the term is recommended for success. In courses with assignment due dates, students should maintain regular and consistent participation for a successful academic experience and are expected to participate in their courses at least twice a week by the assignment due dates. Due dates in these courses must be followed to avoid late penalties, in accordance with the late policy in the syllabus.

Students who stop participating after the add/drop period will be assigned the grade earned based on the assignments submitted, unless a student requests to withdraw from the course during the withdrawal period per the academic calendar. If the student earns an 'F' in a course, financial aid and military benefits will be reviewed and may be impacted based on the last date of participation in the course.

Course participation, also considered an academic activity, is tracked and documented through the learning management system, Canvas. A student cannot self-certify academic activity. Unity Environmental University must be able to establish the date via electronic record.

Participation does not include a] Logging into an online class b] Reading/watching content without posting or submitting an assignment, test or quiz or c] speaking with an instructor or advisor to participate in academic counseling or advising.

## Course Audit

Unity Environmental University Career Edge does not allow students to audit a class for no credit.

## Withdrawal from a Course

Students may withdraw from a course with a grade of 'W' during the withdrawal period published in the academic calendar. Students who would like to withdraw from a course must contact their advisor. The advisor will provide information regarding withdrawing from a course and the link to the course withdrawal form. Withdrawal from a course will be processed upon submission of a request in writing or the completed withdrawal form within the withdrawal period. Forms or requests received after the withdrawal period will not be processed. Withdrawal from a course may impact any financial aid or military benefits awarded for the term.

## Leaves of Absence and Administrative Withdrawal from the University

Students have the option of taking time off from their courses. Students who wish to remain unenrolled for more than two consecutive terms should communicate their intent to the Advisor. Students who are not enrolled for more than six (6) months in a row will be administratively withdrawn from the University and must reapply for acceptance (see Acceptance Guidelines). Extensions with cause may be requested to the Executive Vice President of Educational Outcomes.



## Time Limitation for Degree Completion

Students will have ten (10) consecutive calendar years from their date of matriculation to complete their program of study. Students who do not complete their degree within this deadline will be required to reapply for acceptance and will be subject to the current availability of courses and programs, as well as any new program requirements.

## Withdrawal from the University

Students seeking to withdraw from the university must contact their advisor. The advisor will provide information regarding withdrawing from the university and provide a link to the university's withdrawal form. Withdrawal from the university will be processed upon submission of the completed withdrawal form. Students enrolled in courses at the time of the withdrawal request will be given the option of withdrawing from the university at the end of the term or withdrawing from any courses in progress with a grade of "W" if during the withdrawal period.

## Medical Withdrawal from a Course or the University

A student may request a medical withdrawal when an illness or injury occurs that makes it impossible for them to complete their course (when an incomplete arrangement is not possible) or continue in their current program of studies.

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 Student Outcomes outlining the nature of the illness or injury and affirming the student's inability to remain enrolled. Requests should be submitted prior to the end of the term and documentation from a medical professional submitted within 30 days of the end of the term, to be considered and recorded on the academic record. Under extreme circumstances, requests outside of this timeframe may be considered with the approval of the Vice President of Student Outcomes. Decisions will be communicated to the student within 10 business days after all documentation has been received.

Medical withdrawals from a course will be dated according to the student's last day of participation as recorded by the submission of graded work in a course. The regular refund policy of the University does apply, regardless of the reason for withdrawal. When granted, medical withdrawals will be recorded as a grade of "W" and not be computed in the student's grade point average (GPA). Otherwise, the student will receive their earned grade. Medical withdrawals from the program between terms will be dated according to when the request was received. 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.

Depending on the circumstances leading to the request, a student may be encouraged to take additional terms away from the University to address their health-related needs before seeking to return. This may be a required condition of the withdrawal. In some cases, the University may also request confirmation that the student has addressed these issues and is ready to return to full participation in their educational program before enrolling in future terms, which may include documentation from a licensed healthcare practitioner.

## Grading Policy

### 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

Internship courses are graded on a Pass/Fail basis.

### W – Withdrawal (No credit)

Recorded but not calculated as part of the GPA. Faculty may not give a grade of “W.” That grade designation is applied by the Registrar’s office.

### I – Incomplete (No credit)

An Incomplete “I” is a 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. To submit an Incomplete grade, the student should contact the instructor and the instructor contact the Academic Dean to initiate the paperwork.

If a student does not complete the course before the start of the next term, they may only enroll in 3 credits of the coming term. Work must be completed by the end of the next term, or the incomplete grade will automatically be changed to the grade earned. Faculty considering granting a final grade of “I” must follow the incomplete grade policy and work with the student to complete the request and submit it to the Academic Dean. 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 student completes the “Request for Incomplete” form .

Appropriate grades must be assigned in other circumstances.

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

- The student completes the “Request for Incomplete” after the Dean provides the link to the form. The Dean reviews the case and forwards to the Registrar if approved.
- 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 the grade earned and affect GPA. The Dean reserves the right to make exceptions to this policy on a case by case basis.
- An Incomplete grade may not be 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 the faculty member is not available to grade the incomplete work, the Dean will grade it or find a designee.

## Calculating Grade Point Average (GPA)

To determine a graduate student's grade point average (GPA), Unity Environmental University Career Edge 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

Courses evaluated on a Pass/Fail basis are not assigned quality points and do not impact the GPA.

## 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 (see Appeal of Final Course Grade below).

## Change of Final Course Grade - Process for Instructors

Instructors will submit a request to change a student's grade using the Grade Change form accessible in the Canvas learning management system. The grade change request will be reviewed by the Dean, who may request further information or documentation from the instructor. Once the

Dean has determined whether to approve or deny the request, they will notify the Registrar's Office. The Registrar's Office will make any necessary adjustments to the grade in the student's record.

## 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, the student should contact their academic advisor and then complete the grade appeal form. The completed appeal form must be submitted no later than 30 days after the final grade was submitted. The Dean will review the appeal along with supporting documentation and information provided by the student and the instructor and decide on the appeal within 10 business days. If the student does not complete all required sections of the form as directed, the appeal will not be reviewed. Students may resubmit within the 30-day timeline. and may be returned to the student for completion.

## 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.

See the Honor Code policy in the [Student Handbook](#) for guidelines about when prior work may be submitted in a repeated course.

## Class Standing

Class standing is determined by the number of credits completed by the student, including those accepted in transfer from other institutions based on the ranges below.

Freshman: 0-29 credits

Sophomore: 30-59 credits

Junior: 60-89 credits

Senior: 90+ credits

## Term Based Honors – Dean's List

Students will be eligible for recognition if they have earned a minimum GPA of 3.5 and successfully completed at least 9 credits in the 4 terms leading up to the time of award. The Dean's List will be published twice per year, in January and June, once grades have been verified. All grades recorded in the period of consideration must be a C+ or higher (no incompletes) for students to be eligible.

## Academic Standing

Unity Environmental University has a combined Academic Standing and Title IV Satisfactory Academic Progress [SAP] policy, referred to as the Satisfactory Academic Progress [SAP] policy. Students are assessed for SAP at least biannually, in alignment with each financial aid payment

period—although financial aid is disbursed each term, the award year is divided into two payment periods. A student's academic standing and financial aid eligibility may be impacted at the biannual reviews. Additional reviews will be performed for students in an Academic Warning or Academic Probation status.

## Review Cycle

ABS programs:

- The reviews will be at the end of each payment period, every fourth completed term. A new student will be reviewed at the completion of their fourth term [the first payment period] in and again at the end of their eighth term taken [the second payment period] and at every fourth completed term after that.
- Students on Academic Warning will also be reviewed at the end of their seventh term.
- Students on Academic Probation will be reviewed at the end of each term.

## Minimum Standards for Satisfactory Academic Progress

- Cumulative Grade Point Average [CGPA]: maintaining a minimum cumulative GPA, based on program level:
  - ABS students: 2.00
- Completion Rate: maintaining the appropriate completion pace, based on program level:
  - ABS degree students: 67%
- Maximum Time Frame: mathematically able to complete a degree program in a timeframe of no more than 150 percent of the program's average length in terms of credits.

## Calculating Minimum Standards for Satisfactory Academic Progress

- Cumulative Grade Point Average: is determined by summing the grade points for Unity courses in all terms and dividing by the total number of credit hours attempted in all terms [total grade points divided by total credit hours = CGPA]. An Incomplete grade will not be considered passing for purposes of determining satisfactory academic progress.
- Completion Rate: The number of credits earned divided by the number of credits attempted. Total attempted credits include the 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. Grades of "I" [Incomplete] will be used in this calculation as attempted credits, but not earned credits.
- Maximum Time Frame: Examples: A bachelor's degree program with a 90-credit requirement would have, at most, 135 attempted credits covered by financial aid.

## Academic Standing

Students must meet the minimum standards for SAP at each biannual review. Students who meet all three components of the minimum standards for SAP are considered in good academic standing. Students who fall below one or more of the minimum standards for SAP at the first biannual review, and are not already on Academic Probation, will be placed on Academic Warning until the next payment period. Students on Academic Warning who remain below the minimum standards for SAP at end of the warning review [7th term] will receive a second notice that they remain on Academic Warning and are in jeopardy of academic suspension and losing financial aid eligibility. Students on Academic Warning who remain below one or more of the minimum standards for SAP at the second

biannual [8th term] review will be placed on Academic Suspension. Students on Academic Suspension have the right to appeal, requesting their enrollment and financial aid be reinstated due to extenuating circumstances that prevented them from making satisfactory academic progress. Extenuating circumstances include:

- Illness or injury to the student or close relative; or
- Death of an immediate family member or close associate; or
- Other unusual mitigating circumstances.

To appeal, a student must submit a letter explaining the circumstances that prevented them from meeting SAP criteria. The appeal must include what has changed that will allow the student to obtain SAP at the next evaluation and may include any supporting documentation. The SAP Appeals Task Group will review any appeals initiated by a suspended student and received within the timeframe stipulated in the suspension notification. All appeals must be submitted to [registrarsoffice@unity.edu](mailto:registrarsoffice@unity.edu) or submitted through the appeal link. If an appeal is granted, the student will be placed on Academic Probation until they meet the minimum standards for SAP. Only in extenuating circumstances should a student use the same reason for subsequent appeals. The appeal decisions are final. Students may appeal a maximum of three times. The fourth suspension instance, a student will be considered Academically Dismissed from the University. An Academically Dismissed student is subject to the University's Dismissal policy. Students on Academic Probation will be given an Academic Plan, specific to their program level, they must achieve each term while they are working to meet the minimum standards for SAP. Each term, students on Academic Probation will be reviewed for progress towards meeting the minimum standards for SAP and for meeting the requirements of the Academic Plan. Probationary students who meet the minimum standards for SAP will be moved to good academic standing.

- Probationary students who meet the requirements of the Academic Plan yet remain below one or more of the minimum standards for SAP, will remain on Probation until the minimum standards for SAP are achieved, these students do not need to submit appeals if they are progressing as required in the Academic Plan.
- Probationary students who don't meet the terms of their Academic Plan and continue to fall below one or more of the three criteria for SAP, will be placed on Academic Suspension. These students will need to submit an appeal to continue their studies and financial aid.

### Academic Plans for Students on Probation

Students on Academic Probation must complete all registered courses, each term, with at least a C [no incompletes or withdrawals].

### The Right to Suspend or Dismiss

The University reserves the right to suspend or dismiss a student from the University at any time when academic work is unsatisfactory or when conduct is deemed detrimental to the teaching and learning goals of the University. This suspension or dismissal 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.

## Graduation

### Application for a Degree

Unity Environmental University confers degrees each term to students completing their degree

requirements. Students must complete a Graduation Application. Graduation Application links are available on the Stratus Student Portal after 60 credits have been completed and are accepted on a rolling basis prior to the conferral of the degree. Upon submission of the application, students will be billed for a \$100 fee. The application and fee must be submitted to confer a degree, even if the student does not plan to attend a commencement ceremony.

Degrees are posted in the student information system within two weeks from the last day of a student's final term, assuming the Graduation Application has been submitted and the fee paid. Diplomas will be mailed within thirty (30) days of the conferral date once the academic records are certified, and all financial obligations to the University have been resolved.

### Participation in a Commencement Ceremony

Unity Environmental University celebrates Commencement with an official ceremony each May. Degree-seeking students are eligible to participate in a commencement ceremony if they have met all academic requirements for their degree or will be within six (6) credits of completing their degree requirements by the date of the ceremony.

Students may only participate in one ceremony per earned degree and must participate within one (1) year of degree conferral.

Certificate students are not eligible to participate in a commencement ceremony.

Diplomas are mailed to the students and are not handed out at the commencement ceremony. Students participating in the ceremony will receive diploma covers.

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

1. Submit an application for a degree.
2. Have a degree audit completed by the Registrar's office.
3. Pay the \$100 fee.

Students that apply after March 30 to participate in May might not have their information published in commencement materials (slideshow) or receive regalia prior to the ceremony. After April 10, they may also fail to appear in the program.

### Academic Honors

Honor designations for 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 Environmental University.

Magna cum laude is awarded to a degree candidate who graduates with a minimum GPA of 3.7 in all course work taken at Unity Environmental University.

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 Environmental University.

### 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 Applied Bachelor of Science (ABS) Degree

A student who has completed an Applied Bachelor of Science (ABS) degree with Unity Career Edge may earn a second ABS degree by meeting the following requirements:

**To complete the second degree, the student must:**

- Successfully complete all **Major Core** courses required for the second degree program.
- Complete **3 credits of internship** related to the new field or the specific **capstone course** required for that degree.
- Earn at least **30 new, unique credits** toward the second degree. (A maximum of **60 credits** from the first ABS degree may be applied.)

**The student is *not* required to:**

- Repeat any of the **39 Workplace Skills ("general education")** credits already completed.
- Retake any required courses shared by both programs. (For example, if both degrees require **MGMT 201**, the course completed as part of the first degree will be applied toward the second.)

## SECTION 5: APPLIED BACHELOR OF SCIENCE ACADEMIC PROGRAMS

### Transferable Workplace Skills

Each ABS degree includes a 39-credit general education core that culminates in a **Transferable Workplace Skills Endorsement**, recognizing your ability to:

- Write with clarity and precision
- Speak with confidence
- Manage your time
- Use AI tools effectively and with discernment
- Demonstrate emotional intelligence
- Work effectively in a team
- Engage in critical and ethical thinking

These skills are validated through stackable **digital badges** you can share with employers—even before completing your degree.

### Culinary Innovation and Food Systems

The Applied Bachelor of Science in Culinary Innovation and Food Systems is designed for students who want to drive change in the way we grow, prepare, and experience food. This 90-credit, fully online degree blends the creative and technical aspects of culinary arts with a systems-thinking approach to food sustainability, supply chains, and entrepreneurship. Students develop applied knowledge in sustainable food preparation, fermentation, plant-based innovation, hydroponics, food policy, and global nutrition—while gaining foundational skills in branding, finance, and food business development.

Grounded in a skills-based curriculum and oriented toward workforce readiness, the program emphasizes real-world problem solving, interdisciplinary thinking, and professional communication. Graduates will be prepared for dynamic roles in sustainable food businesses, culinary innovation, food entrepreneurship, and food systems leadership.

Graduates of the ABS in Culinary Innovation and Food Systems will be able to:

1. Design and evaluate sustainable food products and menus that balance nutrition, cultural relevance, environmental impact, and culinary appeal.
2. Analyze and manage food supply chains and agricultural systems through economic, environmental, and ethical lenses.
3. Apply business, marketing, and financial tools to develop and promote food ventures aligned with sustainability goals.
4. Communicate effectively across diverse audiences to advocate for sustainable food practices and engage affected parties in food systems transformation.
5. Contribute to innovation and continuous improvement in culinary and food system settings by applying interdisciplinary knowledge, emerging trends, and relevant technologies.

Transferable Workplace Skills Curriculum (General Education)	COMM 1100 Writing Skills for Professional Success	3 cr
	COMM 2001 Writing with Evidence	1 cr
	COMM 2100 Communication and Advocacy	4 cr
	COMM 3001 Writing for Professional Contexts	1 cr
	COMM 3002 Presenting with Confidence	1 cr
	CRIT 2100 Problem-Solving in Systems	4 cr
	CRIT 3001 From Ideas to Action	1 cr
	CRIT 4001 Making Evidence-Based Decisions	1 cr
	DIGI 2001 Digital Tools for Productivity	1 cr
	DIGI 2002 Ethical Debates in AI	1 cr
	DIGI 3100 Digital Futures and AI Leadership	4 cr
	PROF 1100 Foundations of Emotional Intelligence and Professional Growth	4 cr
	PROF 3001 Cross-Cultural Collaboration	1 cr
	PROF 3002 Leading with Integrity	1 cr
	PROF 3003 Navigating Change	1 cr
	PROF 4004 Building Inclusive Teams	1 cr
	QUAN 3001 Drawing Conclusions from Data	1 cr
	RSRC 1100 Understanding Data and Evidence	4 cr
	RSRC 3001 Information Synthesis	1 cr
	SYST 1001 What Is a System?	1 cr
	SYST 3001 Global Perspectives and the SDGs	1 cr
	SYST 4001 Mapping Complex Problems	1 cr

Program Core	ACCT 1010 Business Accounting	3 cr
	BIOL 201 Organisms That Sustain the Earth: Understanding Plants	3 cr
	CHEM 101 Chemistry I	3 cr
	ECON 305 Economic Development within Planetary Boundaries and Sustainable Development Goals	3 cr
	ENTR 2010 Entrepreneurial Thinking and Opportunity Recognition	3 cr
	ENVJ 307 Food Systems and Social Justice	3 cr
	FOOD 201 Sustainable Culinary Development	3 cr
	FOOD 2020 The Future of Food: Trends, Technologies, and Global Perspectives	3 cr

	FOOD 203 Fermented Foods	3 cr
	FOOD 315 Plant-Based Protein Alternatives	3 cr
	HLTH 4010 Global Nutrition and Public Health	3 cr
	HORT 301 Growing Hydroponic and Aquaponic Crops	3 cr
	MATH 201 Statistics for Environmental Professionals	3 cr
	MKTG 301 Introduction to Sustainable Branding	3 cr
	PROF 4020 Culinary Innovation and Food Systems Capstone OR 3 credits of Internship	3 cr
	SUFA 200 Farm to Table Supply Chains and Food Culture	3 cr

and 3 credits of general electives

University Wide Requirements: A minimum of 90 earned credit hours, 30 credits at the 300 level or above, a minimum of 30 credits earned at Unity, and an overall cumulative GPA of 2.0 or above.

Students can complete the Culinary Innovation and Food Systems program in under three years by following the pathway described below. Advisors will work with students to tailor this pathway to accommodate for credit received for coursework completed at other institutions, stop-out terms, etc.

### Sample Culinary Innovation and Food Systems ABS Degree Completion Pathway

YEAR 1	YEAR 2	YEAR 3
Term 1	Term 9	Term 17
<b>PROF 1100</b> Foundations of Emotional Intelligence & Professional Growth (4 cr.)	<b>DIGI 2002</b> Ethical Debates in AI (1 cr.) <b>BIOL 201</b> Organisms That Sustain the Earth: Understanding Plants (3 cr.)	<b>COMM 3001</b> Writing for Professional Contexts (1 cr.) <b>ECON 305</b> Economic Development Within Planetary Boundaries & Sustainable Development Goals (3 cr.)
Term 2	Term 10	Term 18
<b>COMM 1100</b> Writing Skills for Professional Success (3 cr.)	<b>PROF 3001</b> Cross-Cultural Collaboration (1 cr.) <b>ENTR 2010</b> Entrepreneurial Thinking & Opportunity Recognition (3 cr.)	<b>COMM 3002</b> Presenting with Confidence (1 cr.) <b>ENVJ 307</b> Food Systems & Social Justice (3 cr.)
Term 3	Term 11	Term 19
<b>RSRC 1100</b> Data, Evidence & AI Foundations (4 cr.)	<b>CRIT 3001</b> From Ideas to Action (1 cr.) <b>FOOD 201</b> Sustainable Culinary Development (3 cr.)	<b>SYST 3001</b> Global Perspectives & SDGs (1 cr.) <b>MKTG 301</b> Introduction to Sustainable Branding (3 cr.)
Term 4	Term 12	Term 20
<b>COMM 2001</b> Writing with Evidence (1 cr.) <b>CHEM 101</b> Chemistry I (3 cr.)	<b>PROF 3002</b> Leading with Integrity (1 cr.)	<b>DIGI 3100</b> Digital Futures & AI Leadership (4 cr.)

	FOOD 2020 The Future of Food: Trends, Technologies, and Global Perspectives (3 cr.)	
<b>Term 5</b>	<b>Term 13</b>	<b>Term 21</b>
<b>SYST 1001</b> What is a System? (1 cr.) <b>ACCT 1010</b> Business Accounting (3 cr.)	<b>PROF 3003</b> Navigating Change (1 cr.) <b>MATH 201</b> Statistics for Environmental Professionals (3 cr.)	<b>PROF 4004</b> Building Inclusive Teams (1 cr.) <b>HLTH 4010</b> Global Nutrition & Public Health (3 cr.)
<b>Term 6</b>	<b>Term 14</b>	<b>Term 22</b>
<b>CRIT 2100</b> Problem-Solving in Systems (4 cr.)	<b>CRIT 4001</b> Making Evidence-Based Decisions (1 cr.) <b>SUFA 200</b> Farm to Table Supply Chains & Food Culture (3 cr.)	<b>SYST 4001</b> Mapping Complex Problems (1 cr.) Elective (3 cr.)
<b>Term 7</b>	<b>Term 15</b>	<b>Term 23</b>
<b>DIGI 2100</b> Digital Tools for Productivity (1 cr.) <b>FOOD 203</b> Fermented Foods (3 cr.)	<b>RSRC 3001</b> Information Synthesis (1 cr.) <b>HORT 301</b> Growing Hydroponic & Aquaponic Crops (3 cr.)	Capstone or Internship (3 cr.)
<b>Term 8</b>	<b>Term 16</b>	<b>Total Credits in Year 3: 27</b>
<b>COMM 2100</b> Communication and Advocacy (4 cr.)	<b>QUAN 3001</b> Drawing Conclusions from Data (1 cr.) <b>FOOD 315</b> Plant-Based Protein Alternatives (3 cr.)	
<b>Total Credits in Year 1: 31</b>	<b>Total Credits in Year 2: 32</b>	

## Entrepreneurship

The Applied Bachelor of Science in Entrepreneurship degree empowers students to launch, manage, and grow their own ventures in today's dynamic economy. Whether you're building a business, launching a nonprofit, starting a freelance career, or leading a mission-driven project, this applied program gives you the tools to turn ideas into impact.

With an emphasis on action-oriented learning, innovation, and real-world relevance, the ABS in Entrepreneurship guides you through the full entrepreneurial journey—from ideation and customer discovery to funding strategies, marketing, and sustainable operations. You'll explore agile business models, digital tools for modern entrepreneurs, and approaches to social and environmental impact.

Whether you're starting your first venture or scaling your side hustle, the ABS in Entrepreneurship provides a flexible, focused pathway to self-directed success in the evolving world of work.

Graduates of the ABS in Entrepreneurship will be able to:

1. Develop and refine viable business models using iterative design, customer discovery, and lean startup principles.
2. Create strategic plans for launching and growing ventures, including financial forecasting, funding strategies, and market positioning.

3. Leverage digital tools and platforms to build a personal brand, market products or services, and manage operations.
4. Apply ethical, inclusive, and sustainable practices to entrepreneurial decision-making and engagement of affected parties.
5. Demonstrate entrepreneurial leadership through initiative-taking, adaptability, collaboration, and effective communication in professional contexts.

Transferable Workplace Skills Curriculum (General Education)	COMM 1100 Writing Skills for Professional Success	3 cr
	COMM 2001 Writing with Evidence	1 cr
	COMM 2100 Communication and Advocacy	4 cr
	COMM 3001 Writing for Professional Contexts	1 cr
	COMM 3002 Presenting with Confidence	1 cr
	CRIT 2100 Problem-Solving in Systems	4 cr
	CRIT 3001 From Ideas to Action	1 cr
	CRIT 4001 Making Evidence-Based Decisions	1 cr
	DIGI 2001 Digital Tools for Productivity	1 cr
	DIGI 2002 Ethical Debates in AI	1 cr
	DIGI 3100 Digital Futures and AI Leadership	4 cr
	PROF 1100 Foundations of Emotional Intelligence and Professional Growth	4 cr
	PROF 3001 Cross-Cultural Collaboration	1 cr
	PROF 3002 Leading with Integrity	1 cr
	PROF 3003 Navigating Change	1 cr
	PROF 4004 Building Inclusive Teams	1 cr
	QUAN 3001 Drawing Conclusions from Data	1 cr
	RSRC 1100 Understanding Data and Evidence	4 cr
	RSRC 3001 Information Synthesis	1 cr
	SYST 1001 What Is a System?	1 cr
	SYST 3001 Global Perspectives and the SDGs	1 cr
	SYST 4001 Mapping Complex Problems	1 cr

Program Core	ACCT 1010 Business Accounting	3 cr
	ECON 305 Economic Development within Planetary Boundaries and Sustainable Development Goals	3 cr
	ENTR 2010 Entrepreneurial Thinking and Opportunity Recognition	3 cr
	ENTR 2020 Lean Startup and Business Model Innovation	3 cr
	ENTR 2040 Small Business Formation and Operations	3 cr

	ENTR 3010 Digital Tools for Modern Entrepreneurs	3 cr
	ENTR 3030 Social and Environmental Entrepreneurship	3 cr
	ENTR 3050 Persuasive Communication and Sales for Entrepreneurs	3 cr
	FINC 201 Business Administration: Enterprise Accounting	3 cr
	MATH 201 Statistics for Environmental Professionals	3 cr
	MGMT 301 Starting Your Small Business	3 cr
	MGMT 3010 Entrepreneurial Leadership and Collaboration	3 cr
	MKTG 301 Introduction to Sustainable Branding	3 cr
	POLI 301 Global and Local Politics and Policy Implications	3 cr
	PROF 4010 Innovation and Sustainability Capstone OR 3 credits of Internship	3 cr

and 6 credits of general electives

University Wide Requirements: A minimum of 90 earned credit hours, 30 credits at the 300 level or above, a minimum of 30 credits earned at Unity, and an overall cumulative GPA of 2.0 or above.

Students can complete the Entrepreneurship program in under three years by following the pathway described below. Advisors will work with students to tailor this pathway to accommodate for credit received for coursework completed at other institutions, stop-out terms, etc.

### Sample Entrepreneurship ABS Degree Completion Pathway

YEAR 1	YEAR 2	YEAR 3
Term 1	Term 9	Term 17
<b>PROF 1100</b> Foundations of Emotional Intelligence & Professional Growth (4 cr.)	<b>DIGI 2002</b> Ethical Debates in AI (1 cr.) <b>ENTR 2040</b> Small Business Formation and Operations (3 cr.)	<b>COMM 3001</b> Writing for Professional Contexts (1 cr.) <b>ENTR 3050</b> Persuasive Communication and Sales for Entrepreneurs (3 cr.)
Term 2	Term 10	Term 18
<b>COMM 1100</b> Writing Skills for Professional Success (3 cr.)	<b>PROF 3001</b> Cross-Cultural Collaboration (1 cr.) <b>MATH 201</b> Statistics for Environmental Professionals (3 cr.)	<b>COMM 3002</b> Presenting with Confidence (1 cr.) <b>POLI 301</b> Global and Local Politics and Policy Implications (3 cr.)
Term 3	Term 11	Term 19
<b>RSRC 1100</b> Data, Evidence & AI Foundations (4 cr.)	<b>CRIT 3001</b> From Ideas to Action (1 cr.) <b>FINC 201</b> Business Administration: Enterprise Accounting (3 cr.)	<b>SYST 3001</b> Global Perspectives & SDGs (1 cr.) <b>MGMT 3010</b> Entrepreneurial Leadership and Collaboration (3 cr.)
Term 4	Term 12	Term 20

<b>COMM 2001</b> Writing with Evidence (1 cr.) <b>ACCT 1010</b> Business Accounting (3 cr.)	<b>PROF 3002</b> Leading with Integrity (1 cr.) <b>ECON 305</b> Economic Development within Planetary Boundaries and Sustainable Development Goals (3 cr.)	<b>DIGI 3100</b> Digital Futures & AI Leadership (4 cr.)
<b>Term 5</b> <b>SYST 1001</b> What is a System? (1 cr.) <b>ENTR 2010</b> Entrepreneurial Thinking and Opportunity Recognition (3 cr.)	<b>Term 13</b> <b>PROF 3003</b> Navigating Change (1 cr.) <b>ENTR 3030</b> Social and Environmental Entrepreneurship (3 cr.)	<b>Term 21</b> <b>PROF 4004</b> Building Inclusive Teams (1 cr.) Elective (3 cr.)
<b>Term 6</b> <b>CRIT 2100</b> Problem-Solving in Systems (4 cr.)	<b>Term 14</b> <b>CRIT 4001</b> Making Evidence-Based Decisions (1 cr.) <b>MGMT 301</b> Starting Your Small Business (3 cr.)	<b>Term 22</b> <b>SYST 4001</b> Mapping Complex Problems (1 cr.) Elective (3 cr.)
<b>Term 7</b> <b>DIGI 2100</b> Digital Tools for Productivity (1 cr.) <b>ENTR 2020</b> Lean Startup and Business Model Innovation (3 cr.)	<b>Term 15</b> <b>RSRC 3001</b> Information Synthesis (1 cr.) <b>MKTG 301</b> Introduction to Sustainable Branding (3 cr.)	<b>Term 23</b>  Capstone or Internship (3 cr.)
<b>Term 8</b>  <b>COMM 2100</b> Communication and Advocacy (4 cr.)	<b>Term 16</b> <b>QUAN 3001</b> Drawing Conclusions from Data (1 cr.) <b>ENTR 3010</b> Digital Tools for Modern Entrepreneurs (3 cr.)	<b>Total Credits in Year 3:</b> <b>27</b>
<b>Total Credits in Year 1:</b> <b>31</b>	<b>Total Credits in Year 2:</b> <b>32</b>	

## Environmental Crime Investigation

The Applied Bachelor of Science in Environmental Crime Investigation degree prepares students to uncover, analyze, and prevent crimes that threaten ecosystems, wildlife, and natural resources. Whether you're tracing illegal wildlife trafficking, investigating pollution violations, or applying digital forensics to environmental crime, this applied program equips you with the scientific, technological, and legal tools to safeguard the natural world.

With an emphasis on applied learning, systems thinking, and global relevance, the ABS in Environmental Crime Investigation integrates ecology, criminology, and digital technologies. You'll explore topics such as natural resource law, environmental criminology, cybercrime, and wildlife forensics. Specialized courses in digital mapping and GIS and wildlife genetics provide cutting-edge investigative skills, while training in communication, stakeholder engagement, and courtroom preparation ensures that you can translate evidence into action. From ecological principles to drone technology and cyber-investigations, you'll gain the interdisciplinary expertise needed for real-world



impact.

Whether you envision yourself working in environmental forensics, cyber-enabled conservation crime investigation, or shaping policy and enforcement strategies, the ABS in Environmental Crime Investigation offers a flexible, future-focused pathway to meaningful work at the intersection of justice, science, and sustainability.

Graduates of the ABS in Environmental Crime Investigation and Enforcement will be able to:

1. Explain the role of environmental law enforcement within the U.S. criminal justice system, drawing on skills and knowledge from natural and environmental sciences, criminology, law enforcement, and courtroom procedures.
2. Demonstrate practical investigative skills in ecology, wildlife, and marine crime, including digital forensics, data analysis, and remote monitoring technologies, to support environmental protection.
3. Produce clear, accurate, and professional written and oral communications used in investigative reports, regulatory filings, and courtroom testimony.
4. Adapt communication strategies for various interested and affected parties-including scientists, conservation organizations, policymakers, and outdoor recreation communities-using both traditional and digital platforms.
5. Apply ethical principles to environmental crime investigation, with attention to justice, cultural awareness, bias, and the responsible use of surveillance and digital evidence.

Transferable Workplace Skills Curriculum (General Education)	COMM 1100 Writing Skills for Professional Success	3 cr
	COMM 2001 Writing with Evidence	1 cr
	COMM 2100 Communication and Advocacy	4 cr
	COMM 3001 Writing for Professional Contexts	1 cr
	COMM 3002 Presenting with Confidence	1 cr
	CRIT 2100 Problem-Solving in Systems	4 cr
	CRIT 3001 From Ideas to Action	1 cr
	CRIT 4001 Making Evidence-Based Decisions	1 cr
	DIGI 2001 Digital Tools for Productivity	1 cr
	DIGI 2002 Ethical Debates in AI	1 cr
	DIGI 3100 Digital Futures and AI Leadership	4 cr
	PROF 1100 Foundations of Emotional Intelligence and Professional Growth	4 cr
	PROF 3001 Cross-Cultural Collaboration	1 cr
	PROF 3002 Leading with Integrity	1 cr
	PROF 3003 Navigating Change	1 cr
	PROF 4004 Building Inclusive Teams	1 cr
	QUAN 3001 Drawing Conclusions from Data	1 cr
	RSRC 1100 Understanding Data and Evidence	4 cr
	RSRC 3001 Information Synthesis	1 cr
	SYST 1001 What Is a System?	1 cr

	SYST 3001 Global Perspectives and the SDGs	1 cr
	SYST 4001 Mapping Complex Problems	1 cr

Program Core	BIOL 105 Biological Diversity, Ecology, and Evolution	3 cr
	BIOL 203 Ecological Principles: Applications to Conservation and Wildlife	3 cr
	ENCJ 2010 Administrative Structure and Criminal Justice	3 cr
	ENCJ 2020 Investigative Communication for Law Enforcement	3 cr
	ENCJ 3030 Cybercrime and Digital Forensics	3 cr
	ENCJ 3040 Data and Technology for Environmental Investigation	3 cr
	ENCJ 305 Natural Resource Law and Policy	3 cr
	ENCJ 3050 Wildlife and Environmental Crime Investigation	3 cr
	ENCJ 3060 Engaging Affected Parties in Investigation	3 cr
	ENCJ 3070 Environmental Criminology: Patterns and Prevention	3 cr
	ENCJ 4010 Wildlife Forensics and Digital Investigation	3 cr
	ENCJ 4020 Courtroom Procedures and Evidence	3 cr
	ENCJ 4030 Investigative Tools in Wildlife and Fisheries	3 cr
	ENCJ 4040 Wildlife Genetics and Forensic Applications	3 cr
	GISC 2010 Digital Mapping and GIS for Environmental Investigation	3 cr
	PROF 4040 Capstone in Environmental Crime Investigation OR 3 credits of Internship	3 cr

and 3 credits of general electives

University Wide Requirements: *A minimum of 90 earned credit hours, 30 credits at the 300 level or above, a minimum of 30 credits earned at Unity, and an overall cumulative GPA of 2.0 or above.*

Students can complete the Environmental Crime Investigation program in under three years by following the pathway described below. Advisors will work with students to tailor this pathway to accommodate for credit received for coursework completed at other institutions, stop-out terms, etc.

### Sample Environmental Crime Investigation ABS Degree Completion Pathway

YEAR 1	YEAR 2	YEAR 3
Term 1	Term 9	Term 17
<b>PROF 1100</b> Foundations of Emotional Intelligence & Professional Growth (4 cr.)	<b>DIGI 2002</b> Ethical Debates in AI (1 cr.) <b>ENCJ 2020</b> Investigative Communication for Law Enforcement (3 cr.)	<b>COMM 3001</b> Writing for Professional Contexts (1 cr.) <b>ENCJ 4040</b> Wildlife Genetics and Forensic Applications (3 cr.)

## UNITY ENVIRONMENTAL UNIVERSITY CAREER EDGE CATALOG

<b>Term 2</b>	<b>Term 10</b>	<b>Term 18</b>
<b>COMM 1100</b> Writing Skills for Professional Success (3 cr.)	<b>PROF 3001</b> Cross-Cultural Collaboration (1 cr.) <b>GISC 2010</b> Digital Mapping and GIS for Environmental Investigation (3 cr.)	<b>COMM 3002</b> Presenting with Confidence (1 cr.) <b>ENCJ 4010</b> Wildlife Forensics and Digital Investigation (3 cr.)
<b>Term 3</b>	<b>Term 11</b>	<b>Term 19</b>
<b>RSRC 1100</b> Data, Evidence & AI Foundations (4 cr.)	<b>CRIT 3001</b> From Ideas to Action (1 cr.) <b>ENCJ 3040</b> Data and Technology for Environmental Investigation (3 cr.)	<b>SYST 3001</b> Global Perspectives & SDGs (1 cr.) <b>ENCJ 4030</b> Investigative Tools in Wildlife and Fisheries (3 cr.)
<b>Term 4</b>	<b>Term 12</b>	<b>Term 20</b>
<b>COMM 2001</b> Writing with Evidence (1 cr.) <b>BIOL 105</b> Biological Diversity, Ecology, and Evolution (3 cr.)	<b>PROF 3002</b> Leading with Integrity (1 cr.) <b>ENCJ 3050</b> Wildlife and Environmental Crime Investigation (3 cr.)	<b>DIGI 3100</b> Digital Futures & AI Leadership (4 cr.)
<b>Term 5</b>	<b>Term 13</b>	<b>Term 21</b>
<b>SYST 1001</b> What is a System? (1 cr.) <b>BIOL 105</b> Ecological Principles: Applications to Conservation and Wildlife (3 cr.)	<b>PROF 3003</b> Navigating Change (1 cr.) <b>ENCJ 3070</b> Environmental Criminology: Patterns and Prevention (3 cr.)	<b>PROF 4004</b> Building Inclusive Teams (1 cr.) <b>ENCJ 4020</b> Courtroom Procedures and Evidence (3 cr.)
<b>Term 6</b>	<b>Term 14</b>	<b>Term 22</b>
<b>CRIT 2100</b> Problem-Solving in Systems (4 cr.)	<b>CRIT 4001</b> Making Evidence-Based Decisions (1 cr.) <b>ENCJ 3030</b> Cybercrime and Digital Forensics (3 cr.)	<b>SYST 4001</b> Mapping Complex Problems (1 cr.) Elective (3 cr.)
<b>Term 7</b>	<b>Term 15</b>	<b>Term 23</b>
<b>DIGI 2100</b> Digital Tools for Productivity (1 cr.) <b>ENCJ 2010</b> Administrative Structure and Criminal Justice (3 cr.)	<b>RSRC 3001</b> Information Synthesis (1 cr.) <b>MKTG 301</b> Engaging Affected Parties in Investigation (3 cr.)	Capstone or Internship (3 cr.)
<b>Term 8</b>	<b>Term 16</b>	<b>Total Credits in Year 3: 27</b>
<b>COMM 2100</b> Communication and Advocacy (4 cr.)	<b>QUAN 3001</b> Drawing Conclusions from Data (1 cr.) <b>ENCJ 3060</b> Digital Tools for Modern Entrepreneurs (3 cr.)	
<b>Total Credits in Year 1: 31</b>	<b>Total Credits in Year 2: 32</b>	

## Psychology and Human Services

The Applied Bachelor of Science in Psychology and Human Services is designed for students who want to combine the insights of applied psychology with the practical tools of human services. This 90-credit, fully online program prepares you to understand human behavior, support individuals and families, and advocate for systems that promote well-being and justice. Students explore topics in developmental psychology, cultural diversity, and positive psychology alongside applied courses in case management, social policy, and trauma-informed practice. The curriculum emphasizes both the science of behavior and the art of service, helping you design evidence-based, ethical interventions that meet real-world community needs.

Grounded in a skills-based curriculum and oriented toward workforce readiness, the program emphasizes critical Thinking, professional communication, and applied research. Students learn to integrate psychological theory with service delivery, preparing them to work across diverse populations and rapidly changing environments. With a focus on resilience, equity, and inclusion, graduates leave ready to address the human challenges connected to health, education, environment, and community systems.

Graduates of the Applied Bachelor of Science in Psychology and Human Services are prepared for people-centered roles across community, nonprofit, and organizational settings, including:

- Case management and client advocacy
- Mental health and recovery support services
- Youth and family services coordination
- Community education and outreach
- Human resources and organizational well-being roles
- Policy, systems advocacy, and nonprofit leadership

Whether you are pursuing a new career or advancing in your current role, the ABS in Psychology and Human Services equips you to make a meaningful difference—grounded in both behavioral insight and applied service skills.

Graduates of the ABS in Psychology and Human Services will be able to:

1. Apply core psychological and human services concepts to interpret and explain human behavior in individual, family, organizational, and community contexts.
2. Integrate knowledge of development, neuroscience, physiology, and cognitive psychology to assess how environments, culture, leadership, and stress influence well-being, adaptation, and service needs.
3. Design and evaluate interventions that support motivation, behavior change, healing, resilience, and social justice using evidence-based, trauma-informed, and culturally responsive practices.
4. Use qualitative and quantitative research methods, including action research and program evaluation, to investigate problems and inform practical, ethical, and client-centered solutions in applied human services settings.
5. Demonstrate professional communication, case management, advocacy, and systems thinking to collaborate, problem-solve, and lead effectively across diverse populations and service environments.

Transferable	COMM 1100 Writing Skills for Professional Success	3 cr
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Workplace Skills Curriculum (General Education)	COMM 2001 Writing with Evidence	1 cr
	COMM 2100 Communication and Advocacy	4 cr
	COMM 3001 Writing for Professional Contexts	1 cr
	COMM 3002 Presenting with Confidence	1 cr
	CRIT 2100 Problem-Solving in Systems	4 cr
	CRIT 3001 From Ideas to Action	1 cr
	CRIT 4001 Making Evidence-Based Decisions	1 cr
	DIGI 2001 Digital Tools for Productivity	1 cr
	DIGI 2002 Ethical Debates in AI	1 cr
	DIGI 3100 Digital Futures and AI Leadership	4 cr
	PROF 1100 Foundations of Emotional Intelligence and Professional Growth	4 cr
	PROF 3001 Cross-Cultural Collaboration	1 cr
	PROF 3002 Leading with Integrity	1 cr
	PROF 3003 Navigating Change	1 cr
	PROF 4004 Building Inclusive Teams	1 cr
	QUAN 3001 Drawing Conclusions from Data	1 cr
	RSRC 1100 Understanding Data and Evidence	4 cr
	RSRC 3001 Information Synthesis	1 cr
	SYST 1001 What Is a System?	1 cr
	SYST 3001 Global Perspectives and the SDGs	1 cr
	SYST 4001 Mapping Complex Problems	1 cr

Program Core	HUSV 1010 Introduction to Human Services	3 cr
	HUSV 2010 Case Management and Helping Skills	3 cr
	HUSV 3010 Ethics and Professional Practice in Human Services	3 cr
	HUSV 3020 Social Policy and Advocacy in Human Services	3 cr
	HUSV 4010 Applied Program Design and Evaluation	3 cr
	MATH 201 Statistics for Environmental Professionals	3 cr
	PROF 4030 Psychology and Human Services Capstone OR 3 credits of Internship	3 cr
	PSYC 101 Introduction to Psychology	3 cr
	PSYC 201 The Mind-Body Connection: Human Anatomy and Physiology for Applied Psychology	3 cr
	PSYC 202 Psychology of Cultural Diversity	3 cr
	PSYC 203 Foundations of Positive Psychology	3 cr

	PSYC 2050 Developmental Psychology	3 cr
	PSYC 3020 Communication and Conflict Resolution in Organizational Settings	3 cr
	PSYC 303 Psychology of Motivation and Intentional Behavior Change	3 cr
	PSYC 304 Trauma-Informed Practices and Collective Healing	3 cr
	PSYC 402 Action Research Methods in Applied Psychology	3 cr

and 3 credits of general electives

University Wide Requirements: *A minimum of 90 earned credit hours, 30 credits at the 300 level or above, a minimum of 30 credits earned at Unity, and an overall cumulative GPA of 2.0 or above.*

Students can complete the Psychology and Human Services program in under three years by following the pathway described below. Advisors will work with students to tailor this pathway to accommodate for credit received for coursework completed at other institutions, stop-out terms, etc.

### Sample Psychology and Human Services ABS Degree Completion Pathway

YEAR 1	YEAR 2	YEAR 3
Term 1	Term 9	Term 17
<b>PROF 1100</b> Foundations of Emotional Intelligence & Professional Growth (4 cr.)	<b>DIGI 2002</b> Ethical Debates in AI (1 cr.) <b>ENCJ 2020</b> Investigative Communication for Law Enforcement (3 cr.)	<b>COMM 3001</b> Writing for Professional Contexts (1 cr.) <b>PSYC 303</b> Psychology of Motivation and Intentional Behavior Change (3 cr.)
Term 2	Term 10	Term 18
<b>COMM 1100</b> Writing Skills for Professional Success (3 cr.)	<b>PROF 3001</b> Cross-Cultural Collaboration (1 cr.) <b>PSYC 205</b> Developmental Psychology (3 cr.)	<b>COMM 3002</b> Presenting with Confidence (1 cr.) <b>HUSV 3020</b> Social Policy and Advocacy in Human Services (3 cr.)
Term 3	Term 11	Term 19
<b>RSRC 1100</b> Data, Evidence & AI Foundations (4 cr.)	<b>CRIT 3001</b> From Ideas to Action (1 cr.) <b>PSYC 203</b> Foundations of Positive Psychology (3 cr.)	<b>SYST 3001</b> Global Perspectives & SDGs (1 cr.) <b>PSYC 402</b> Action Research Methods in Applied Psychology (3 cr.)
Term 4	Term 12	Term 20
<b>COMM 2001</b> Writing with Evidence (1 cr.) <b>PSYC 101</b> Introduction to Psychology (3 cr.)	<b>PROF 3002</b> Leading with Integrity (1 cr.) <b>HUSV 2010</b> Case Management and Helping Skills (3 cr.)	<b>DIGI 3100</b> Digital Futures & AI Leadership (4 cr.)
Term 5	Term 13	Term 21
<b>SYST 1001</b> What is a System? (1 cr.)	<b>PROF 3003</b> Navigating Change (1 cr.)	<b>PROF 4004</b> Building Inclusive Teams (1 cr.)

<b>HUSV 101</b> Introduction to Human Services (3 cr.)	<b>MATH 201</b> Statistics for Environmental Professionals (3 cr.)	<b>HUSV 4010</b> Applied Program Design and Evaluation (3 cr.)
Term 6	Term 14	Term 22
<b>CRIT 2100</b> Problem-Solving in Systems (4 cr.)	<b>CRIT 4001</b> Making Evidence-Based Decisions (1 cr.) <b>PSYC 302</b> Communication and Conflict Resolution in Organizational Settings (3 cr.)	<b>SYST 4001</b> Mapping Complex Problems (1 cr.) Elective (3 cr.)
Term 7	Term 15	Term 23
<b>DIGI 2100</b> Digital Tools for Productivity (1 cr.) <b>PSYC 201</b> The Mind-Body Connection: Human Anatomy and Physiology (3 cr.)	<b>RSRC 3001</b> Information Synthesis (1 cr.) <b>HUSV 3010</b> Ethics and Professional Practice in Human Services (3 cr.)	Capstone or Internship (3 cr.)
Term 8	Term 16	<b>Total Credits in Year 3:</b> <b>27</b>
<b>COMM 2100</b> Communication and Advocacy (4 cr.)	<b>QUAN 3001</b> Drawing Conclusions from Data (1 cr.) <b>PSYC 304</b> Trauma-Informed Practices and Collective Healing (3 cr.)	
<b>Total Credits in Year 1:</b> <b>31</b>	<b>Total Credits in Year 2:</b> <b>32</b>	

## Sustainable Business Management

The Applied Bachelor of Science in Sustainable Business Management degree prepares students to lead organizations that balance profitability with social and environmental responsibility. Whether you're managing a corporate sustainability initiative, guiding a nonprofit toward financial resilience, or developing climate-ready business strategies, this applied program equips you to align enterprise success with the well-being of people and planet.

With an emphasis on applied learning, systems thinking, and global relevance, the ABS in Sustainable Business Management takes you from foundational accounting and finance to advanced topics such as ESG investing, carbon accounting, sustainable supply chains, and corporate responsibility frameworks. You'll explore how to integrate the UN Sustainable Development Goals into business strategy, design regenerative models, and communicate impact transparently to diverse stakeholders.

Whether you envision yourself managing sustainability in a global corporation, innovating new solutions to achieve net zero, or steering policy-informed strategies for social change, the ABS in Sustainable Business Management offers a flexible, future-focused pathway to meaningful impact in the evolving world of work.

Graduates of the ABS in Sustainable Business Management will be able to:

1. Analyze the impact of climate change, environmental policy, and global/local economic forces on sustainable business practices, and design adaptive strategies that enhance resilience and competitiveness.

2. Evaluate financial performance, operational efficiency, and ethical considerations by applying ESG frameworks, enterprise accounting, investment analysis, and carbon accounting to support regenerative business models.
3. Design and implement sustainable business strategies that balance profitability with ecological limits, employee well-being, and community responsibility, aligning with the UN Sustainable Development Goals.
4. Apply data analytics, sustainable branding, and interested and affected part engagement techniques to advance organizational initiatives, measure impact, and communicate results in transparency and credibility.
5. Demonstrate leadership and organizational behavior skills that foster inclusion, motivate teams, drive ethical decision-making, and support sustainability-oriented cultural change.

Transferable Workplace Skills Curriculum (General Education)	COMM 1100 Writing Skills for Professional Success	3 cr
	COMM 2001 Writing with Evidence	1 cr
	COMM 2100 Communication and Advocacy	4 cr
	COMM 3001 Writing for Professional Contexts	1 cr
	COMM 3002 Presenting with Confidence	1 cr
	CRIT 2100 Problem-Solving in Systems	4 cr
	CRIT 3001 From Ideas to Action	1 cr
	CRIT 4001 Making Evidence-Based Decisions	1 cr
	DIGI 2001 Digital Tools for Productivity	1 cr
	DIGI 2002 Ethical Debates in AI	1 cr
	DIGI 3100 Digital Futures and AI Leadership	4 cr
	PROF 1100 Foundations of Emotional Intelligence and Professional Growth	4 cr
	PROF 3001 Cross-Cultural Collaboration	1 cr
	PROF 3002 Leading with Integrity	1 cr
	PROF 3003 Navigating Change	1 cr
	PROF 4004 Building Inclusive Teams	1 cr
	QUAN 3001 Drawing Conclusions from Data	1 cr
	RSRC 1100 Understanding Data and Evidence	4 cr
	RSRC 3001 Information Synthesis	1 cr
	SYST 1001 What Is a System?	1 cr
	SYST 3001 Global Perspectives and the SDGs	1 cr
	SYST 4001 Mapping Complex Problems	1 cr

Program Core	ACCT 1010 Business Accounting	3 cr
	FINC 201 Business Administration: Enterprise Accounting	3 cr



	MGMT 201 Corporate Sustainability Frameworks and Standards	3 cr
	MATH 201 Statistics for Environmental Professionals	3 cr
	ECON 305 Economic Development within Planetary Boundaries and Sustainable Development Goals	3 cr
	MGMT 301 Starting Your Small Business	3 cr
	ENTR 3010 Digital Tools for Modern Entrepreneurs	3 cr
	POLI 301 Global and Local Politics and Policy Implications	3 cr
	MKTG 301 Introduction to Sustainable Branding	3 cr
	MGMT 303 Strategic Management for Social Change	3 cr
	PSYC 4030 Organizational Behavior and Sustainability	3 cr
	MGMT 403 Global Supply Chain Operations: Greening Your Business	3 cr
	MGMT 405 Achieving Net Zero through Carbon Accounting	3 cr
	FINC 401 Investment for a Sustainable World	3 cr
	PROF 4010 Innovation and Sustainability Capstone OR 3 credits of Internship	3 cr

and 6 credits of general electives

University Wide Requirements: A minimum of 90 earned credit hours, 30 credits at the 300 level or above, a minimum of 30 credits earned at Unity, and an overall cumulative GPA of 2.0 or above.

Students can complete the Sustainable Business Management program in under three years by following the pathway described below. Advisors will work with students to tailor this pathway to accommodate for credit received for coursework completed at other institutions, stop-out terms, etc.

### Sample Sustainable Business Management ABS Degree Completion Pathway

YEAR 1	YEAR 2	YEAR 3
Term 1	Term 9	Term 17
<b>PROF 1100</b> Foundations of Emotional Intelligence & Professional Growth (4 cr.)	<b>DIGI 2002</b> Ethical Debates in AI (1 cr.) <b>MATH 201</b> Statistics for Environmental Professionals (3 cr.)	<b>COMM 3001</b> Writing for Professional Contexts (1 cr.) <b>MGMT 403</b> Global Supply Chain Operations: Greening Your Business (3 cr.)
Term 2	Term 10	Term 18
<b>COMM 1100</b> Writing Skills for Professional Success (3 cr.)	<b>PROF 3001</b> Cross-Cultural Collaboration (1 cr.) <b>ECON 305</b> Economic Development within Planetary Boundaries and Sustainable Development Goals (3 cr.)	<b>COMM 3002</b> Presenting with Confidence (1 cr.) <b>MGMT 405</b> Achieving Net Zero Through Carbon Accounting (3 cr.)
Term 3	Term 11	Term 19

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<b>RSRC 1100</b> Data, Evidence & AI Foundations (4 cr.)	<b>CRIT 3001</b> From Ideas to Action (1 cr.) <b>MGMT 301</b> Starting Your Small Business (3 cr.)	<b>SYST 3001</b> Global Perspectives & SDGs (1 cr.) <b>FINC 401</b> Investment for a Sustainable World (3 cr.)
Term 4	Term 12	Term 20
<b>COMM 2001</b> Writing with Evidence (1 cr.) <b>ACCT 1010</b> Business Accounting (3 cr.)	<b>PROF 3002</b> Leading with Integrity (1 cr.) <b>ENTR 3010</b> Digital Tools for Modern Entrepreneurs (3 cr.)	<b>DIGI 3100</b> Digital Futures & AI Leadership (4 cr.)
Term 5	Term 13	Term 21
<b>SYST 1001</b> What is a System? (1 cr.) <b>FINC 201</b> Business Administration: Enterprise Accounting (3 cr.)	<b>PROF 3003</b> Navigating Change (1 cr.) <b>POLI 301</b> Global and Local Politics and Policy Implications (3 cr.)	<b>PROF 4004</b> Building Inclusive Teams (1 cr.) Elective (3 cr.)
Term 6	Term 14	Term 22
<b>CRIT 2100</b> Problem-Solving in Systems (4 cr.)	<b>CRIT 4001</b> Making Evidence-Based Decisions (1 cr.) <b>MKTG 301</b> Introduction to Sustainable Branding (3 cr.)	<b>SYST 4001</b> Mapping Complex Problems (1 cr.) Elective (3 cr.)
Term 7	Term 15	Term 23
<b>DIGI 2100</b> Digital Tools for Productivity (1 cr.) <b>MGMT 201</b> Corporate Sustainability Frameworks and Standards (3 cr.)	<b>RSRC 3001</b> Information Synthesis (1 cr.) <b>MGMT 303</b> Strategic Management for Social Change (3 cr.)	Capstone or Internship (3 cr.)
Term 8	Term 16	<b>Total Credits in Year 3: 27</b>
<b>COMM 2100</b> Communication and Advocacy (4 cr.)	<b>QUAN 3001</b> Drawing Conclusions from Data (1 cr.) <b>PSYC 4030</b> Organizational Behavior for Sustainability (3 cr.)	
<b>Total Credits in Year 1: 31</b>	<b>Total Credits in Year 2: 32</b>	

## SECTION 6: COURSE DESCRIPTIONS

### TRANSFERABLE WORKPLACE SKILLS (General Education)

#### COMMUNICATION COURSES

##### COMM 1100 Writing Skills for Professional Success

This course develops students' ability to communicate effectively in academic, professional, and digital contexts. By integrating information literacy, clear written expression, and technology-supported collaboration, students learn how to locate and evaluate reliable sources, craft clear and audience-appropriate messages, and use digital tools for communication. Emphasis is placed on writing that demonstrates accuracy, clarity, and credibility, while also preparing students to collaborate and communicate across multiple platforms.

Credits: 3

Prerequisites: None



##### COMM 2001 Writing with Evidence

This course builds on foundational writing skills by introducing students to research-informed writing. Learners will practice incorporating evidence from credible sources into written work using strategies such as summary, paraphrase, and direct quotation. The course also introduces academic citation formats and emphasizes the ethical use of information. Assignments help students construct persuasive, informative, and analytical texts supported by evidence.

Credits: 1

Prerequisites: COMM 1100 and RSRC 1100



##### COMM 2100 Communication and Advocacy

This course prepares students to become confident and persuasive communicators in academic, professional, and civic settings. Students develop empathy and perspective-taking, refine their public speaking abilities, design effective visual communication materials, and practice strategies for self-advocacy. By integrating verbal, visual, and interpersonal communication, learners gain the confidence to articulate their ideas, advocate for themselves and others, and contribute constructively to diverse professional and group settings.

Credits: 4

Prerequisites: PROF 1100



## COMM 3001 Writing for Professional Contexts

This course introduces the principles and formats of writing in professional settings. Students will develop a range of workplace documents, including emails, memos, cover letters, and brief reports. Emphasis is placed on clarity, professionalism, efficiency, and audience awareness. Students will also learn strategies for writing under time constraints, responding to feedback, and adapting written messages for digital platforms.

Credits: 1

Prerequisites: COMM 2001



## COMM 3002 Presenting with Confidence

This advanced course prepares students to deliver structured, persuasive presentations in professional and academic settings. Students will refine both content and delivery, incorporating visuals and storytelling techniques to engage audiences. Emphasis is placed on tailoring presentations to different contexts, using professional posture and nonverbal cues, and responding to audience questions with poise and clarity.

Credits: 1

Prerequisites: COMM 2100



## CRITICAL THINKING COURSES

### CRIT 2100 Problem-Solving in Systems

This course equips students to analyze and address complex challenges using systems thinking and creative problem-solving. Students examine human–environment interactions, explore diverse perspectives, and practice breaking down problems into manageable components. Through creative ideation and systems analysis, learners develop strategies that balance innovation with

responsibility and sustainability.

Credits: 4

Prerequisites: SYST 1001



## CRIT 3001 From Ideas to Action

Turning ideas into real-world impact requires planning and iteration. This course introduces students to design thinking principles, including prototyping, user feedback, and iterative development. Students will select a problem of interest, develop a solution concept, and refine it through structured feedback and testing.

Credits: 1

Prerequisites: CRIT 2100



## CRIT 4001 Making Evidence-Based Decisions

This advanced course empowers students to make informed decisions in uncertain or high-stakes situations. Students will explore the role of data, experience, intuition, and context in ethical decision-making. They will evaluate the credibility of information sources, assess alternatives, and make reasoned choices based on available evidence.

Credits: 1

Prerequisites: CRIT 3001



## DIGITAL COURSES

### DIGI 2001 Digital Tools for Productivity

This course builds on digital fluency by introducing productivity tools that support time management, task tracking, and workflow efficiency. Students will explore digital calendars, project boards, spreadsheets, and note-taking tools. The course helps learners evaluate which tools best meet their needs and supports digital confidence across disciplines.

Credits: 1

Prerequisites: COMM 1100



## DIGI 2002 Ethical Debates in AI

This course invites students to explore complex ethical questions surrounding the rise of AI. Topics include algorithmic bias, intellectual property, academic integrity, labor displacement, and the environmental cost of large-scale computing. Through discussion and reflection, students develop their own position on how AI should be used in society and the workplace.

Credits: 1

Prerequisites: RSRC 1100



## DIGI 3100 Digital Futures and AI Leadership

This course provides opportunities for learners to explore opportunities, risks, and responsibilities of emerging digital technologies, with a focus on artificial intelligence. Students learn to use AI tools effectively and ethically, examine legal and policy frameworks, and envision future scenarios where technology reshapes society and work. By integrating technical fluency with ethical reflection, learners prepare to take on leadership roles in navigating and shaping the digital future.

Credits: 4

Prerequisites: DIGI 2001, DIGI 2002, and RSRC 1100



## PROFESSIONAL COURSES

### PROF 1100 Foundations of Emotional Intelligence and Professional Growth

This course introduces the foundations of emotional intelligence and self-management as essential tools for professional and personal success. Students cultivate self-awareness, practice emotional regulation, and build skills in goal-setting, reflection, and time management. By exploring how emotions influence decisions and interactions, learners develop resilience, motivation, and intentionality to support long-term academic and workplace growth.

Credits: 4

Prerequisites: None



## PROF 3001 Cross-Cultural Collaboration

This course prepares students to collaborate across lines of difference in an increasingly interconnected world. Students will explore cultural dimensions that affect communication, decision-making, and teamwork, and develop skills to navigate misunderstandings and build trust. Emphasis is placed on openness, humility, and inclusive collaboration.

Credits: 1

Prerequisites: PROF 1100



## PROF 3002 Leading with Integrity

Students in this course explore leadership not as a title, but as a practice grounded in values and accountability. Learners will examine case studies of ethical and unethical leadership, reflect on their own values, and practice communicating a vision or purpose. The course prepares students to lead by example and earn trust in team and larger group settings.

Credits: 1

Prerequisites: None



## PROF 3003 Navigating Change

This course equips students to respond constructively to personal, organizational, or societal change. Learners will explore the psychology of change, models of transition, and tools for managing uncertainty and resistance. The course supports flexible thinking and helps students build resilience in dynamic environments.

Credits: 1

Prerequisites: PROF 3002



### **PROF 4001 Internship 1 - Sharing the Sandbox**

Internship experiences provide students with opportunities to apply both professional skills and disciplinary knowledge in a workplace setting. In this first Internship course, students will reflect on and provide evidence of their application of social-emotional and communication skills for workplace success. They will also provide evidence of application of one major-specific program outcome in the internship context.

Credits: 1

Prerequisites: Minimum of 39 credits of Major Core courses completed AND Concurrent participation in an approved internship

### **PROF 4002 Internship 2 – Tools and Performance in Practice**

Internship experiences provide students with opportunities to apply both professional skills and disciplinary knowledge in a workplace setting. In this second Internship course, students will apply skills to support workplace learning, identify appropriate and useful information sources, and apply digital tools to increase efficiency and performance success. They will also provide evidence of application of one major-specific program outcome in the internship context.

Credits: 1

Prerequisites: Minimum of 39 credits of Major Core courses completed AND Concurrent participation in an approved internship

### **PROF 4003 Internship 3 - Connecting the Dots: Work, World, and Responsibility**

Internship experiences provide students with opportunities to apply both professional skills and disciplinary knowledge in a workplace setting. In this final Internship course, students will reflect on and provide evidence of their application of skills related to systems thinking (including an understanding of how their work or workplace impacts the environment) and critical and ethical thinking in a professional setting. They will also provide evidence of application of one major-specific program outcome in the internship context.

Credits: 1

Prerequisites: Minimum of 39 credits of Major Core courses completed AND Concurrent participation in an approved internship

### **PROF 4004 Building Inclusive Teams**

This advanced course focuses on building and sustaining inclusive, high-performing teams. Students will explore team dynamics, fairness in participation, and inclusive decision-making. Through simulations and case studies, learners will identify practices that foster belonging, psychological safety, and shared leadership.

Credits: 1

Prerequisites: PROF 3003





## QUANTITATIVE REASONING COURSES

### QUAN 3001 Drawing Conclusions from Data

In this culminating data literacy course, students will use statistical reasoning to interpret real-world data sets and support conclusions. Emphasis is placed on identifying trends, making comparisons, and understanding margins of error and confidence levels. Students will also explore how to communicate findings clearly and ethically, especially when making recommendations based on incomplete or uncertain information.

Credits: 1

Prerequisites: RSRC 1100



## RESEARCH COURSES

### RSRC 1100 Understanding Data and Evidence

In this course, students develop the ability to critically evaluate and apply evidence in decision-making. Students practice analyzing claims and evidence, interpreting quantitative data, and using descriptive statistics to inform conclusions. Learners build the capacity to discern flawed reasoning, identify bias, and communicate evidence clearly in academic and professional contexts.

Credits: 4

Prerequisites: COMM 1100



### RSRC 3001 Information Synthesis

This course focuses on synthesizing information from multiple credible sources to develop a well-rounded understanding of a topic or issue. Students will practice identifying common themes, resolving discrepancies across sources, and integrating diverse perspectives into their own writing. The course supports research-driven thinking and prepares students to create annotated bibliographies, literature reviews, and position statements.

Credits: 1

Catalog Version: CE5W02.23.26

Prerequisites: COMM 1100, RSRC 1100, and COMM 2001



## SYSTEMS COURSES

### SYST 1001 What Is a System?

This foundational course introduces the concept of systems and systems thinking. Students will explore key characteristics of systems—such as feedback loops, interdependence, and emergent behavior—through relatable examples from nature, organizations, and society. Learners will begin to recognize how parts interact to form wholes and how changes in one part of a system can ripple across the rest.

Credits: 1

Prerequisites: None



### SYST 3001 Global Perspectives and the SDGs

This course explores global systems and sustainability challenges through the framework of the United Nations Sustainable Development Goals (SDGs). Students will examine connections between poverty, health, climate, education, and resource access across global regions. Systems models and infographics are used to show interdependencies among goals and the need for coordinated, cross-sectoral action.

Credits: 1

Prerequisites: SYST 1001 and CRIT 2100



### SYST 4001 Mapping Complex Problems

In this culminating systems thinking course, students apply systems mapping techniques to real-world problems. Learners will identify variables, feedback loops, leverage points, and unintended consequences related to an issue of their choice. Emphasis is placed on visual thinking, complexity awareness, and the ability to communicate system dynamics to diverse audiences.

Credits: 1

Prerequisites: SYST 3001



## PROGRAM CORE

Career Edge partners with Unity Distance Education to offer some courses required for completion of the Career Edge ABS degrees. Distance Education courses are denoted with an asterisk (\*).

### ACCOUNTING COURSES

#### ACCT 1010 Business Accounting

This course introduces students to the fundamental principles of financial accounting in the context of small businesses and entrepreneurial ventures. Students will learn how to record transactions, prepare financial statements, and understand basic accounting terminology. Emphasis is placed on the day-to-day accounting needs of sole proprietors, partnerships, corporations, and startups—including income tracking, expense categorization, and cash flow management. Through practical exercises and case examples, students will gain confidence in managing accounting records, using accounting software, and applying ethical standards to financial recordkeeping. This course prepares students to make informed financial decisions, communicate clearly with accountants and investors, and build a strong foundation for more advanced finance or enterprise-level accounting concepts.

Credits: 3

Prerequisites: None

### BIOLOGY COURSES

#### BIOL 105 Biological Diversity, Ecology and Evolution\*

This course introduces students to biological diversity, macroevolution, population genetics, ecology, and organismal structure and function. Students will examine such topics as the origin of life, mechanisms of evolution, diversity, animal and plant morphology, life history, population biology, and community ecology.

Credits: 3

Prerequisites: None

#### BIOL 201 Organisms That Sustain the Earth: Understanding Plants\*

Plants, as the most important primary producers in terrestrial systems due to their ability to perform photosynthesis, are the base source of energy and foundation of food webs in most ecosystems. This course will introduce students to the factors that influence the growth, distribution and abundance of plants, the influence of plants on energy and nutrient flow, and key features of plant biology. Students will explore the diversity of plant traits and how they may be influenced by resource availability, species interactions, and climate. Case studies will illustrate the role of plants, such as in ecosystem function, human culture, and animal ecology.

Credits: 3

Prerequisites: None

#### BIOL 203 Ecological Principles: Applications to Conservation and Wildlife\*

Plants, as the most Ecological Principles: Applications to Conservation is a comprehensive course that delves into the fundamental concepts of ecology and their relevance in addressing

contemporary conservation challenges. Through a combination of theoretical instruction and practical applications, students will explore key ecological principles that help explain and mitigate the impacts of climate change, human activities, and invasive species on ecological systems. Through course activities, students will develop a solid foundation in the key principles of ecology and their direct applications to conservation. This knowledge will enable them to contribute effectively to the understanding and management of ecological systems and the preservation of biodiversity.

Credits: 3

Prerequisites: BIOL 105 and MATH 201 or MATH 203 or RSRC 1100

## CHEMISTRY COURSES

### CHEM 101 Chemistry I\*

This course covers the fundamentals of chemistry, with an emphasis on modern and applied chemistry of atomic and molecular matter. Specific emphasis will be on atomic theory, bonding, states of matter, nomenclature, stoichiometry, molecular structure and reactivity, orbitals and electron configurations, the periodic table, intermolecular forces, aqueous solutions, and basic chemical reactions.

Credits: 3

Prerequisites: None

## ECONOMICS COURSES

### ECON 305 Economic Development Within Planetary Boundaries and Sustainable Development Goals\*

This course provides a comprehensive exploration of the intricate relationship between economic development, planetary boundaries, and the Sustainable Development Goals (SDGs). Incorporating micro and macro approaches, students will analyze the impact of economic activities on the environment and society, considering the broader context of global sustainability. The curriculum draws inspiration from doughnut economics, emphasizing the need to balance social well-being with ecological resilience, while aligning with the United Nations SDGs. Throughout the course, students will engage in empirical research, data analysis, and evidence-based decision-making to contribute to sustainable economic development within planetary boundaries guided SDGs.

Credits: 3

Prerequisites: None

## ENVIRONMENTAL CRIMINAL JUSTICE COURSES

### ENCJ 2010 Administrative Structure and Criminal Justice

This course provides an overview of the administrative structures and processes that shape the U.S. criminal justice system. Students will examine the roles of local, state, federal, and tribal agencies with an emphasis on how these entities interact in the enforcement of conservation and environmental laws.

Credits: 3

Prerequisites: None

### ENCJ 2020 Investigative Communication for Law Enforcement

This course provides students with opportunities to develop communication strategies specific to investigative and enforcement contexts. Students will practice professional writing, evidence-based reporting, and interpersonal communication skills critical to interviews, testimony, and engagement of interested and affected parties.

Credits: 3

Prerequisites: None

### ENCJ 305 Natural Resource Law and Policy\*

This survey course addresses the creation and management of our natural and wildlife resources on federal and tribal public lands, with a focus on the National Parks, National Forests, and the National Resource Lands (Bureau of Land Management (BLM) regulated lands), as well as the National Wildlife Refuge System and the National Wilderness Preservation System. Students will learn how Native American tribes, interest groups, citizens, and the courts influence the management of natural resources on these lands. After taking the class, students should be familiar with the major public land legislation such as the National Forest and National Park “Organic Acts” and the Wilderness Act; as well as laws that affect our public lands, but apply more broadly, including the Endangered Species Act and the National Environmental Policy Act. Through class work and their papers, students will also be familiar with different perspectives on some of the most important current issues facing our public lands.

Credits: 3

Prerequisites: None

### ENCJ 3030 Cybercrime and Digital Forensics

This course introduces students to the fundamentals of cybercrime and digital investigation, with applications to environmental and wildlife crime. Students gain foundational computer science skills—including basic networking, file systems, and operating system structures—alongside cybersecurity principles such as authentication, encryption, and data protection. Through case studies and hands-on simulations, students practice digital forensics techniques such as data recovery, IP tracing, metadata analysis, and maintaining digital chain of custody. Emphasis is placed on ethical use of investigative tools and the challenges of addressing cyber-enabled crime in an environmental context.

Credits: 3

Prerequisites: None

### ENCJ 3040 Data and Technology for Environmental Investigation

This upper-division course explores the application of data systems and investigative technologies in environmental and wildlife crime investigations. Building on students’ prior experience with data literacy and geospatial analysis, the course emphasizes the integration of diverse information sources—ecological, digital, spatial, and administrative—into investigative workflows. Students will practice using open-source intelligence (OSINT), government and inter-agency databases, and public records requests (e.g., FOIA) to support evidence gathering. They will also evaluate the opportunities and challenges posed by emerging technologies such as drones, remote sensors, and automated monitoring systems. Ethical considerations, legal frameworks, and standards of professional

practice are addressed throughout.

Credits: 3

Prerequisites: RSRC 1100, GISC 2010, and ENCJ 2010

### **ENCJ 3050 Wildlife and Environmental Crime Investigation**

This course examines investigative methods for addressing wildlife and environmental crimes. Students explore case studies involving poaching, habitat destruction, pollution, and illegal trade, learning how to integrate ecological knowledge with investigative strategies.

Credits: 3

Prerequisites: None

### **ENCJ 3060 Engaging Affected Parties in Investigation**

This course emphasizes strategies for engaging communities, interest groups, and other stakeholders in environmental investigations. Students learn conflict resolution, cultural competency, and collaborative approaches to enforcement.

Credits: 3

Prerequisites: None

### **ENCJ 3070 Environmental Criminology: Patterns and Prevention**

Learners will explore the spatial, ecological, and social factors influencing environmental crime. Students will apply criminological theory and tools such as GIS to analyze crime patterns and develop prevention strategies.

Credits: 3

Prerequisites: GISC 2010

### **ENCJ 4010 Wildlife Forensics and Digital Investigation**

This advanced course covers forensic techniques applied to wildlife and environmental crimes, including evidence collection, laboratory analysis, and digital investigation methods. Students integrate biological, ecological, and digital data to strengthen investigative outcomes.

Credits: 3

Prerequisites: None

### **ENCJ 4020 Courtroom Procedures and Evidence**

This advanced course focuses on courtroom preparation, testimony, and the use of evidence in legal proceedings. Students practice presenting investigative findings through reports, exhibits, and oral testimony in simulated courtroom settings.

Credits: 3

Prerequisites: ENCJ 2020

### **ENCJ 4030 Investigative Tools in Wildlife and Fisheries**

This course introduces advanced tools and technologies for investigating wildlife and fisheries crimes, including drones, remote cameras, and environmental sensors. Students analyze the use of remote sensing and monitoring tools in various contexts and evaluate investigative outcomes.

Credits: 3

Prerequisites: None

### **ENCJ 4040 Wildlife Genetics and Forensic Applications**

This course introduces the basic principles of genetics and how they are applied in wildlife crime investigations. Students begin with fundamental concepts such as DNA structure, genetic variation, and how traits are passed from one generation to the next. Building on this foundation, the course explores real-world applications, including how DNA can identify species, link evidence to individual animals, and trace the origins of illegally traded wildlife and natural products. Case studies highlight how genetic evidence supports prosecutions, conservation efforts, and international enforcement.

Credits: 3

Prerequisites: any BIOL course

## **ENTREPRENEURSHIP COURSES**

### **ENTR 2010 Entrepreneurial Thinking and Opportunity Recognition**

This course cultivates an entrepreneurial mindset by guiding students through the process of identifying market gaps, spotting emerging trends, and exploring new venture opportunities. Students learn how to assess feasibility, consider risk, and generate high-potential ideas grounded in customer needs and social or environmental relevance.

Credits: 3

Prerequisites: None

### **ENTR 2020 Lean Startup and Business Model Innovation**

Students learn to transform ideas into validated business models using the Lean Startup methodology and tools like the Business Model Canvas. Emphasis is placed on customer discovery, experimentation, and agile iteration in early venture development.

Credits: 3

Prerequisites: None

### **ENTR 2040 Small Business Formation and Operations**

This course equips students with the practical skills and legal knowledge needed to establish and operate a small business. Topics include business structures, registration, taxation, licensing, insurance, and basic operations management.

Credits: 3

Prerequisites: None

### **ENTR 3010 Digital Tools for Modern Entrepreneurs**

Students gain hands-on experience with the digital platforms and tools used by entrepreneurs to manage marketing, operations, finance, and customer relationships. Emphasis is placed on no-code, low-cost tools that support agile business growth.

Credits: 3

Prerequisites: None



### **ENTR 3030 Social and Environmental Entrepreneurship**

This course explores how ventures can generate positive impact by addressing social or environmental challenges. Students examine the models, values, and metrics of social entrepreneurship and design a purpose-driven business concept.

Credits: 3

Prerequisites: None

### **ENTR 3050 Persuasive Communication and Sales for Entrepreneurs**

This course develops core competencies in storytelling, pitch delivery, and consultative sales. Students learn how to persuade stakeholders, communicate value propositions, and build trust in early customer relationships.

Credits: 3

Prerequisites: None

## **ENVIRONMENTAL JUSTICE AND SOCIAL CHANGES COURSES**

### **ENVJ 307 Food Systems and Social Justice\***

This course explores the social and environmental dimensions of food systems from a global perspective. Through an exploration of the relationships between the natural and built environment, students explore the environmental impacts of food production, food processing, food distribution, and food disposal. Lastly, students learn how power and justice are distributed among the farmers, big agro-business, food industry workers, business owners, policymakers, communities, and consumers.

Credits: 3

Prerequisites: None

## **FINANCE COURSES**

### **FINC 201 Business Administration: Enterprise Accounting\***

This course in Business Administration is designed to equip students with practical skills in Enterprise Accounting. The course covers various topics, including financial reporting, profit & loss statements, budgeting, cost analysis, and strategic financial decision-making. Students will delve into the intricacies of financial reporting, learning how to prepare accurate and informative financial statements. With a focus on budgeting, they will develop the ability to create comprehensive budgets, analyze variances, and make informed adjustments based on performance. Through case studies and practical applications, students will tackle cost analysis, examining how various cost factors impact business operations and profitability. They will also explore strategic financial decision-making, evaluating investment options, and financial planning for long-term success.

Credits: 3

Prerequisites: None

### **FINC 401 Investment for a Sustainable World\***

This course is designed to equip students with the knowledge and practical skills necessary to engage in ESG investment strategies that contribute to building a more sustainable world. The project-based course combines theoretical frameworks with real-world applications, providing students with a comprehensive understanding of ESG investing and its role in addressing global

challenges. Through case studies and projects, students will explore the intersection of finance, social responsibility, and environmental stewardship.

Credits: 3

Prerequisites: None

## FOOD COURSES

### FOOD 201 Sustainable Culinary Development\*

This course explores the principles and basic methods of food preparation, with applications to sustainable culinary development. Specifically, students consider how to integrate sustainably sourced ingredients and produce foods that apply modern trends in global fusion cuisine. In this multifaceted introduction, students learn foundational cooking techniques and considerations for creating balanced dishes (such as flavor, texture, nutrition, and presentation). Students will approach sustainable culinary development and menu planning with accessibility in mind.

Credits: 3

Prerequisites: None

### FOOD 203 Fermented Foods\*

This course explores the world of fermented foods, including Kimchi, live plain Yoghurt, Sourdough, Kombucha, and other fermented vegetables. By taking this course students will learn about the history, current trends, and culinary science behind fermentation. Students will learn how to safely produce and store fermented foods. The course will also cover the culinary context of how to integrate fermented foods in menu planning as well as its health benefits.

Credits: 3

Prerequisites: CHEM 101

### FOOD 2020 The Future of Food: Trends, Technologies, and Global Perspectives

This course examines emerging trends and disruptive innovations that are shaping the future of food. From cellular agriculture and precision fermentation to food waste technologies, urban farming, and AI in menu design, students will critically evaluate the scientific, economic, ethical, and cultural implications of next-generation food systems. The course draws on global case studies and encourages students to forecast trends and propose future-forward solutions to systemic challenges in food production, distribution, and consumption.

Credits: 3

Prerequisites: None

### FOOD 315 Plant-based Protein Alternatives\*

This course offers a comprehensive exploration of plant-based protein sources, including legumes, grains, nuts, seeds, algae, and fungi, and their role in sustainable diets within diverse cultures. Students will learn about the nutritional aspects, environmental impacts, and culinary applications of plant-based proteins.

Credits: 3

Prerequisites: None

## GEOGRAPHIC INFORMATION SYSTEMS COURSES

### GISC 2010 Digital Mapping and GIS for Environmental Investigation

Students will be introduced to Geographic Information Systems (GIS) as a tool for environmental crime detection and investigation. Students will learn to collect, visualize, and analyze spatial data to identify crime patterns, monitor ecosystems, and support enforcement cases.

Credits: 3

Prerequisites: None

## HEALTH COURSES

### HLTH 4010 Global Nutrition and Public Health

This course examines the global burden of nutritional challenges—from undernutrition and micronutrient deficiencies to obesity and diet-related chronic disease—within the context of public health systems and food environments. Students will investigate how factors such as poverty, climate change, agricultural policy, urbanization, and global trade influence access to safe, nutritious food. Through global case studies, policy analysis, and evidence-based practice, students will explore interventions that promote food security, health equity, and sustainable diets across populations. Special emphasis is placed on the role of public health nutritionists, food policy advocates, and health-oriented food entrepreneurs in addressing these challenges. Students will develop the skills to critically assess nutrition programs and propose solutions grounded in ecological, cultural, and economic realities.

Credits: 3

Prerequisites: MATH 201

## HORTICULTURE COURSES

### HORT 301 Growing Hydroponic and Aquaponic Crops\*

Students will gain experience in the skills needed to successfully grow crops hydroponically. The course focuses on nutrient formulation, fertigation management, plant health monitoring, design, operation, and cultivation of crops in various types of hydroponic systems and environments. This includes aeroponics, aquaponics, controlled environment agriculture (CEA), and vertical growing. Students will read and analyze different scenarios involving hydroponic systems and develop the ability to troubleshoot and solve grower problems.

Credits: 3

Prerequisites: BIOL 201

## HUMAN SERVICES COURSES

### HUSV 1010 Introduction to Human Services

This course provides an overview of the human services profession, its history, and its role in supporting individuals, families, and communities. Students explore the values, ethics, and helping models that guide the field, along with the range of service systems (health, education, justice, housing, child and family, elder care) where human services professionals work. Emphasis is placed on professional identity, client-centered approaches, and the integration of psychological and social perspectives in service delivery.

Credits: 3

Prerequisites: None

### **HUSV 2010 Case Management and Helping Skills**

This course introduces the principles and practices of case management in human services, including intake, assessment, service planning, referral, and documentation. Students develop core helping skills such as active listening, empathy, goal-setting, and culturally responsive communication. Through role-play and applied exercises, learners practice building professional relationships, maintaining boundaries, and supporting clients in navigating complex systems.

Credits: 3

Prerequisites: None

### **HUSV 3010 Ethics and Professional Practice in Human Services**

This course examines the ethical principles, legal standards, and professional responsibilities that guide human services practice. Students analyze issues related to confidentiality, boundaries, informed consent, mandated reporting, and professional conduct. Emphasis is placed on ethical decision-making frameworks, cultural humility, and self-care practices that support sustainability in professional work.

Credits: 3

Prerequisites: None

### **HUSV 3020 Social Policy and Advocacy in Human Services**

This course explores how social policies influence human well-being and shape the delivery of human services. Students examine policies related to poverty, health, education, housing, and justice, with attention to how different populations are affected by policy design and implementation. Learners develop advocacy skills to promote fairness, access to resources, and community resilience through civic engagement, policy analysis, and systems-level change.

Credits: 3

Prerequisites: None

### **HUSV 4010 Applied Program Design and Evaluation**

This course introduces students to program design, implementation, and evaluation in human services. Students learn how to develop evidence-based programs that address client and community needs, and how to use both qualitative and quantitative methods to assess outcomes. Emphasis is placed on logic models, performance measures, cultural responsiveness, and translating evaluation results into actionable improvements.

Credits: 3

Prerequisites: None

## **MATHEMATICS COURSES**

### **MATH 201 Statistics for Environmental Professionals\***

How do we come to know something about our world? Environmental science uses statistics as a tool to aid in this quest. Statistics covers how we collect data, how we characterize it, how we make inferences about the world using it, and what assumptions we make in the process. In this course students will gain an understanding of the basic principles of sampling design, probability and

statistical distributions, data characterization, and common approaches to statistical modeling with an emphasis on regression and correlation and ways to evaluate differences among populations we have sampled. Students will explore literature to understand how these techniques are currently used in environmentally-based professions.

Credits: 3

Prerequisites: None

## MANAGEMENT COURSES

### **MGMT 201 Corporate Sustainability Frameworks and Standards\***

This course examines multiple methods to assess environmental risks and develop sustainable solutions for business. It is designed to empower students with the skills and knowledge needed to lead corporate sustainability initiatives effectively, ensuring businesses contribute positively to the environment and society, while maximizing value. Participants will explore prominent sustainability frameworks such as the International Sustainability Standards Board (ISSB), Environmental, Social, and Governance (ESG) criteria, and Environmental Management Systems. Through a combination of theoretical insights, case studies, and practical applications, students will develop a comprehensive understanding of how corporations hold themselves accountable against external benchmarks by integrating sustainability into their core strategies.

Credits: 3

Prerequisites: None

### **MGMT 301 Starting Your Small Business\***

This course introduces the key principles of entrepreneurship with a focus on launching and managing a small business. Students explore the entrepreneurial mindset, opportunity identification, ethical decision-making, innovation, and business model development. The course integrates essential topics such as sales, marketing, customer service, finance, and strategic planning to provide a complete view of the entrepreneurial process—from idea generation to business launch. By the end of the course, students will develop a simple business plan that applies analytical, creative, and ethical thinking to real-world challenges.

Credits: 3

Prerequisites: None

### **MGMT 303 Strategic Management for Social Change\***

Social change is one of the most pressing challenges of conducting business today. Rather than viewing social impact as separate, a sustainable enterprise intentionally designs its operations to be profitable while minimizing its environmental footprint and actively promoting the well-being of its employees, customers, communities, and other Interested and Affected Parties (IAPs). This course examines the business models and actionable tools that equip leaders to implement practices that uphold human rights, ensure fair labor, prioritize health and safety, foster wellness, champion inclusion, support work-life balance, and empower both employees and affected communities. The course also explores avenues for intentional, impactful, and meaningful social change. Students will gain practical experience by applying their understanding of purposeful business strategies to address real-world scenarios.

Credits: 3

Prerequisites: None

### **MGMT 3010 Entrepreneurial Leadership and Collaboration**

Focused on leadership in dynamic environments, this course develops the interpersonal and collaborative skills needed to lead startup teams, navigate uncertainty, and cultivate inclusive workplace cultures.

Credits: 3

Prerequisites: None

### **MGMT 403 Global Supply Chain Operations: Greening Your Business\***

This course provides an in-depth exploration of sustainable business practices applied to a company's supply chain through the lens of circular economy principles and international regulations. The curriculum delves into the essentials of sustainable sourcing, ethical labor practices, toxic substance reduction, carbon footprint reduction, and waste reduction within global supply chains. This course develops the student's understanding of the significant challenges businesses encounter in balancing their financial objectives with the complexities of global sustainability initiatives.

Credits: 3

Prerequisites: None

### **MGMT 405 Achieving Net Zero Through Carbon Accounting\***

This course delves into the quantifiable aspects of Carbon Accounting, equipping students with the tools and methodologies needed to measure, analyze, and manage carbon footprints within organizational contexts. Through practical applications and real-world case studies, students will gain hands-on experience in applying metrics to assess and improve sustainability practices. By the conclusion of the course, students will be adept in using quantitative metrics to assess, measure, and optimize carbon accounting practices within business settings.

Credits: 3

Prerequisites: MATH 201

## **MARKETING COURSES**

### **MKTG 301 Introduction to Sustainable Branding\***

In today's business landscape, sustainability is not just a trend but a critical imperative. This course equips students with basic knowledge and skills to navigate environmental and social sustainability within the marketing context. We will use case studies, discussions, and dynamic exercises to explore specific opportunities, challenges, and practices involved in sustainable branding. The course provides an overview on marketing and sustainability-related trends, highlights the importance of ethical marketing to avoid greenwashing, and equips students with basic knowledge on sustainable branding and storytelling, as well as reducing environmental impact on daily marketing operations.

Credits: 3

Prerequisites: None

## POLITICAL SCIENCE COURSES

### **POLI 301 Global and Local Politics and Policy Implications\***

This course equips students with practical tools for navigating the intersection of environmental policy and business sustainability. The course emphasizes the social, political, and economic impacts of environmental policies. Students will analyze how global events shape business operations and supply chains, from the local to global scale. Students will create actionable policy briefs and implementation strategies that align organizational goals with environmental standards. The course will focus on key frameworks from US government agencies and international organizations, with special attention to the UN Sustainable Development Goals. Throughout the course, students will consider the complexities of IAP relationships in policy implementation.

Credits: 3

Prerequisites: None

## PROFESSIONAL COURSES

### **PROF 4010 Innovation and Sustainability Capstone**

The Innovation and Sustainability Capstone is the culminating experience for students in the Applied Bachelor of Science in Entrepreneurship and the Applied Bachelor of Science in Sustainable Business Management. This project-based course challenges students to synthesize entrepreneurial creativity with sustainable business practices to design and deliver a comprehensive applied project. Working independently or in small teams, students draw upon the knowledge and skills developed throughout their program—such as venture design, financial and market analysis, ESG frameworks, carbon accounting, sustainable branding, leadership, and affected party engagement—to address real-world opportunities or challenges. Emphasis is placed on ethical reasoning, systems thinking, and transparent communication of business strategies that balance profitability, innovation, and positive environmental and social impact. The course culminates in a professional deliverable (e.g., launch-ready business plan, sustainability initiative, ESG strategy, or integrated venture roadmap) accompanied by a reflective synthesis demonstrating readiness for career advancement, graduate study, or entrepreneurial leadership.

Credits: 3

Prerequisites: Minimum of 39 credits of Major Core courses completed

### **PROF 4020 Culinary Innovation and Food Systems Capstone**

The Culinary Innovation and Food Systems Capstone is the culminating experience for students in the Applied Bachelor of Science in Culinary Innovation and Food Systems. In this project-based course, students integrate their knowledge of sustainable food design, culinary creativity, food supply chains, nutrition, and business strategy to develop a comprehensive applied project. Working independently or in collaborative teams, students may design a new sustainable food product, develop a food business concept, analyze a supply chain intervention, or create a community-based food initiative. Throughout the course, learners apply systems thinking, evidence-based research, and cultural awareness to ensure their project balances nutrition, sustainability, access, and market viability. The course emphasizes professional communication, interdisciplinary collaboration, and reflection on personal growth as emerging leaders in food systems innovation.

Credits: 3

Prerequisites: Minimum of 39 credits of Major Core courses completed

## PROF 4030 Psychology and Human Services Capstone

This capstone course provides students in the Psychology and Human Services ABS program with an opportunity to integrate their knowledge of human behavior, motivation, communication, systems, service delivery, and research methods with the transferable skills developed throughout their general education experience. Working independently and in teams, students will tackle complex, human-centered challenges grounded in authentic approximations of practice from sectors such as health and wellness, education, community development, human services, sustainability, or organizational behavior.

Through structured problem-solving, students will draw on emotional intelligence, critical thinking, professional communication, and digital tools to design and evaluate actionable solutions. Emphasis is placed on ethical reasoning, affected party engagement, client-centered practice, evidence-based methods, and interdisciplinary collaboration. The course culminates in a professional deliverable and reflective synthesis that demonstrates readiness for graduate study or career advancement in psychology, human services, or related applied fields.

Credits: 3

Prerequisites: Minimum of 39 credits of Major Core courses completed

## PROF 4040 Capstone in Environmental Crime Investigation

This capstone course provides students in the Environmental Crime Investigations program with an opportunity to integrate their knowledge of ecological science, criminal justice, investigative methods, forensic applications, and digital technologies with the transferable skills developed throughout their general education experience. Working independently and in teams, students will tackle authentic, practice-based challenges such as wildlife trafficking cases, habitat destruction, poaching enforcement, pollution violations, or cyber-enabled environmental crimes.

Through structured problem-solving, students will draw on systems thinking, investigative communication, geospatial analysis, and forensic evidence handling to design and evaluate actionable investigative or enforcement strategies. Emphasis is placed on ethical reasoning, inter-agency collaboration, community engagement, and evidence-based decision-making. The course culminates in a professional deliverable—such as an investigative case file, policy brief, enforcement plan, or technology deployment proposal—accompanied by a reflective synthesis demonstrating readiness for professional practice or graduate study.

Credits: 3

Prerequisites: Minimum of 39 credits of Major Core courses completed

## PSYCHOLOGY COURSES

### PSYC 101 Introduction to Psychology\*

This course provides students with a broad overview of psychology and its current focal points, including exploration and critical evaluation of subfields/perspectives such as biological, clinical, developmental, cognitive, social, and environmental psychology. Learners will evaluate the research methods, scientific reasoning, practices, and findings of modern psychological studies, thus becoming critical consumers of this body of knowledge. Learners will build a more complete understanding of specific issues related to human behavior by applying information and research from multiple subfields/perspectives of psychology.

Credits: 3

Prerequisites: None



## **PSYC 201 The Mind-Body Connection: Human Anatomy and Physiology for Applied Psychology\***

This course explores the biological systems that underlie physiological well-being and human behavior. Students will study the structure and function of the nervous, endocrine, and immune systems in relation to cognition, emotion, perception, and behavior. Topics include the physiological basis of stress, mental health, resilience, and sensory processing, with applications in environmental, organizational, and design contexts. The course bridges biological and psychological sciences to support holistic, evidence-based approaches to sustainability, well-being, and applied practice.

Credits: 3

Prerequisites: None

## **PSYC 202 Psychology of Cultural Diversity\***

This course examines the influence of culture, identity, and power on psychological processes and human experience within the US and various places across the globe. Students explore how factors like race, ethnicity, gender, sexuality, religion/spirituality, ability, and community shape an individual's worldview; this worldview, in turn, shapes cognition, emotion, communication, and behavior. The course emphasizes self-reflection, cultural humility, and inclusive practice in both individual and collective contexts, with applications in design, health, sustainability, and leadership.

Credits: 3

Prerequisites: None

## **PSYC 203 Foundations of Positive Psychology\***

This course introduces the foundational concepts and research in positive psychology, including well-being, character strengths, resilience, meaning, and positive relationships. Students examine how these constructs apply to individual, team/group, and community contexts. Students critically explore how positive psychology translates across cultures and groups and apply them in diverse, real-world settings to support resilience, belonging, and well-being.

Credits: 3

Prerequisites: None

## **PSYC 2050 Developmental Psychology**

This course examines human development from infancy through older adulthood with emphasis on the interaction of biological, psychological, social, and ecological factors. Students will explore how identity, attachment, learning, resilience, and adaptation unfold across the lifespan. Special attention is given to developmental differences, trauma, cultural contexts, and the impact of environmental stressors— including climate disruption— and sociopolitical stressors— including climate inaction— on individual trajectories.

Credits: 3

Prerequisites: None

## **PSYC 3020 Communication and Conflict Resolution in Organizational Settings**

This course explores how communication practices influence engagement, trust, and conflict outcomes in modern organizations. Students will examine the impact of language, identity, power dynamics, and cultural norms on both interpersonal and group communication. Emphasis is placed on navigating difficult conversations, resolving interpersonal conflicts, and supporting productive

engagement in diverse teams. Topics include cross-cultural communication, emotional intelligence, active listening, trauma-informed dialogue, and interest-based negotiation. Through case studies, simulations, and applied roleplay, students will develop strategies to facilitate open dialogue, mediate tensions, and create communication climates that promote full engagement by diverse participants. The course prepares students to be confident communicators and facilitators—whether addressing performance issues, leading workplace discussions, managing change, or responding to team dynamics.

Credits: 3

Prerequisites: PSYC 202

### **PSYC 303 Psychology of Motivation and Intentional Behavior Change\***

This course explores the psychological mechanisms behind human motivation and behavior change, with special focus on application in organizations and sustainability initiatives. Students examine theories of intrinsic and extrinsic motivation, habit formation, social influence, and self-regulation. Through case analysis and intervention design, learners develop strategies for fostering personal, organizational, and environmental change.

Credits: 3

Prerequisites: None

### **PSYC 304 Trauma-Informed Practices and Collective Healing\***

This course explores the psychological impacts of trauma at the individual, group, and systemic levels, with an emphasis on healing-centered approaches that foster resilience and even “post-traumatic growth”. Grounded in second wave, positive psychology, students examine how well-being and suffering can coexist, and how adversity can be a catalyst for transformation. Students examine the principles of trauma-informed care, restorative practices, and narrative-based interventions. Through applied projects and reflective inquiry, students develop strategies to support recovery, connection, and justice in civic and organizational contexts.

Credits: 3

Prerequisites: None

### **PSYC 402 Action Research Methods in Applied Psychology\***

This course equips students with the skills to design, conduct, and evaluate research in real-world psychology settings. Emphasizing both qualitative and quantitative methods, students learn how to formulate research questions, collect and analyze data, and interpret findings in ways that inform practice and policy. Special focus is placed on ethical research practices, community-based inquiry, and the application of psychological insights in sustainability, health, organizational, and design contexts.

Credits: 3

Prerequisites: MATH 201

### **PSYC 4030 Organizational Behavior and Sustainability**

This course examines how psychological factors influence organizational dynamics and sustainability outcomes. Students explore topics such as motivation, group behavior, leadership, communication, technology-mediated work environments, and organizational change, with emphasis on fostering sustainable cultures and employee well-being. Through real-world case studies and applied projects, students develop strategies to create environments that support ethical behavior,

innovation, and environmental responsibility.

Credits: 3

Prerequisites: None

## SUSTAINABLE FOOD AND FARMING COURSES

### SUFA 200 Farm to Table Supply Chains and Food Culture\*

This course aims to equip students with a holistic understanding of the interconnectedness between agriculture, supply chains, and food cultures, fostering a sense of responsibility for sustainable and culturally sensitive practices within the global food system. This course unravels the complexities of the farm-to-fork journey, which includes production, processing, distribution, retail, and resulting diets. Informed by the belief that the farm-to-fork journey shapes not only the physical transition of produce but also influences its quality, safety, and cultural impact, this course delves into the multifaceted relationship between supply chains and food culture.

Credits: 3

Prerequisites: None

## SECTION 7: UNIVERSITY POLICIES

### Code of Conduct and Academic Honor Code

Students are expected to abide by the Code of Conduct and Academic Honor Code as set forth in the Student Handbook.

### 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 their education records within 45 days of the day the University receives a request for access. If a student wishes to inspect their education records, they should contact the Registrar to make arrangements.

#### Amendment of Records

A student has the right to request the amendment of their 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 University 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 University decides not to amend the record as requested, the University 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 Environmental University 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 Environmental University 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 University, 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 University 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 they need to review an education record in order to fulfill his/her professional responsibility. School officials include persons employed by the University 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 University 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 University 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 distance learning, Unity Environmental University has established and will periodically evaluate its process to confirm that person who is enrolling in the University 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 Environmental University 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 University's Privacy Policy.

Personally identifiable information collected by the University 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.

## Active Duty and Veteran Students

Unity Environmental University 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 Concierge. Veterans using Vocational Rehabilitation and Employment benefits must inform their VA counselor of their intention to attend Unity Environmental University.

Veterans, active military members, and their dependents are also eligible for a 10% discount on tuition, regardless if they are using VA educational benefits. Such students may disclose their status on their acceptance application or notify their DE Concierge to receive the discount.

### VA Benefits

The degree programs of Unity Environmental University 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 University. Failure to do so may result in incurring debt.

Under S2248 PL 115-407 Section 103, Unity Environmental University 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.

### Orders to Perform a Period of Service

Under Public Law 117-328 Title 38 U.S.C § 3691A, when an enrolled student who is a member of the Armed Forces (including reserve components) receive orders to “perform a period of service” (i.e., active duty, inactive duty training, or state service), Unity Environmental University will not assign the member a failing grade, reduce the member’s grade point average, characterize any member’s absence(s) as unexcused, or assess a financial penalty on a member because of a withdraw or leave of absence due to receiving orders for service.

If a student receives orders after a term start and the orders require the student to begin service before the term has ended, a student has the option of receiving an Incomplete grade for the term or withdrawing and receiving a refund. The student should reach out to their advisor to provide a copy of the orders and discuss arrangement options.

### Ethical Recruitment of Service Members Policy

This policy places restrictions on recruitment practices and payment of incentivized compensation in the recruitment of service members. Unity Environmental University recruitment practices refrain from high-pressure recruitment tactics such as making multiple unsolicited contacts [three or more] for the purpose of securing service member enrollments.

Unity Environmental University does not offer its employees commission, bonus or other incentive

payment based directly or indirectly on securing Service member enrollments or any student enrollments. This applies only to incentive compensation and does not apply to base salary or wages.

The University will not provide any inducements to any individual or entity to secure the enrollment of military service members or obtain military provided tuition assistance. Inducements include any gratuity, favor, discount, entertainment, hospitality, loan, transportation, lodging, meals, or other item having a monetary value of more than a minimal amount.

## Military Tuition Assistance

Military tuition assistance [TA] is awarded to a student under the assumption that the student will attend school for the entire period for which the assistance is awarded. When a student withdraws, the student may no longer be eligible for the full amount of TA funds originally awarded. To comply with the Department of Defense [DoD] policy, Unity Environmental University will return to the DoD any unearned TA funds on a prorated basis through at least the 60% portion of the period for which the funds were provided. TA funds are earned proportionally during an enrollment period, with unearned funds returned when a student stops attending. In instances when a Service member stops attending due to a military service obligation, Unity Environmental University will work with the affected service member to identify solutions that will not result in a student debt for the returned portion in compliance with the DoD policy.

## Schedule for returning unearned TA

### 5-Week Courses [35 days in term]

- Drop course before third day of term: 100% returned
- Withdrawal from course, days 4-11: 80% returned
- Withdrawal from course, days 12-17: 60% returned
- Withdrawal from course, days 18-21: 45% returned
- Withdrawal from course, days 22-35: 0% returned

For those courses that have durations differing from those listed above: unearned TA funds will be returned on a prorated basis, depending on the length of the course. To determine the amount of TA that needs to be returned, the institution will determine the date the withdrawal was submitted, then divide that by the number of days in the term to determine the percentage of TA that was earned by the student.

*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®](https://www.va.gov/gibill).*

## Student Health Insurance Policy

Students are not required to have health insurance and are not eligible to join the Unity Environmental University sponsored student health insurance plan.

# SECTION 8: RESOURCES

## Academic Calendar

Career Edge Terms	Term Begins	Term Ends
<b>February 2026</b> (DE5W02.23.26)	2/23/2026	3/29/2026
<b>April 2026</b> (DE5W04.06.26)	4/6/2026	5/10/2026
<b>May 2026</b> (DE5W05.18.26)	5/18/2026	6/21/2026

View current academic calendar [here](#)

## Student Handbook

View student handbook [here](#)

## Financial Aid Consumer Information

Learn more about institutional information for consumers [here](#)

## University Resources

The mailing address for all Unity Environmental University correspondence is:

Unity Environmental University  
70 Farm View Drive, Suite 200  
New Gloucester, ME 04260

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

**Registrar:**

[registrarsoffice@unity.edu](mailto:registrarsoffice@unity.edu)

(207) 509-7257

Resources	
ADA Accessibility Office <a href="mailto:AccessibilityDE@unity.edu">AccessibilityDE@unity.edu</a>	Hannah Dore (207) 509-7135
Title IX Coordinator <a href="mailto:drogan@unity.edu">drogan@unity.edu</a>	Doreen Rogan (207) 509-7290

*Date Modified: 01/19/2026*

*Adoption Chain: Career Edge Leadership, President*