



Newlane Faculty and Staff Handbook

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Newlane Faculty and Staff Handbook



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Confirmation of Newlane University Faculty and Staff Handbook Receipt

I [Full Name] _____ confirm that I have received the Newlane University Training Packet, including the Newlane University Faculty and Staff Handbook. I confirm that I accept the policies and protocols contained herein, and promise to abide by them as I conduct my work at Newlane.

Signed:

First Name:

Last Name:

Today's Date:

Signature:



Newlane Faculty Onboarding

Welcome to Newlane University! We're thrilled to have you on our team and look forward to working with you.

You should have received an email sent through DocuSign with your contract. Once you sign it, you will receive a copy of the contract for your records.

If you haven't already, Please complete [this form](#), including uploading the following:

- A CV or resume
- A headshot (that we can share on the Newlane website)
- Please have official transcripts sent from any school from which you have earned an advanced degree (Masters or above) to Newlane. (Please have sent to: transcripts@newlane.edu) If the school only sends paper transcripts, please have sent to:

Newlane University, Attn: Registrar
3250 Triumph Blvd Suite 102 – Room 130
Lehi, UT 84043

Newlane Faculty Transcript Policy

Newlane University requires that all new faculty hires submit an updated resume/CV and official transcripts from your highest advanced degree earned (relevant to your assigned Newlane course(s)).

Quick onboarding

The priority for onboarding is for you to be able to register and log into the Newlane platform, and learn how to locate and review a course project, and how to find, accept, and host a course hearing. Here are instructions for these initial priority tasks:

How to register and login to Newlane [[see video showing how to do this](#)] (please note: the video references an outdated login address; instead, to register, you should go to:

app.newlane.edu/signup)

How to locate and review a project [[see video showing how to do this](#)]

How to find and accept and host a course hearing [[see video showing how to do this](#)]

Once you know how to login and register, review projects, and host course hearings, you are trained for most of the work Newlane faculty do. You can learn how to do additional tasks (such as developing and reviewing curriculum) as the need arises for these tasks. This document and the Curriculum Development Manual will provide you with all the tools you need to do all of these tasks.



Introduction

History of Institution

Teachur, Inc. was founded in 2017 by Josh Stanley and Ben Blair, and they registered “Newlane University” as its degree-granting institution in 2019. Newlane was built to solve long-standing problems in higher education: high costs, slow course development, inflexible scheduling, and limited access. With deep experience in the field, the founders designed a platform that makes it possible to create lessons, courses, and full degree programs quickly and effectively, while maintaining high standards.

In studying traditional universities, online programs, and open learning resources, Newlane founders discovered that the real cost of delivering and verifying a quality degree—when stripped down to the essential elements was closer to \$1,000—not the \$120,000+ often charged. This revealed a clear opportunity to expand access and shift higher education from a model of scarcity to one of abundance.

Newlane University exists to realize that opportunity: to provide affordable, accredited degrees that are rigorous, accessible, and designed for today’s learners.

Mission Statement

Newlane’s mission is “To make quality online liberal arts higher education accessible to anyone on earth by breaking down barriers of cost, schedule and geography.”

Also the mission is a proxy for the more complete [manifesto](#).

Programs

Newlane offers an Associate of Arts in General Studies (60 credits), a Bachelor of Arts in Philosophy (120 credits), a Bachelor of Arts in Liberal Arts (120 credits)—and the BA in Liberal Arts also has optional specializations in Psychology and Business Administration. [View Degree Programs Page here](#).

Academic Philosophy

Newlane embraces a self-paced, competency-based approach to education. Students earn course credits as they demonstrate mastery of the course goals and objectives. Students demonstrate mastery by completing a course project, and three phases of assessment for each course. The three phases are: self-assessment; computer-scored assessment; and expert-verified assessment.



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Newlane is organized around 4 types of learning modules, hierarchically related: Degrees are made up of Courses. Courses are made up of Lessons, and Lessons are made up of Objectives. Objectives are the basic unit of the Newlane learning platform.

Projects, such as papers, video or slide presentations, etc. are assignments that challenge students to synthesize what they have learned in a course. Projects include goals that act as the criteria, or rubric for an approved project that are viewable by students and course professors. When students submit a project, a course professor reviews it according to the project goals/rubric. If the project meets all the rubric criteria, the professor approves the project. If the project does not meet one or more of the criteria, the professor marks 'not yet' and gives guidance to the student to review one or more specific aspects of the rubric prior to re-submitting the project.

Information and Organization

Academic Governance Structure

Ben Blair, PhD President, Chief Academic Officer, Faculty Support Director

The CAO and Faculty Support Director is responsible for, and makes policy decisions for all academic programs, and provides training and support for faculty members.

Josh Stanley, Chief Technology Officer

The Chief Technology Officer is responsible for, and makes policy decisions for the learning and verification platform, and supporting technology.

Salem Stanley, Chief Operating Officer

The Chief Operating Officer is responsible for, and makes policy decisions for, the day-to-day operations of the university, including student services, compliance, and administrative processes.

Avi Mintz, Curriculum Director

The Curriculum Director is responsible for, and makes decisions for the curriculum structure and updates.



Faculty Role(s)

At Newlane, the role of a faculty member is slightly different from the role of a regular faculty member of a department at a traditional college. At a traditional college, faculty members typically provide live instruction for every lesson of every course. They also typically provide assessments and provide feedback to students on assessments, and provide grades for students. They also typically participate in department meetings where they help make decisions about curricular offerings and requirements, etc.

At Newlane, we have designed our platform to leverage the abundant instructional resources available today, both on and offline instructional media, and faculty members across the world. While all the roles of a typical faculty member are addressed in our platform design, and curricular and assessment policies and protocols, we address them in ways that take advantage of the resources available today, and provide opportunities for faculty members wherever they may be. Our approach also brings considerable advantages to continually improve the curriculum, and the learning experience.

In order to participate as a faculty member at Newlane, individuals must have the necessary background and experience (comparable to faculty members at traditional colleges and universities). That is, they must be a subject matter expert, which Newlane defines as having an advanced degree in a relevant field, and demonstrate familiarity with the course content of the course(s) with which they want to participate. For example, if someone wants to sign off on a course in the philosophy degree, or be a hosting faculty member in a course hearing of a course in philosophy, they must hold an advanced degree (Masters or Doctorate) in philosophy.

Here are the different roles faculty members play at Newlane

A Subject Matter Expert (SME) faculty member teamed with an instructional designer make up a Course Development Committee. Two SME faculty members teamed with an instructional designer make up a Degree Development Committee. Likewise, a SME faculty member teamed with an instructional designer make up a Course Review Committee, and two SME faculty members teamed with an instructional designer make up a Degree Review Committee. In these capacities, **faculty members: 1. Develop and refine degree aims or course goals. 2. sign off on a course or degree** when it is published on Newlane. **Faculty members also: 3. verify and validate learning.** They do this through course hearings and project reviews.

Developing and Refining Degree Aims or Course Goals and Lesson Objectives

When a degree is first considered for publication at Newlane, two or more SME faculty members with an advanced degree in a relevant field and discipline together with an instructional designer form a Degree Development Committee. This committee is tasked with developing and refining the degree aims and courses that make up the degree.



When a course is first considered for publication at Newlane, one or more SME faculty members with an advanced degree in a relevant field and discipline together with an instructional designer form a Course Development Committee. This committee is tasked with developing and refining the course goals to align with the degree aims, and they develop lesson objectives to align with the course goals. They then create or curate appropriate instructional resources to achieve the degree aims, course goals, or lesson objectives.

Signing off on a course or degree

Prior to the publication of a course or degree, it must be signed off by a Course or Degree Review Committee (respectively) that includes at least one subject matter expert and an instructional designer for a Course Review Committee, and at least two subject matter experts and an instructional designer for a Degree Review Committee. The Course Development Committee references, and the Course Review Committee completes a course checklist form. The Degree Development references, and the Degree Review Committee completes a degree checklist form.

The faculty members who sign off on the degree checklist provide a role comparable to a Department Chair, or College Dean with regard to the curriculum--they verify that the curriculum meets relevant standards, and is aligned with comparable degree programs. The Chief Academic Officer and Faculty Support Director plays a role similar to a department chair or college dean with regard to faculty training--they ensure that faculty members have the appropriate background, and are properly trained.

Monitor, Verify and Validate Learning

At Newlane, the role of the faculty is not to teach or instruct in a live course (except, in a limited role in Guided Courses), but to verify and validate learning. They do this in two key ways: Course (or Degree) Hearings, and Project Reviews. In a Course Hearing, a course professor has access to all the course goals and objectives, and conducts an oral exam over video conference to verify that the student has mastered them. If the course professor determines the student has mastered all the goals and objectives of a course, they will confirm this, and this triggers a course completion record. If the course professor determines that a student has not yet mastered all the goals and objectives of a course, they will record that the student has not yet mastered them, and give guidance to the student for which objectives to review. In conducting a Course Hearing, course professors reference a Course Hearing rubric/script:

Degree/Course Hearing Rubric/Script

Prior to signing on to course hearing, COURSE PROFESSORS sign:

- I understand that I am entering a course hearing. I understand that my role in a course hearing is to use the provided rubric and my subject matter expertise to verify the



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student’s mastery of the course goals and objectives as they are currently stated, and not to depart from the course goals and objectives in my assessment. I also understand that I’m not permitted to instruct or tutor students during the assessment portion of the course hearing. To the best of my ability, I promise to conduct this course hearing objectively and fairly.

Prior to signing on to course hearing STUDENTS read the following:

Congratulations! You are entering the last step of completing a course: a course hearing. In a course hearing, you will meet with a course professor who will ask you questions about the course goals and objectives to determine your mastery. The task of the course professor is to use their subject matter expertise to determine what goals and objectives you have mastered in the course, and if there are goals or objectives that you have not yet mastered, to tell you what they are, and to point you to review resources and make sure you are clear on what your next steps would be. A course hearing is designed to verify your current mastery of the course goals and objectives. It is not a tutoring session. By entering the course hearing, you give your consent to being recorded, and having that recording stored indefinitely by Newlane University for training and mastery-verification purposes.

And confirm:

- I understand that I am entering a course hearing, and that the purpose of a course hearing is to verify my current mastery of the course goals and objectives.
- I understand that by entering this course hearing, I am giving my consent to Newlane University to record, review, and to store any recordings of this session for training and/or mastery verification purposes.
- I verify that I am who I am presenting myself to be.
- I verify that I have not received, nor will I receive any unauthorized assistance for this course hearing.

By default, course professors only see this	Course professors can expand any of the items to reveal these more detailed scripts.
Intro:	
<input type="checkbox"/> Confirm Identity of the student and take a photo (first ask permission)	E.g.,: “Hi is this _____? [Get verbal confirmation.] I’m checking your profile pictures as well, [verify that student resembles profile pictures.] Is it ok if I take your picture? [get confirmation] [take picture]
<input type="checkbox"/> Identify the course	This is a course hearing for [Course]
<input type="checkbox"/> Identify yourself and expertise for course hearing	My name is [Your name]. I’m acting as the host and judge for this course hearing. I hold [your advanced degree in relevant field]. You can view my profile by clicking on my name.
<input type="checkbox"/> Ask if student has any questions (and answer as warranted)	Are you all clear on what a course hearing is? Do you have any questions before we begin?
Main Body (Conduct Course hearing):	



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<input type="checkbox"/> Explicitly assess and check off each course goal.	E.g., One of the course goals is Y (e.g., Explain how Ancient Western philosophy emerged in Greece), could you do that for me?
<input type="checkbox"/> Assess enough objectives, including any you have reason to believe the student has not yet mastered to determine your overall assessment. (E.g., ask about any objective the student has missed in previous assessments)	E.g., One of the objectives reads Z (e.g., summarize Plato’s <i>Apology</i>), could you do that? etc.
<input type="checkbox"/> Communicate assessment outcome and rationale (Pass; or not yet)	Thank you for your participation in this course hearing. My overall assessment is [Pass/not yet]. I’m satisfied you’ve mastered all the course goals and objectives/I’m not satisfied you’ve mastered all the course goals and objectives. I would recommend that you review X and Y objectives.
Outro:	
<input type="checkbox"/> Identify goals or objectives to review (if applicable)	(If applicable) The objectives/goals you should review are X, Y, and Z.
<input type="checkbox"/> Congratulate student (even if they did not yet pass, it’s a big deal to do a course hearing)	Congratulations for participating in this course hearing. Completing a course hearing is a major step in your degree program (regardless of the outcome).
<input type="checkbox"/> Give guidance for next steps.	Do you know which course you will be completing next? If you’re not sure, I would recommend that you work on X course.
<input type="checkbox"/> Close	Thank you and Good bye.

In assessing student mastery of learning outcomes (i.e., degree aims, course goals, or lesson objectives) Newlane professors agree to reference the following grading standards:

Clear: a student’s response must be unambiguous as pertains to the degree aim, course goal, or learning objective.

Accurate: a student’s response must be correct as pertains to the degree aim, course goal, or learning objective.

Thorough: a student’s response must fully address the degree aim, course goal, or learning objective (though it need not extend beyond the degree aim, course goal, or learning objective).

Detailed: a student’s response must contain appropriate examples or details. For example, for a student’s response to a question about the objective “Explain the process of photosynthesis.”, while a response like: “Photosynthesis is the process whereby plants consume light and carbon



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dioxide and give off oxygen” may be accurate and thorough, and appropriately detailed at the primary and secondary school levels, further details are expected at the undergraduate level. If a student provided this response, the faculty member would ask probing follow-up questions to ensure the student can provide a detailed response to reflect thorough knowledge of the topic.

If the course professor determines that the student has mastered all course goals and objectives, they select “APPROVE” the student for demonstrating full mastery of the course goals and objectives, or in other words, they approve the student for passing the course. The student’s educational record for that course is updated to PASS: FULL MASTERY. If the course professor determines that the student has not yet mastered all course goals and objectives, they select “NOT YET”, and the student’s record for that course remains as not passed.

In degree or course hearings, faculty evaluators use a rubric to help them evaluate student mastery. In order for a student to be approved to pass a course or degree, they must satisfy the evaluator(s) in the hearing that their responses reflect a level 5, as described in the rubric below. This rubric is flexible by design, and it is framed by the agreement the professor makes to attend exclusively to the learning outcomes as currently stated in evaluating student mastery in degree or course hearings. One of the important features of the Newlane platform is that it is structured around clearly articulated, measurable learning outcomes, enabling and facilitating this flexibility. See rubric below:

Degree/Course Hearing Rubric:

APPROVED 5: Student responses are clear, accurate, thorough, and appropriately detailed (e.g., with relevant specific examples or dates, etc.) as pertains to the full statement of the goals or objectives for this course and course level; If the student did not initially answer accurately or thoroughly, or with enough detail about a given objective or goal, upon further questioning, their responses demonstrate accurate, thorough, and appropriately-detailed mastery of the course objective/goal.

NOT YET 4: Student responses are *mostly* clear, accurate, thorough, and appropriately detailed as pertains to the full statement of the goal or objective for this course and course level, but contained minor inaccuracies, or minor gaps in mastery over some part of the course goals or objectives; If the student did not initially answer accurately or thoroughly, or with enough detail about a given objective or goal, upon further questioning, their responses continued to demonstrate inaccuracies, or gaps in mastery for one or more goal or objective.

NOT YET 3: Student responses are *somewhat* clear accurate, thorough, and detailed as pertains to the full statement of the goal or objective for this course and course level, but not enough to warrant further questioning about one or more course goal or objective.

NOT YET 2: Student responses are inaccurate and/or reflect only partial mastery of one or more course goal or objective.

NOT YET 1: Student responses are mostly or entirely irrelevant to the course goals and objectives.



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Accordingly, Newlane does not provide letter grades, but rather rigorously verifies and documents student mastery of all course goals and objectives before approving a student to pass a course (or degree).

Course professor also checks off the following:

- I have reviewed enough objectives, including (if applicable) any the student has recently missed on prior assessments (e.g., prior course exams, prior Course Hearings), to feel confident in my overall assessment.
- I have written notes explaining my overall assessment.
- Using the standards and rubrics for this course, I have determined that this student has mastered all the course goals and objectives.

Prompt STUDENTS get when they sign out:

Congratulations on participating in a Course Hearing. You can review notes on this Hearing that the Course professor made by logging onto this course once the hearing is finished. The last step is to please take a minute while the hearing is fresh to complete the [End of Course Evaluation Form](#). (it should take about 1-2 minutes). This form lets you give feedback to help us improve our courses and practices.

A Degree Hearing is similar to a course hearing, but involves at least two professors, and involves a review of degree aims rather than course goals.

Project Goals and Rubric

In a project review, a course professor has access to the project and the project goals or rubric, and reviews the project to verify that the student has met all the goals. A project is specific to each course and can be a paper the student writes, a piece of music that a student records, an illustration a student creates, etc. Typically, course projects challenge students to synthesize what they have learned in the course in some media form. Projects have goals that the course professor will use in reviewing the work. In order to complete a project, a student must submit their project, and have a course professor sign off that the student has completed the project in order for Newlane to verify that they have completed the project. Course professors follow a rubric in evaluating course projects.

Sample Philosophy Paper Goals

Newlane takes a competency-based approach to project-assessments and this extends to the standards course professors reference in evaluating student work. This means that students don't get partial credit for partially meeting a target objective. Students either demonstrate the target objective, or not yet. If they don't yet demonstrate a given target objective, course



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professors give feedback indicating as much, and appropriate guidance. Students can re-submit until they meet all the objectives.

Following are the goals/rubric standards for project-level essays in philosophy courses:

- Articulate a philosophical thesis that is clear, interesting, plausible, novel, and insightful.
- Write a focused and unified philosophical essay with effective word-choice and transitions between points.
- Anticipate reader's need for information, explanation, and context in philosophical writing.
- Draw upon primary and secondary source information in useful and illuminating ways to support key points in philosophical writing.
- Effectively interpret and integrate quoted material (when applicable) into paragraphs in useful and illuminating ways to support key points.
- Correctly cite sources in written work.
- Makes arguments that are clear, reasonable, and sound in philosophical writing.
- Offer clear and compelling reasons in support of key claims in philosophical writing.
- Anticipate and successfully grapple with counter-arguments in philosophical writing.
- Write with correct sentence structure, grammar, punctuation, and spelling.

Project Rubric

On each project goal, the reviewing professor gives a rating from 1-5 according to the following rubric:

- 5: Student has clearly satisfied this requirement.
- 4: Student is close to satisfying this requirement, but needs a little more work.
- 3: Student has started to satisfy this requirement, but needs further development.
- 2: Student attempted to satisfy this requirement but is doing it in the wrong way.
- 1: Student did not attempt to satisfy this requirement.

In order for a project to be approved, each goal must receive a 5 rating.

When the professor determines a project is complete, this is conveyed through the platform. If the professor determines that the project is not yet complete, they direct the student to which specific portions of the rubric/goals to address. Each course lists the required projects on the course page. Students must complete all course projects before they can schedule a course hearing.



Degree Checklist Form

The degree checklist form is signed off by an Degree Review Committee that includes at least two subject matter experts, and an instructional designer. The checklist ensures that the degree is aligned with comparable respected degrees, and has been properly reviewed and vetted.

Institutional Policies

Anti discrimination policy

Newlane is in compliance with all requirements imposed by or pursuant to Title VI of the Civil Rights Act of 1964 and section 504, Rehabilitation Act of 1973. Newlane does not discriminate on the basis of race, national origin, gender, gender identity, religion, age, disability, sexual orientation, or veteran status in employment or admission and access to its educational programs and activities. Newlane is an equal opportunity institution for all faculty, staff, and students, in accordance with Federal, State, and local laws.

Accommodations for Individuals with Disabilities

Newlane complies with the Americans with Disabilities Act (ADA) of 1990, as amended, and Section 504 of the Rehabilitation Act of 1973, as amended.

Information about the American Disabilities Act of 1990

The Americans with Disabilities Act, as amended, (ADA) and Section 504 of the Rehabilitation Act (Section 504) prohibit discrimination against individuals with disabilities. These laws require the College to provide reasonable accommodations for otherwise qualified students or faculty members with disabilities. Generally, the term “disability” means that an individual has a mental or physical impairment which substantially limits one or more major life activities. This policy is intended to guide the student or faculty member disability accommodation process once a request for an academic accommodation has been made.

Individuals with questions about this policy or who wish to request an accommodation, including current or prospective professors or students who may need a disability accommodation during the onboarding process, should contact Erin Stanley at: erin@newlane.edu. To learn more about the process of requesting accommodations, please visit the [Accommodations info page](#).

Hiring Policies

Newlane faculty must meet the minimum criteria for faculty status. That is, they must have an advanced degree in a relevant field from an accredited university, and demonstrate familiarity with the course content of the course(s) with which they want to participate. For example, if someone wants to sign off on a course in the philosophy degree, or be a course professor in a course hearing of a course in philosophy, they must hold an advanced degree (Masters or Doctorate) in philosophy. Beyond these minimal criteria, Newlane is open to all applicants, without regard to race, national origin, gender, gender identity, religion, age, disability, sexual orientation, or veteran status. We strive to carry out a continual merit-based review of all faculty



members drawn from student feedback, and data on student learning and mastery. To do this, we initially conduct faculty reviews on an annual basis for faculty members who have conducted at least five Course Hearings, or reviewed at least five course projects. These reviews cover quantitative data on the faculty member's involvement on the platform from the previous period, their goals for the next period, and suggestions for improving the teaching and learning experience. We use this [faculty member review form](#) to provide the structure in these interviews.

Conflict of Interest Policy and Protocol

Members of the Newlane community are committed to identifying and avoiding situations and activities that constitute a Conflict of Interest in the execution of their duties for the University. Furthermore, activities, situations, and relationships that might create the perception of or potential for a Conflict of Interest must be identified and managed appropriately. The University believes that clear guidelines and principles for reporting and managing actual, potential, and perceived Conflicts of Interest will assist our Faculty, Staff, and Students in maintaining the highest level of integrity in their endeavors.

An **actual** Conflict of Interest arises in a situation where financial or other personal considerations compromise an individual's objectivity, professional judgment, professional integrity, and/or ability to perform their responsibilities to the University. In addition to situations that clearly give rise to an actual Conflict of Interest, individuals are cautioned also to consider gray areas that might create the perception of, or the potential for a Conflict of Interest.

Perceived or potential Conflicts of Interest can be said to exist in situations where an individual Member of the University community, a member of the individual's Family, or a close personal relation has financial interests, personal relationships, or professional associations with an individual, individuals, or outside organization, such that his or her activities within the University could appear to be biased against the University by that interest or relationship.

All perceived potential or actual conflicts of interest must be noted and shared with the Safety, Ethics, and Integrity committee by submitting a Conflict of Interest Report. The Safety, Ethics, and Integrity committee determines whether it is an actual conflict of interest, and either proposes a resolution, or administratively blocks the activity or agreement under question. Our aim in addressing possible conflicts of interest is to protect the interests and reputation of Newlane University.

Conflict of Interest Report:

Name:

Date:

Brief Description of Potential Conflict of Interest:



The following to be determined by Safety, Ethics, and Integrity Committee:

Is noted potential conflict of interest and actual conflict of interest?

YES/NO

RATIONALE:

Resolution:

Safety, Ethics, and Integrity Committee Representative:

Date:

Sexual Harassment Policy

Newlane complies with Title IX of the Education Amendments of 1972 of the document entitled “Sexual Harassment Guidance” provided by the Office for Civil Rights.

FERPA

(**F**amily **E**ducational **R**ights and **P**rivacy **A**ct) was passed by Congress in 1974. It grants four specific rights to a post-secondary student:

- to see the records that the institution is keeping on the student.
- to seek amendment to those records and in certain cases append a statement to the record.
- to withhold the disclosure of a student’s educational records except for situations involving legitimate educational interest or as may be required by law.
- to file a complaint with the FERPA Office in Washington.



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FERPA applies to all educational agencies or institutions that receive funds under any program administered by the Secretary of Education. While Newlane does not receive funds under any such program, nevertheless, Newlane still complies with FERPA.

FERPA governs **what** may be released, but does not require that any information be released.

FERPA Responsibilities for Newlane Faculty Members

As a Newlane faculty member, you may not disclose personally identifiable information from educational records to persons other than the student in question and a University official who has a legitimate educational interest.

A University official has a **legitimate educational interest** in access to information when that information is appropriate for use in connection with: performing a task that is related to the student's education; providing a service or benefit relating to the student or student's family, such as housing, health care, counseling, job placement, or financial aid; performing a task related to the discipline of a student; maintaining the safety and security of the campus; or otherwise performing a task related to the effective functioning of the University.

As a general principle, you may not disclose student information in oral, written, or electronic form to anyone except Newlane staff and faculty who need the information to perform their university functions.

You have a legal responsibility under FERPA to protect the privacy of the student educational records in your possession. You may not access educational records for personal reasons.

Student information stored in an electronic format must be secure and available only to those entitled to access that information.

You may not release lists or files with student information to any third party outside your course, college or departmental unit.

Student information should not be stored on laptops or home computers unless it is encrypted. Personal digital assistants used to read confidential data should be password protected.

Student information in paper format must be shredded before disposal or placed in a locked disposal bin.

Student Information Types

Student educational records include records directly related to a student and maintained by the institution or by a party acting for the institution. Examples include exams, papers, advising or other notes about a student, applications, financial documents, and any correspondence that contains information about a student, including e-mail correspondence.

FERPA requires institutions to allow students to review educational records upon request.

Personal notes maintained by and for a sole individual as a memory aid and not made available to any other faculty or staff members are exempted from this requirement under FERPA. (But note that these "sole possession notes" could be subject to discovery through a subpoena).



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Exclusions to student educational records include certain law enforcement records, certain treatment records, non-matriculant records, employment records, and post-graduation alumni records.

Directory Information

Directory information is certain, defined categories of information in the education records of a student that would not generally be considered harmful or an invasion of privacy if disclosed.

Information designated by the University as directory information includes e-mail addresses, and enrollment status. This information is considered public and can be released without the student's written permission, *unless the student has opted to keep this information confidential.*

Directory information **does not include:**

- ethnicity or race
- gender
- nationality
- social security number
- student identification number
- religious affiliation
- grades or GPA
- course enrollment or schedule

How can a student withhold release of directory information?

A student can prevent the release of all directory information including verification of enrollment, and may suppress selected directory information either to the Newlane community or to the general public.

Can student directory or public information always be released?

Student directory information should not be released to third parties. All inquirers should be referred to the online directory. Students have set their Privacy Preferences identifying the information that can be released to both internal and external audiences. Directing inquiries to the online directory will ensure that the information released is based on students' current preferences.

Can student non-directory information ever be released?

All non-directory information is considered confidential under FERPA and will not be released to outside inquiries without the express written consent of the student, unless it falls within a specific exception under the law.

What should I do if I'm concerned about a student's health or safety, or the health or safety of those around the student?

You should speak with a Newlane administrator anytime you have a health or safety concern. As discussed above, FERPA allows you to make disclosures of education records to others within the University who have legitimate educational interests in the information and this would



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include a good faith health or safety concern. FERPA also permits disclosures of information in a health or safety emergency, if in light of the circumstances and information available at the time, knowledge of the information is necessary to protect the health or safety of a student or other individuals. Your own personal observations of a student's behavior or condition generally are not considered educational records. Federal and state rules limit what may be disclosed from a student's health or counseling records, to you or to others, but these rules also contain exceptions for community health and safety emergencies. So, if you have a concern about a student, first and foremost, report it.

What if someone needs to reach the student because of an emergency?

All such inquiries should be directed to a Newlane administrator.

What are parental rights under FERPA?

When a student reaches the age of 18 or begins attending a post-secondary institution regardless of age, FERPA rights transfer to the student. It is generally the University's practice not to make disclosures from a student's educational records involving academic matters to parents without the student's written consent. Refer inquiries to the university's Chief Academic Officer.

For more information

See the Student Educational Records and Data Security policies on the Newlane Policies and Procedures website or contact Ben Blair at ben@newlaneuniversity.com

DO NOT do the following!

- disclose information to a student or University official before authenticating the identity of the person.
- disclose confidential non-directory information about a student to the media.
- link a student's name with his/her social security number, Newlane student ID number, or any portion of these numbers in any manner.
- send confidential information such as assessment conclusions from course project or hearings in an e-mail.
- include confidential information such as assessment conclusions from course project or hearings in a recommendation without the written consent of the student.
- discuss the progress of any student with anyone other than the student or the student's advisor without the consent of the student. Refer inquiries from any other parties including the student's parents to the Chief Academic Officer.
- provide anyone with lists or files of students enrolled in your classes for any commercial purpose.
- provide anyone with student schedules or assist anyone other than university employees in finding or contacting a student. Refer such inquiries to the Chief Academic Officer.
- access the records of **any** student for personal reasons.
- release your password for ANY reason.



Newlane University Code of Ethics and Professional and Academic Conduct

Newlane University seeks to build relationships, and to cultivate an environment where all community members can be and feel safe and respected. We are committed to clear communication about learning objectives, and embrace high standards of academic excellence and mastery verification. In interactions in professional and academic contexts (e.g., tasks related to carrying out the basic operations of the organization, or tasks related to assessing or demonstrating mastery of course goals and objectives) and in all interactions between community members, we strive to uphold the following core values:

1. Be inclusive.

We welcome and support people of all backgrounds and identities. This includes, but is not limited to members of any sexual orientation, gender identity and expression, race, ethnicity, culture, national origin, social and economic class, educational level, color, immigration status, sex, age, size, family status, political belief, religion, and mental and physical ability.

2. Be considerate.

We all depend on each other to produce the best work we can as an organization and community. Your decisions will affect other community members, and you should take those consequences into account when making decisions.

3. Be respectful.

We won't all agree all the time, but disagreement is no excuse for disrespectful behavior. We will all experience frustration from time to time, but we cannot allow that frustration to become personal attacks. An environment where people feel uncomfortable or threatened is not a productive or creative one.

4. Commit to Academic Integrity

In our commitment to academic integrity, we celebrate that it is better to not yet know a subject well, than to feign mastery of a subject prematurely. At Newlane University, there is no downside to not yet having mastered one or more learning objective. It is a simple judgment by an course professor, who is also a resource to help community members identify pathways for mastery.

5. Don't harass.

In general, if someone asks you to stop something, then stop. When we disagree, try to understand why. Differences of opinion and disagreements are mostly unavoidable. What is important is that we resolve disagreements and differing views constructively. Always conduct yourself professionally. Be kind to others. Do not insult or put down others. Harassment and exclusionary behavior aren't acceptable. This includes, but is not limited to:

- Threats of violence.
- Bribing a community member
- Offering to compromise academic integrity, or other ethical standards in return for one or more favor.
- Discriminatory jokes and language.
- Sharing sexually explicit or violent material via electronic devices or other means.
- Personal insults, especially those using racist or sexist terms.
- Unwelcome sexual attention.
- Advocating for, or encouraging, any of the above behavior.



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6. Make differences into strengths.

We can find strength in diversity. Different people have different perspectives on issues, and that can be valuable for solving problems or generating new ideas. Being unable to understand why someone holds a viewpoint doesn't mean that they're wrong. Don't forget that we all make mistakes, and blaming each other doesn't get us anywhere.

Instead, focus on resolving issues and learning from mistakes.

If you experience a violation of the Newlane University code of ethics and professional development, or become aware of a violation occurring among any community members, please complete this [code of ethics and professional conduct violation notice](#). Your submission will be shared with the committee on Safety, Ethics, and Integrity, and you will be kept anonymous (unless you prefer otherwise). If you have any questions about the form, or the code of ethics, email ben@newlane.edu.

On my honor, I promise to adhere to the Newlane University Code of ethics and professional conduct.

Printed Name:

Signed:

Date:

By signing the Newlane enrollment and/or user agreement, all community members of Newlane University agree to this policy and promise to adhere to it.

Ethical Computer Use

Because of the rapid evolution of computing and information networks, Newlane reserves the right to modify these policies, with approval of the Technology Committee, and publish the latest version to the Newlane community. While users will be kept apprised of any changes, it is the user's responsibility to remain aware of current policies.

Common sense is a good guide to what constitutes appropriate behavior and use of computers and networks. You should respect the privacy of others and use computing resources in a manner that is consistent with the educational objectives of the College.

Behaviors that can create problems in a networked computing environment fall into the categories below. This list of responsibilities, while not exhaustive, should provide users with a good idea of what constitutes illegal or unethical on-line behavior. Users should note that computer users are governed by federal and state laws, including copyright laws, and College policies and standards of conduct.

Violations of these rules or, indeed, any disruptive situation in which a person's behavior or behavior generated on machines, accounts, or file space under that individual's control, creates



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a disruption of service to our clients, may be met by suspending access and services to the responsible parties. Access and services may only be restored following a discussion with the Technology Committee and, if appropriate, other officers of the College.

The Technology Director will not judge whether any request from a law enforcement agency to investigate suspected illegal activities affords due process and is of appropriate jurisdiction; The Technology Director defers such requests to the appropriate officers of the College, and provides information required by subpoenas from courts with proper jurisdiction.

Malicious Activity

You may not attempt to gain access to computer systems (on or off campus) for which you have not been explicitly granted access.

You may not deliberately attempt to disrupt the performance of a computer system or a network, on or off campus. You may not attempt to 'break' system security. You may not reconfigure computer systems to make them unusable for others. You may not attempt to destroy or alter data or programs belonging to other users. You may not modify residential computing network services or wiring or extend those beyond the area of their intended use. This applies to all network wiring, hardware, and cluster and in-room jacks. Gateways and firewalls designed for home use, such as Cable/DSL routers and Wireless Access Points, can disrupt the normal operation of the Williams network and are not allowed. You are responsible for protecting your computer and not allowing others to use your computer to attack others on the network. Specifically this means that you are required to be running a supported, up-to-date, anti-virus package and to ensure that your computer has had all applicable security patches installed.

You may not copy or redistribute software or other information that is copyrighted. By US law, software piracy is a felony. You may not attempt to override copy protection on commercial software. The ability to find and read information on computer systems does not mean that the information is in the public domain. Having the ability to read does not necessarily grant the right to copy or redistribute. Nor, even, in the case of certain information on the Internet, does ability to read mean that permission to read has been lawfully granted. Certain information is licensed to be read by the Newlane community, though this does not grant the right to redistribute this information.

Privacy

All information on a computer system belongs to someone; some of it may be private or personal information; some may consist of confidential information, trade secrets, or classified material. If you have not been given direct permission to read or access another person's file, you may not try to do so. The Newlane network is a computing system covered by this policy. The operation of packet capture or port scanning software, or other means of snooping on another's network activity, is strictly forbidden.

Newlane-specific or commercially obtained network resources may not be retransmitted outside of the College community. Examples include copyrighted course materials, electronic journals, other commercial information services from the Newlane College Library, and private student and/or employee-related information such as home phone numbers, or addresses.

Newlane strives to ensure information privacy for its computer users. Occasionally legitimate



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reasons arise that require access to information held on college systems. These exceptions may be required based on legal action (such as a court order), may involve the health and/or safety of an individual or group, or be prompted by urgent college business needs and are covered by our emergency access procedures.

Forging, Password Sharing, Password Stealing

You may not attempt to impersonate another individual by sending forged information such as e-mail. You may not seek to determine another person's password, through cracking, decryption, interception or other means.

You must never give your password to anyone or use another person's password. Sharing passwords endangers you and makes our systems more vulnerable. Violations will be reported to the person's supervisor or department chair. OIT will never ask for your password under any circumstances.

Annoyance and Harassment

Newlane has written standards of conduct that seek to prohibit annoyance and harassment by any members of the Newlane community.

You may not use computing resources to violate the College's standards of conduct. You may not distribute electronic chain letters or spam. These are not only annoying, but can also severely disrupt computing and network performance.

Copyright and Attribution Reminders

Misusing copyrighted material without the permission of the copyright holder is prohibited. Such acts are also a violation of the laws of the United States. Violators of copyright law could be subject to charges in state or federal court, and may also be sued by the copyright holder in civil court. To learn more about copyright, visit the Library's web page about copyright.

Illegal file-sharing using peer-to-peer file sharing programs is strictly prohibited both by College policy and under the Digital Millennium Copyright Act of 1998 ("DMCA"). The DMCA limits the liability of internet service and network providers (ISPs), including the College in its role as an ISP, in disputes between copyright holders and users of those services. The DMCA also establishes procedures through which copyright holders can obtain information from internet service and network providers about alleged infringing use of those services. These procedures make individual students, faculty and staff responsible for their illegal file sharing. and they must assume all resulting liabilities as individuals without support from the College. To learn more about how the College handles DMCA notices from the entertainment, music and other copyright holders, go to our policy about File Sharing and Copyright Violations.

Confidential Information

Newlane has both an ethical and legal responsibility for protecting confidential information in



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accordance with its Data Classification and Usage Policy. To that end, all classified data must be handled according to the policy. In particular, all protected information must be stored and transmitted using only approved methods. Transmission of protected information by insecure messaging technologies (for example, email, instant messaging, SMS, chat, etc.) is prohibited, as is storage of protected information on mobile devices (laptops, phones, tablets, USB drives).



Intellectual Property Rights

All contributors at Newlane (including faculty, staff, and students) retain ownership of original content they create and submit independently. However, any instructional content, materials, or resources developed specifically for Newlane—whether commissioned or created in connection with Newlane courses—are the property of Newlane. In these cases, Newlane holds full rights to use, adapt, and distribute the content, and individual creators do not retain rights to sell, license, or otherwise claim ownership. Ownership of commissioned work is further detailed in the applicable contract.

Human Resources Information

Newlane faculty members typically serve as contract workers and do not receive traditional employment benefits such as insurance, vacation, or paid time off. Faculty payment terms are outlined in each individual contract, and faculty should submit invoices either once or twice per month in accordance with those terms.

Faculty Recruitment, Professional Development, and Evaluation

Newlane recruits faculty who meet the minimal criteria to contribute to the curriculum, and to host course or degree hearings.

Newlane University is committed to ensuring that faculty remain current in their fields and continue to grow professionally. To support this commitment, Newlane has established policies and procedures for monitoring faculty development, identifying needs, and providing resources and support. These processes help maintain high standards of teaching and scholarship while fostering a culture of ongoing professional growth.

Newlane evaluates faculty through end-of-course student evaluations as well as internal reviews of course projects and Hearings. These measures ensure faculty performance is aligned with Newlane's academic standards and student learning outcomes.

See the appendix for more details on Newlane's professional development resources, opportunities, and evaluation practices.



Faculty Policies

Academic Freedom

Newlane affirms that institutions of higher education are conducted for the common good and not to further the interest of either the individual faculty member or the institution as a whole. The common good depends upon the free search for truth and its exposition.

Academic freedom is essential to these purposes and applies to all disciplines. Freedom in research is fundamental to the advancement of truth. Academic freedom in all disciplines is fundamental for the protection of the rights of the faculty and the student. It carries with it duties correlative with rights, regardless of employment status.

The academic community brings together questioners, critics, visionaries, and guides. It can be cautious or progressive, traditional or disruptive, comforting or challenging—but always with the shared purpose of advancing knowledge in service of human flourishing for all people across the world. Academic freedom is essential for the maintenance of excellence in education, and moreover, exists so that society may have benefits of objective and independent criticism, and honest answers to scientific, social and artistic questions that might otherwise be withheld for fear of offending an influential social group or transient social attitude. Accordingly, there shall be no adverse consequences to employment status (hiring, promotion, and retention) as a result of expressions protected by academic freedom.

ACADEMIC FREEDOM

Faculty members are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.

Faculty members are entitled to freedom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject. College faculty are members of a learned profession, and officers of an educational institution.

When they communicate as individuals, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.

ACADEMIC RESPONSIBILITY

Membership in the academic community imposes on students, faculty members, and administrators an obligation to respect the dignity of others, to acknowledge their right to



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express differing opinions, and to foster and defend intellectual honesty, in instruction and counseling, and expression on and off campus.

Students are entitled to an atmosphere conducive to learning and to even-handed treatment in all aspects of the faculty member-student relationship.

Copyright Policy and Procedures

It is the policy of Newlane to acknowledge and abide by all applicable intellectual property laws, including but not limited to federal copyright law, Title 17 of the U.S. Code as amended at <http://www.copyright.gov/title17>. Newlane expects that all individuals employed at the College, enrolled at the College, and/or using the facilities or resources of the College shall do the same.

Academic Integrity

Newlane Academic Integrity Standards and Policies

Updated 23 September, 2025

At Newlane University, we are committed to academic integrity and expect our students and faculty to uphold these values in their work. Our approach to preventing plagiarism and cheating is designed to support our students' learning journey and ensure fair assessment practices.

Understanding Plagiarism and Cheating

Plagiarism involves using someone else's work without proper acknowledgment, whether by paraphrase or direct quotation. It is essential to understand and follow citation guidelines to avoid this.

Cheating includes giving or receiving unauthorized assistance on quizzes, examinations, or assignments, projects, or hearings. It occurs when a student seeks academic credit through dishonest, untrustworthy, or unfair means, which misrepresents their knowledge and abilities.

Our Approach

To maintain the integrity of our courses, every student must pass a final oral exam, known as the "Course Hearing," to successfully complete a course. In each Course Hearing, the hosting faculty member will inquire into the student's project. Each course includes the following course goal related to the project: *Demonstrate authoritative knowledge of the course project*. Like all course goals, this goal must be explicitly checked off in a Course Hearing in order for a student to pass the course. Accordingly, by design, the Course Hearing requires discussion of the project; this required inquiry provides an opportunity to engage the project in a different way than written feedback. This Hearing also checks and ensures that students can authoritatively discuss and defend their submitted work. If a student cannot do so due to plagiarism or any other reason, they will not pass the Course Hearing and, consequently, the course. In the age of AI, traditional methods of checking for plagiarism, such as text searches and tools are no longer sufficient. We believe Newlane's Course Hearing, which requires students to discuss and defend their projects authoritatively, represents a best practice for addressing plagiarism in an online program today.



Resources and Support

We understand that navigating citation guidelines and maintaining academic integrity can be challenging. Newlane University provides resources within courses and the Project Support Center to help students learn and review these guidelines. If you have questions or need further assistance, please reach out to Newlane Student or Academic Support.

Guidelines to Follow

To help you stay on track, here are some general guidelines:

- Complete all academic assignments on your own.
- Do not use unauthorized aids—including non-approved uses of AI tools—during exams, the Course project, or the Course Hearing.
- Properly acknowledge and cite all source material in your projects, and assignments, including content generated or assisted by AI.
- Do not copy another student's work or submit it as your own.
- Avoid copying anyone's work from any source and submitting it as your own.
- Do not purchase assignments or completion services, as ownership through a transaction does not make the work yours in an academic sense.
- Do not copy quiz or assignment answers from the internet or others.
- Do not share your quiz or assignment answers with unauthorized individuals or groups.

By adhering to these guidelines, you can ensure that your work reflects your true abilities and learning. We are here to support you in your academic journey and help you succeed with integrity.

IDENTITY AND ACADEMIC INTEGRITY

By signing the enrollment agreement, students sign the following Identity and Academic Integrity Statements:

Identity:

I verify that I am who I am presenting myself to be, and that I, and I alone will conduct all required coursework for which I am responsible for any course in which I enroll at Newlane University.

Academic Integrity:

I affirm my commitment to the standards of academic integrity in the Newlane University community. I will be honest and truthful and will strive for personal and platform integrity at Newlane University -- that I will be honest in my purported identity and I pledge to uphold the integrity of the learning platform so that it can be trusted to validate mastery by the individuals purporting to have mastered course content. I recognize that in submitting any project, taking any test, quiz, or exam of any kind at Newlane University, I am implicitly affirming this pledge:

"On my honor, I have neither given nor received unauthorized aid on this academic work, nor am I aware of others doing so."

Newlane University is committed to being a reliable, trusted worldwide resource and platform for verifying mastery of learning objectives. In order to maintain this trust requires the shared commitment of all community members to academic integrity. By this we mean that every



community member is honest in their presented identity, and every community member completes their work and presents their work for other members of the community (e.g. a student turns in an assignment to be reviewed by a course professor) without unauthorized aid. It means that cheating is not tolerated.

In our commitment to academic integrity, we celebrate that it is better to not yet know a subject well, than to feign mastery of a subject prematurely. At Newlane University, there is very little downside to not yet having mastered one or more learning objective. It is a straightforward judgment by a course professor, who is also a resource to help community members identify pathways for mastery. This idea is captured in a tenet from our manifesto:

Education should not be competitive or judged by other students' achievements. Students should only be assessed on whether they have mastered the stated objective or 'not yet'. Removing competition decreases the incentive for cheating or cutting corners.

Students sign the following statement as part of their enrollment agreement:

I understand and promise to adhere to the Newlane University standards of identity and academic integrity. I understand and accept the consequences for violating the Newlane University standards of identity and academic integrity.

Copyright and Fair Use

Copyright law is arguably less straightforward, but violations of copyright are no less serious. Penalties for violating copyright may include fines or other legal action, along with University disciplinary action. It is important to read and understand regulations pertaining to copyrighted materials and their "fair use" in educational settings.

[Understanding Fair Use and Copyright in the Digital Age](#)

Independent Scholarship

The integrity of academic scholarship rests to a considerable extent on authors' honesty and credibility. Scholars are bound to report fully on the methods of their work, including important limitations. Scholars are bound by academic (and personal) ethics not to claim work (whether direct text or ideas) of others as their own.

Faculty Activities Outside of Institution

Faculty members may pursue any academic activities outside of Newlane, (they may also pursue academic activities within Newlane). Newlane makes no claim on owning any of the academic work produced by faculty members affiliated with Newlane. Newlane seeks to promote the best educational pathways for students, and to incentivize course professors to find, create, or endorse improved content or pathways at Newlane. While Newlane owns content that faculty members produce for Newlane, Newlane has a license-holder relationship to content that course professors share on the platform that was not produced under contract for



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Newlane. By posting content on Newlane, course professors agree to license the content to Newlane for use by the Newlane community with no expectation for compensation outside of the faculty member's contract.

Faculty members affiliated with Newlane may share information about Newlane on their personal social media accounts. If a representative of the press wishes to speak to a faculty member about Newlane, where the faculty member would be a representative of Newlane, they must get permission from the Academic Governing Body first.

Technological Requirements

You will need access to a Windows- or Mac-based computer as well as a microphone, camera (these may be part of the computer, or separate devices plugged into the computer) and internet fast enough to handle continuous streaming video for 60 minutes. Though Newlane works fine with most up to date browsers, the preferred browser is Chrome.

Learning can be done online or off-line. Tests and counseling sessions will be conducted through video chat on the Newlane site. No third-party software is needed. It is safest to consider the Newlane learning platform in beta for mobile devices. While tablets, smartphones and other mobile devices may allow for some completion of coursework, they are not guaranteed to work in all areas.

Faculty Support

When prospective faculty members join Newlane, they receive training on the different tasks of faculty members (e.g., hosting course hearings, reviewing course projects, completing course checklist forms, etc.), and access to training materials that they can reference at any time thereafter.

Faculty members at Newlane can reach administrators (contact@newlane.edu) by email and at regularly scheduled faculty meetings. They may also connect with other faculty at meetings and, when email addresses are shared with permission, through direct email communication.



Course Development

Course Development Requirements

A course must have a completed Course Checklist Form. To see how to complete this form, please see the Curriculum Development Manual.

Course and Program Changes

Revisions or deletions; corrections to material

We receive and encourage ongoing feedback through the [contact us/feedback feature](#) on the platform. We use feedback to improve the course work, platform, or billing. Programs are formally reviewed at least once every three years. Courses are formally reviewed at least once every three years, using the degree and course checklist forms.

Grading Policies

All Newlane University degree programs are competency-based. This means that passing a course is just a matter of demonstrating that you have mastered all the course goals and objectives (or intended learning outcomes), and is not tied to time in the course, or any other factor. In order to pass a course, students must demonstrate mastery of all course goals and objectives as determined by a course professor by completing a course project, a computer-scored exam and a course hearing—the course hearing is an oral exam with an expert in a video conference through the Newlane platform.

When a student submits a project, Newlane provides prompt, fair, and consistent feedback, including whether the project is approved or not yet, and whether a student has passed a course or not.

Prompt: When a student submits a project, a Newlane course professor (note: all faculty members eligible to review a project or host a course hearing hold an advanced degree in a relevant field for the course) confirms with the student within two business days that they (the faculty member) agree to review it and they inform the student when they (the student) can expect to receive feedback (within one week).

When a student participates in a course hearing, the hosting course professor provides feedback at the end of the hearing, including whether the student has passed the course or not yet.

Fair and Consistent: In order to assess fairly and consistently, Newlane faculty explicitly agree to base their grading determination exclusively on the student's demonstrated mastery of the course goals and objectives as they are currently stated and not on anything else. Newlane professors use rubrics to evaluate student mastery on course projects and in course hearings. In order for a student's project to be approved, the course professor must determine that the project fully meets all the rubric criteria for the project. In order for a student to pass a course hearing, the course professor



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must determine that the student has demonstrated mastery of all the course goals and objectives (the course hearing rubric and script make it straightforward for the course professor to make this determination).

In assessing student mastery of learning outcomes (i.e., degree aims, course goals, or lesson objectives) Newlane professors agree to reference the following grading standards:

Clear: a student's response must be unambiguous as pertains to the degree aim, course goal, or learning objective.

Accurate: a student's response must be correct as pertains to the degree aim, course goal, or learning objective.

Thorough: a student's response must fully address the degree aim, course goal, or learning objective (though it need not extend beyond the degree aim, course goal, or learning objective).

Detailed: a student's response must contain appropriate examples or details. For example, for a student's response to a question about the objective "Explain the process of photosynthesis.", while a response like: "Photosynthesis is the process whereby plants consume light and carbon dioxide and give off oxygen" may be accurate and thorough, and appropriately detailed at the primary and secondary school levels, further details are expected at the undergraduate level. If a student provided this response, the faculty member would ask probing follow-up questions to ensure the student can provide a detailed response to reflect thorough knowledge of the topic.

If the course professor determines that the student has mastered all course goals and objectives, they select "APPROVE" the student for demonstrating full mastery of the course goals and objectives, or in other words, they approve the student for passing the course. The student's educational record for that course is updated to PASS: FULL MASTERY. If the course professor determines that the student has not yet mastered all course goals and objectives, they select "NOT YET", and the student's record for that course remains as not passed.

In degree or course hearings, faculty evaluators use a rubric to help them evaluate student mastery. In order for a student to be approved to pass a course or degree, they must satisfy the evaluator(s) in the hearing that their responses reflect a level 5, as described in the rubric below. This rubric is flexible by design, and it is framed by the agreement the professor makes to attend exclusively to the learning outcomes as currently stated in evaluating student mastery in degree or course hearings. One of the important features of the Newlane platform is that it is structured around clearly articulated, measurable learning outcomes, enabling and facilitating this flexibility. See rubric below:

Degree/Course Hearing Rubric:

APPROVED 5: Student responses are clear, accurate, thorough, and appropriately detailed (e.g., with relevant specific examples or dates, etc.) as pertains to the full statement of the goals or objectives for this course and course level; If the student did not initially answer accurately or thoroughly, or with enough detail about a given objective or goal, upon further questioning, their responses demonstrate accurate, thorough, and appropriately-detailed mastery of the course objective/goal.



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NOT YET 4: Student responses are *mostly* clear, accurate, thorough, and appropriately detailed as pertains to the full statement of the goal or objective for this course and course level, but contained minor inaccuracies, or minor gaps in mastery over some part of the course goals or objectives; If the student did not initially answer accurately or thoroughly, or with enough detail about a given objective or goal, upon further questioning, their responses continued to demonstrate inaccuracies, or gaps in mastery for one or more goal or objective.

NOT YET 3: Student responses are *somewhat* clear, accurate, thorough, and detailed as pertains to the full statement of the goal or objective for this course and course level, but not enough to warrant further questioning about one or more course goal or objective.

NOT YET 2: Student responses are inaccurate and/or reflect only partial mastery of one or more course goal or objective.

NOT YET 1: Student responses are mostly or entirely irrelevant to the course goals and objectives.

Accordingly, Newlane does not provide letter grades, but rather rigorously verifies and documents student mastery of all course goals and objectives before approving a student to pass a course (or degree).

Course extensions and Incomplete grades: Since Newlane courses are self-paced, there is no timeline or due date for assignment submissions, or for scheduling or completing course hearings (outside of satisfactory academic progress quantitative standard related to time to graduate). This means that there are no course extensions, or incomplete grades offered through Newlane.

Assessment Review System

Newlane incorporates an [assessment review system](#) to ensure that the university's assessments are valid, reliable, and fair, or to improve assessments to make them more valid, reliable, and fair. The Assessment review system includes an annual review of faculty-reviewed assessments (i.e., course hearings, and project reviews).

Contesting Decisions

If a course professor determines that the student has not yet mastered the course goals and objectives in a course hearing, they should make sure that the student knows which objective(s) or tasks/assignments they should review, resubmit, etc. A student can contest a course professor's review by submitting the contested decision to a review board (comprised of 2 or more different course professors). Currently, students can submit their contest to contact@newlaneuniversity.com with the subject "Contesting hearing decision". This review board may ask the original course professor for additional feedback, and may reverse their decision. If they reverse the original decision, this could negatively affect the reputation of the professor who made the original decision. If they hold with the original decision, this could



negatively affect the student's reputation. These and additional issues are addressed in the training sequence.

Who's Who at Newlane

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Appendix

[Annual Faculty Professional Development Survey](#)

[Professional Development request form](#)

[Lists of free or low-cost, high-quality certificate programs, webinars, and open online courses relevant to each discipline.](#)

[Degree Hearing Form](#)