NEWLANE UNIVERSITY

Newlane University Course Catalog

Newlane Academic Year 2026 - 2027

View the Catalog online at: https://www.newlane.edu/newlane-university-course-catalog/

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Contact Information

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Phone: (385) 336-6002

www.newlane.edu

Governing Board:

Ben Blair, Co-Founder, President, Chief Academic Officer

Josh Stanley, Co-Founder, Governing Board Chair, Chief Technology Officer

Welcome Letter

Dear Newlane Student,

Welcome to Newlane University!

However you found us, we want to welcome you to Newlane! We're here to support learners from all over the world as they work toward earning their degree with us. Students come to Newlane from all different walks of life, and for many different reasons. This catalog provides all the essential information to help you succeed at Newlane, and provides references for most any general question you might have about your studies with Newlane.

I encourage you to take some time to read through this catalog, then refer to it as needed if you have questions throughout your program. We've tried to make it easy to find the information you're looking for. You'll find that Newlane is serious about our mission to make a quality higher education accessible, and we are committed to supporting you.

Again, Welcome to Newlane! We're delighted your studies can find a home with us.

Sincerely,

Ben Blair, PhD

Co-Founder, President, Newlane University

Mission

Mission: The mission of Newlane University is: "To make quality online liberal arts higher education accessible to anyone on earth by breaking down barriers of cost, schedule and geography."

Our Learning Principles:

Newlane University is an online university that combines the best of contemporary learning theory with the abundant high quality instructional materials available today. The Newlane experience is oriented around discrete and clear learning objectives that have been carefully aligned with those in comparable courses and programs at respected universities. At Newlane, the aim is to master the learning objectives, not to spend time listening to a lecture, or consuming instructional media.

Demands of Programs:

Newlane Degree programs are rigorous academic programs, requiring students to master college-level conventions in writing, critical thinking, research, and documentation. Newlane programs take a competency-based education approach. This means that students pass courses only as they demonstrate mastery of the course goals and objectives, not just for spending time in the course. Accordingly, each course has a "course hearing" where a student meets in a live video conference with an expert. During these course hearings, the expert asks open-ended questions about the course goals and objectives and follow up questions to verify and approve that the student has mastered all the course goals and objectives, or not yet. Students should expect to spend two years in full time study to complete the Associate of Arts degree, and an additional two years in full time study to complete a Bachelor of Arts degree.

Goals and Outcomes

Newlane University tracks the following outcomes: Program-specific outcomes; Student satisfaction; and Graduate Success.

Program-specific Outcomes

Associate of Arts in General Studies:

- Express self clearly, accurately, and succinctly in written and spoken work.
- Be familiar with, and work effectively with different forms of inquiry and knowledge (e.g., scientific, mathematical, humanities, the arts, etc.)
- Effectively conduct and interpret findings from scientific experiments.
- Effectively conduct and interpret findings from social scientific studies.
- Effectively read and interpret involved texts from a range of disciplines.
- Demonstrate habits of successful college study.
- Describe and develop intellectual and practical skills including clear communication, quantitative reasoning, qualitative reasoning (critical, analytical, and creative thinking), and information literacy.
- Describe and develop habits of ethical reasoning and conduct, effective social responsibility, civic engagement, and global citizenship.

Bachelor of Arts in Philosophy:

- Rigorously evaluate ideas and arguments.
- Explain important ideas and works of prominent philosophers.
- Explain important critiques of works of prominent philosophers.
- Recount and analyze fundamental questions and propositions concerning reality, knowledge, and value.
- Competently incorporate formal reasoning techniques to articulate and evaluate arguments.
- Compare basic philosophical trends and key ideas across history.
- Outline philosophical issues in a range of intellectual domains.
- Construct coherent arguments in support of one's views.
- Present accurately and fairly views that differ from one's own.
- Write philosophical arguments, exegeses, and interpretations clearly and in an organized manner.

Bachelor of Arts in Liberal Arts:

- Analyze complex global issues from multiple perspectives, demonstrating an understanding of how they are interconnected and shaped by political, economic, environmental, societal, and cultural factors.
- Adapt written and oral communication strategies across various disciplines and audiences.
- Construct and articulate persuasive arguments across disciplinary fields in oral and written formats.
- Apply interdisciplinary approaches to critically analyze problems, propose solutions, and engage in intellectual inquiry.
- Develop and apply practices of self-directed and self-regulated learning, creative problem-solving, and adaptation to new tools, resources, and challenges.
- Effectively conduct research by identifying appropriate sources, evaluating information credibility, and synthesizing findings to form evidence-based conclusions.

- Communicate proficiently across diverse knowledge realms, including natural sciences, social sciences, and arts and humanities.
- Analyze and apply principles of ethical reasoning and social responsibility through written and oral presentations, and civic participation.

Master of Arts in Philosophy:

- Analyze, evaluate, and synthesize core questions, central arguments, and major positions in metaphysics, epistemology, ethics, and additional philosophical domains.
- Conduct sustained research that engages primary philosophical texts and demonstrates familiarity with relevant scholarly literature.
- Compare and contextualize significant philosophical methods, movements, and frameworks across history and cultures.
- Formulate, clearly articulate, and defend well-reasoned, original philosophical arguments in written and oral forms.
- Articulate and critically assess competing conceptions of the nature, aims, methods, and limits of philosophy, including its relationship to other disciplines and forms of inquiry.

Student Satisfaction:

At Newlane, we ask all students to complete a student satisfaction survey. We also ask all students to complete an end-of-course evaluation form upon completing each course. These satisfaction figures are drawn from those two surveys:

Over 95% of student respondents would recommend Newlane to a friend.

Over 95% of student respondents agree that Newlane experts were quick to respond to any inquiry.

Over 95% of student respondents Strongly Agree or Very Strongly Agree that the objectives they were expected to master in Newlane courses were clear.

Over 95% of student respondents Strongly Agree or Very Strongly Agree that by the end of the course, they were confident they had mastered the course goals and objectives.

Over 95% of student respondents Very Strongly Agree that they were assessed according to their own understanding of the course goals and objectives, not in competition with other students.

Over 95% of student respondents rate the learning materials used in our courses as Very Good or Excellent.

Over 95% of student respondents rate Newlane courses overall Very Good or Excellent.

Graduate Success:

Newlane graduates have successfully continued their education at respected institutions including San Francisco State University, Parsons School of Design, Boise State University, UMass Online, Louisiana State University, Exeter University, the London School of Theology, and the University of Nottingham, and more. While Newlane is a young university with a growing number of graduates, these examples reflect the strength and credibility of its academic programs. Many graduates have also advanced in their professions—earning promotions or new positions upon completing their Newlane degree. Through their studies, Newlane graduates develop valuable skills in critical thinking, communication, and independent learning that support success in both further education and their careers.

Accreditation and Registration

Newlane University is accredited by the Distance Education Accrediting Commission (DEAC). The DEAC is listed by the U.S. Department of Education as a recognized accrediting agency and is recognized by the Council for Higher Education Accreditation (CHEA).

Newlane University is REGISTERED UNDER THE UTAH POSTSECONDARY PROPRIETARY SCHOOL ACT (Title 13, Chapter 34, Utah Code).

Registration under the Utah Postsecondary Proprietary School Act does not mean that the State of Utah supervises, recommends, nor accredits the institution. It is the student's responsibility to determine whether credits, degrees, or certificates from the institution will transfer to other institutions or meet employers' training requirements. This may be done by calling the prospective school or employer.

Academic Calendar and Hours of Operation

Newlane University accepts enrollment applications continually. Newlane degree programs are self-paced and take a competency-based approach, so students can begin and complete their coursework according to personalized schedules. Students can pass a course as soon as they can complete the Newlane University assessment process.

Start Date: Ongoing

End Date: Depends on student

Newlane University Calendar 2026 - 2027

Holiday Schedule

Newlane University offices will be closed on the following days. However, students have access to their online courses every day, including holidays.

Holiday	Academic Year 2026-2027
Labor Day	September 7, 2026
Thanksgiving Day Observance	November 26 and 27, 2026
Christmas Day	December 25, 2026
New Year's Day	January 1, 2027
Martin Luther King, Jr. Day	January 18, 2027
Memorial Day	May 31, 2027
Independence Day Observance	July 5, 2027

Hours of Operation:

M-F 9am – 5pm MST, and by appointment.

Administrators

Administrators of Newlane University:

Ben Blair, Co-Founder, President, Chief Academic Officer

Josh Stanley, Co-Founder, Chief Technology Officer

Peter Kruger, Curriculum Director

Monique Bates, Student Support Director

Martha Thalman, School Librarian

Legal Control

Newlane University is the DBA designation of Teachur, Inc. Newlane University is the designation of the degree granting institution.

Directors and Officers of Newlane University:

Josh Stanley, Co-Founder, Chief Executive Officer, Acting Treasurer

Ben Blair, Co-Founder, President, Chief Academic Officer, Acting Secretary

Advisory Council

The Newlane Advisory Council meets at least annually, and provides advice on the current level of skills, knowledge, and abilities individuals need for entry into relevant occupation and advanced educational studies, and provides Newlane with recommendations on the adequacy of program structure and outcomes, curricula, and course materials.

Meet the Members of the Newlane Advisory Council:

Scott Anderberg

Scott Anderberg is the CEO of Moodle, a global leader in open-source learning management systems, where he guides the company's vision for digital learning and innovation. He has extensive leadership experience in digital enterprise transformation, product development, and business growth, and has advised organizations ranging from startups to established enterprises. Scott holds an advanced degree from the London School of Economics, bringing both academic rigor and practical expertise to his work.

Guillermo Rivera, PhD

Guillermo Rivera is an experienced educator and administrator. Dr. Rivera studied the pedagogy of languages at the University of Miami. After finishing his Doctorate in Philosophy at UM, he worked for several years as a Faculty member and Department Head at Doral Academy. Dr. Rivera began teaching for Doral College in 2013, and worked on the SLO Committee, the Academic Affairs committee, and the

Capstone Committee. He became Faculty Chair in 2016 and Academic Dean in 2018. In July 2019, he became the Chief Academic Officer.

Robbie McClintock, PhD

Robbie McClintock lives in Princeton, NJ, and studies the cultural effects of education and technology. His interests formed as he earned his B.A. with high honors at Princeton University in 1961 and his Ph.D. at Columbia University in 1968. He served on the Johns Hopkins University faculty from 1965-67 and then the faculty of Teachers College, Columbia University, until retiring in 2011 as the Weinberg Professor in the Historical and Philosophical Foundations of Education. Since 2011 he has published several books and essays on formative education and its cultural effects and has been developing an innovative website, A Place to Study, to support self-formation and liberal learning in the digital commons.

David Sabey, PhD

David Sabey is the founder of Nexus Charter School, and an educator and scholar who has taught and conducted research at the secondary and tertiary levels. He holds advanced degrees from UNLV (M.Ed. – Curriculum and Instruction), Harvard (M.Ed. – Human Development and Psychology) and Vanderbilt (PhD – Learning Science and Learning Environment Design). His areas of academic expertise include deeper learning, learning across contexts, dialogic pedagogy, and ethics in education.

Faculty

Eva Allen, PhD, History of Art, Yale University
Monique Bates, PhD, Organizational Change and Leadership, University of Southern California
Fernando Becerra, PhD, Astronomy and Astrophysics, Harvard University
Manon Bertrand, MSc, Sociology, University of Ghent
Ben Blair, PhD, Philosophy and Education, Columbia University
Kathryn Burrows, PhD, Sociology, Portland State University
Susan Cooke, PhD, Art History, University of Exeter
Annamaria Csornay, PhD, Political Philosophy. Eötvös Loránd University
Aley Cristelli, MA, Human and Health Services Administration, University of Oklahoma
Chantal Dolan, PhD Epidemiology, Stanford University
Renee Durand, MS Physics, University of Washington
Amiee Flynn-Curran, PhD, Anthropology, National University of Ireland
Zachary Garrett, PhD, Philosophy, University of Nebraska
Cecile Gallet, Masters, Information and Communication, University of Toulon
Emma-Lee Guthrie Metag, PhD, Rhetoric and Writing, Bowling Green State University
Kristin Harris, MA, Systematic and Philosophical Theology, University of Nottingham
Christine Hauk, PhD, Classics, University of California at Los Angeles
Michelle Humphrey, MBA, Regis University
Lauren Korshak, Doctor of Health, Bath University
Peter Kruger, PhD, Political Philosophy. Eötvös Loránd University
Mackensie Louw, MS, Metabolic Biology and Nutritional Science, University of California at Berkeley
Mac McGuire, MS, Chemistry, Southern Methodist University
Kristin Mills, MS, Epidemiology, Stanford University; MA, Behavioral Psychology, University of the Pacific
Avi Mintz, PhD, Philosophy and Education, Columbia University
Olga Moreira, PhD, Astrophysics, University of Liege
Nicole Pek, PhD Candidate, Molecular Developmental Biology, University of Cincinnati
Aaron Piepmeier, PhD Kinesiology: Sport and Exercise Psychology, University of North Carolina at Greensboro
Gina Rinder, Doctor of Management – Homeland Security (School Safety), Colorado Technical University
Matthew Roy, PhD, Music, University of California Santa Barbara
Patricia Sanchez, PhD, Psychology, John Jay College of Criminal Justice, Graduate Center, CUNY
Theresa Saunders, PhD, Plant Biology, Washington State University
Jacqui Shine, PhD, US History, UC Berkeley
Salem Stanley, MBA, Brigham Young University
Walton Wood, PhD, English, University of Florida
Iris Yan, PhD, Mathematics, University of Chicago
Cynthia Yaudes, PhD, History and American Studies, Indiana University

Technology Requirements

Newlane Minimum Technology Requirements for students to be successful:
Link to Technology Requirements on Website

Students 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 streaming video for 30+ minutes. Learning can be done online or offline. Newlane recommends that students and experts use the Chrome browser to access coursework and for course hearings. 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 learning platform on Newlane 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.

Required and Recommended Technology Details	
*Computer	Recommended OS
Mac	10.0 or later
Windows	10.0 or later
For other OS, including Linux, and mobile OS, please contact contact@newlaneuniversity.com to verify that you will be able to access and progress on Newlane with your selected OS.	
*All computers must have a video camera and microphone (external or integrated to the computer) to be able to participate in streaming video chats.	
Internet	Recommended speed
	Hi-speed; 10mbps or higher
Preferred Browser	Chrome Version 75 or later
Processor	Recommended speed
	1.3 GHz or faster

Confidentiality and Privacy Policies

Newlane affirms that it protects student data, including student educational and administrative records and student "Personally identifiable information" ("PII") by design. Newlane University is committed to protecting your privacy in accordance with this privacy policy, which applies to the Newlane University website, the Newlane University application or platform (i.e., the Newlane University learning management system and mastery-verification system), its related websites, and content therein (collectively: "Website") as well as the services available through this Website ("Services"), and governs collection of personally identifiable information through the website.

PLEASE READ THIS PRIVACY POLICY CAREFULLY. By using the website, you give your consent to Newlane University's data practices and understand that all personally identifiable information that you submit may be processed by Newlane University in the manner and for the purposes described herein.

If you do not agree to the terms and conditions set forth herein, do not use the website.

Collection of Personal Information
To apply for admission to Newlane University ("Newlane", or the "University"), you must submit personally identifiable information to the Newlane website ("Website"). "Personally identifiable information" ("PII") refers to data that allows Newlane University to identify you, such as your name, mailing address, telephone number, date and country of birth, your image from government-issued identification, government-issued identification number, e-mail address, and other personal information.

If you submit personally identifiable information through any of Newlane's Communications Services (as described in the University's Terms of Use), that information may be collected and used in accordance with this Privacy Policy.

Information and How We Use It
By submitting your PII to the Website, you understand and agree that Newlane may collect, use, transfer, and disclose your personally identifiable information as described in this Privacy Policy. The Website may collect, process and use the data which includes PII, the legal basis of which is your consent, which you give when you use the Services. Types of PII that may be used include the following, without limitation:

- We may process data about your use of our Website and Services ("User Data"). User Data may include your IP address, location, type of browser and version, operating system, referral source, visit length, page views and website navigation paths, as well as information about the frequency and timing of your use of the Service. The source of the User Data is an analytics tracking system. User Data may be processed for the purposes of analyzing the use of the Website and Services, operating our Website, improving and

customizing the Services, ensuring the security of our Services, maintaining back-ups of our databases and communicating with you.

- When registering or inquiring on our Website you may be asked to enter your name, email address, mailing address, telephone number, email address, date of birth, or other details ("Entered Data"). You are the source of such account data, and such data may be processed for the purposes of operating the Website, providing the Services, ensuring the security of the Website and Services, maintaining back-ups of our databases and communicating with you. Newlane will use your Entered Data for internal purposes including, but not limited to, academic and financial advising, record-keeping and tracking.
- We may process information contained in any enquiry you submit to us regarding Services ("Enquiry Data").
- We may process information that you provide to us for the purpose of subscribing to our email notifications, offering you services, or promotions which may interest you ("Notification Data"). The Notification Data may be processed for the purposes of sending you relevant Notification Data.
- We may process information contained in or relating to any communication that you send to us ("Correspondence Data"), for example, when you sign up for our newsletter or respond to a survey or marketing communication. The Correspondence Data may include communication content and/or metadata associated with such communication. The Correspondence Data may be processed for communicating with you and record keeping.
- We may process any of the types of data described in this Privacy Policy if we are required to do so by court-order, any legal obligation to which we are subject, or when necessary, for the establishment, exercise or defense of legal claims. The legal basis for this processing is our legitimate interests, namely of the Website's legal rights, your legal rights and the legal rights of others.
- Please do not supply any other person's PII to us without the specific and explicit consent of all parties, including the owner of such PII.

International transfers of your PII

In this Section, we provide information about the circumstances in which your PII may be transferred to countries inside and outside the European Economic Area ("EEA").

You acknowledge that PII submitted by you for publication through the Services may be available around the world via the internet. We cannot prevent the use or misuse of published PII by others once you submit it for publication, nor are we liable for such third-party use or misuse.

Such use may involve transfer of personally identifiable information to servers located outside the country from which you access the Website.

We have facilities in The United States. "Adequacy decisions" of the European Commission have been made with respect to the data protection laws of the United States.

Adherence to the General Data Protection Regulation (GDPR) of 2018
Transfers to countries inside and outside the EEA will be protected by appropriate safeguards, namely the provisions of applicable law which relate to the protection of individuals with regards to the processing of PII to which a party may be subject including, without limitation, the General Data Protection Regulation 2018 (GDPR).

The hosting facilities for our Website are situated in The United States and Europe. The European Commission has made an “adequacy decision” with respect to the data protection laws of each of these countries. If you have opted-in and knowingly subscribe to our newsletter or other forms of correspondence, we may also use your information to inform you of new services Newlane will be providing, inform you of scholarship applications and academic programs, and send you requested information and promotional materials for marketing purposes and research.

Collection and Use of Non-Personal Information
The University automatically collects non-personal information about your computer hardware and software for the purpose of improving the administration and content of the Website, facilitating use of the University’s Website by its users, and to properly diagnose server problems and other issues.

The University may contract with third party providers to assist in better understanding visitors to the Website. Third party providers are prohibited from using any information they collect on behalf of Newlane for any purpose other than helping the University conduct and improve its services to you.

Information Sharing
The University does not sell, rent or lease your personally identifiable information to third parties without your prior written consent. Personally identifiable information collected in connection with applications for admission may, however, be collected by a third-party service provider that hosts the Website, and that information is released to application reviewers who may include University employees, contractors, volunteers and other parties. These individuals are prohibited from using your personally identifiable information except in connection with Newlane services and any other products and/or services you have requested, and they are required to maintain the confidentiality of your information.

Newlane may disclose your personally identifiable information, without notice, (i) if required to do so by law, or (ii) in the good faith belief that disclosure is necessary to protect or defend the rights, system, network, property or personal safety of the University, its personnel or its students. Newlane may disclose your personally identifiable information, with prior notice, subject to your consent, to a potential or actual partner or buyer in connection with a merger, acquisition, or any form of sale of some or all of the University’s assets.

The University requires opt-in consent (meaning, your express permission) to share any sensitive personally identifiable information, such as medical information or information concerning race or ethnicity, political or religious beliefs, and sexuality.

Your Rights

In this Section, we have done our best to summarize the rights that you have under data protection law. These are complex, and not all of the details have been included herein. In light of this, you should read the relevant laws and guidance from the regulatory authorities for a full explanation of these rights.

Your principal rights under data protection law are:

- the right to access;
- the right to rectification;
- the right to erasure;
- the right to restrict processing;
- the right to object to processing;
- the right to data portability;
- the right to complain to a supervisory authority; and
- the right to withdraw consent.

You have the right to confirmation as to whether or not we process your personal data and, where we do, access to the personal data, together with certain additional information. That additional information includes details of the purposes of the processing, the categories of personal data concerned and the recipients of the personal data. Providing the rights and freedoms of others are not affected, we will supply to you a copy of your personal data.

You have the right to have any inaccurate personal data about you rectified and, taking into account the purposes of the processing, to have any incomplete personal data about you completed. Newlane will also correct, amend or delete any personal information that is inaccurate and notify any third-party recipients of the necessary changes. Newlane may decline to process requests that are unreasonably repetitive or systematic, require disproportionate technical effort, jeopardize the privacy of others, are extremely impractical, or for which access is not otherwise required by local law or GDPR.

In some circumstances you have the right to the erasure of your personal data [by providing adequate evidence attesting to your identity] without undue delay. Those circumstances include: the personal data is no longer necessary in relation to the purposes for which they were collected or otherwise processed; you withdraw consent to consent-based processing; the processing is for direct marketing purposes; and the personal data have been unlawfully processed. There are certain general exclusions of the right to erasure. Those general exclusions include where processing is necessary: [for exercising the right of freedom of expression and information; for compliance with a legal obligation; or for the establishment, exercise or defense of legal claims].

In some circumstances you have the right to restrict the processing of your personal data. Those circumstances are: you contest the accuracy of the personal data; processing is unlawful but you oppose erasure; we no longer need the personal data for the purposes of our processing, but you require personal data for the establishment, exercise or defense of legal claims; and you have objected to processing, pending the verification of that objection. Where processing has been restricted on this basis, we may continue to store your personal data. However, we will only otherwise process it: with your consent; for the establishment, exercise or defense of legal claims; for the protection of the rights of another natural or legal person; or for reasons of important public interest.

You have the right to object to our processing of your personal data on grounds relating to your particular situation, but only to the extent that the legal basis for the processing is that the processing is necessary for: the performance of a task carried out in the public interest or in the exercise of any official authority vested in us; or the purposes of the legitimate interests pursued by us or by a third party. If you make such an objection, we will cease to process the personal information unless we can demonstrate compelling legitimate grounds for the processing which override your interests, rights and freedoms, or the processing is for the establishment, exercise or defense of legal claims.

To the extent that the legal basis for our processing of your personal data is consent, and such processing is carried out by automated means, you have the right to receive your personal data from us in a structured, commonly used and machine-readable format. However, this right does not apply where it would adversely affect the rights and freedoms of others.

If you consider that our processing of your personal information infringes data protection laws, you have a legal right to file a complaint with a supervisory authority responsible for data protection. You may do so in the EU member state of your habitual residence, your place of work or the place of the alleged infringement.

To the extent that the legal basis for our processing of your personal information is consent, you have the right to withdraw that consent at any time. Withdrawal will not affect the lawfulness of processing before the withdrawal.

You may exercise any of your rights in relation to your personal data by written notice (including email) to us in addition to the other methods specified in this Section 5.

Opt-in

When you provide us with PII for a secondary reason, like marketing or other secondary reasons which we will convey to you from time to time if applicable, we will ask for your consent. After you opt-in, you may withdraw your consent anytime, by contacting us at contact@newlane.edu.

Security of your Personal Information

The University maintains reasonable measures to protect your personally identifiable information from unauthorized access, use or disclosure. The University stores the personally identifiable information you provide on computer servers in a controlled environment that has implemented protections against unauthorized access, use or disclosure. Newlane has implemented procedures to safeguard the integrity of its information technology assets, including, but not limited to, authentication, monitoring, auditing, and encryption. These security procedures have been integrated into the design, implementation, and day-to-day operations of the Website as part of University's continuing commitment to the security of electronic content as well as the electronic transmission of information.

For website security purposes and to maintain the availability of the Website for all users, the University employs software to monitor traffic and identify unauthorized attempts to upload or change information or otherwise damage the Website. When personally identifiable information (such as a credit card number) is transmitted to other websites, it is protected through the use of encryption, such as the Secure Socket Layer (SSL) protocol.

The University, however, cannot guarantee that unauthorized third parties will never be able to defeat the measures described in this section or use your personally identifiable information for improper purposes. Nothing in this Privacy Policy or in the University's Terms of Use shall be deemed a guarantee, contract, or warranty of any kind, whether express or implied, regarding the security of your personally identifiable information.

Adherence to The Family Educational Rights and Privacy Act (FERPA) of 1974

The Family Educational Rights and Privacy Act (FERPA) of 1974 was designed to protect the privacy of educational records, establish the rights of students to inspect and review their educational records, and provide guidelines for the correction of inaccurate or misleading information through informal and formal hearings. While FERPA does not apply to the University, since it is not a federally-funded institution, the University nonetheless strives to meet FERPA's provisions to the extent reasonably feasible.

The University will not disclose a student's educational record without obtaining the student's prior written consent, except that a student's educational record may be disclosed (i) to other school officials, including teachers with a legitimate educational interest and contractors, consultants, volunteers, or other parties to whom Newlane has outsourced educational or institutional services or functions; (ii) to parents of a dependent student, as defined in section 152 of the Internal Revenue Code of 1986; (iii) to accrediting organizations; (iv) in compliance with a judicial order or lawfully issued subpoena; or (v) for any other reason permitted under 34 CFR § 99.31.

The University depends on the accuracy of the records submitted by its students. False information on an application, or any other act to intentionally mislead or misinform instructional personnel or administrators, is grounds for disciplinary action, including dismissal from the University. Students seeking access or amendment of their educational records should contact the Office of Student Services at contact@newlaneuniversity.com

Children's Online Privacy Protection Act
Although neither this website nor any of the University's services are intended for children under 13 years of age, the University complies with the Children's Online Privacy Protection Act of 1998 ("COPPA") and does not knowingly collect any personal information online from children under the age of 13.

Use of Cookies
The Newlane Website may use "cookies", subject to your consent if you are a resident of the European Union or are subject to GDPR, to help you personalize your online experience. A cookie is a small data file that is placed on your hard disk by a web page server. The purpose of a cookie is to tell the web server that you have returned to a specific page. For example, if you personalize Website pages, or apply for admission to Newlane, a cookie helps the University recall your specific information on subsequent visits. This simplifies the process of recording your personal information, such as your name and mailing address. When you return to the Website, the information you previously provided can be retrieved, so you can more easily benefit from the Newlane features.

Cookies cannot be used to run programs or deliver viruses to your computer. Cookies are uniquely assigned to you, and can only be read by a web server in the domain that issued the cookie to you.

By using the Website, its related websites and other services, you hereby agree to the use of cookies as described herein. Note that most web browsers automatically accept cookies, but you can usually modify your browser settings to decline cookies if you prefer. If you choose to decline cookies, you may not be able to fully experience the interactive features of the Website.

Google Analytics
The University uses Google Analytics to collect information about use of the Website. The University uses the data it receives from Google Analytics to improve the Website, and does not combine the IP address collected by Google Analytics with your name or other identifying information that you may enter on the Website. Newlane cannot control Google's use of the information it gathers; however, Google's right to use and share information collected by Google Analytics about your visits to the Newlane Website is restricted by the Google Analytics Terms of Use and the Google Privacy Policy. You can prevent Google Analytics from recognizing you on return visits to this site by deleting its cookie or disabling cookies on your browser.

Your California Privacy Rights and Do Not Track Notices
California Civil Code Section 1798.83 permits customers of a company who are California residents to request certain information regarding its disclosure of personally identifiable information to third parties for their direct marketing purposes. To make such a request, please send an email to contact@newlane.edu. Please note that the University is only required to respond to one request per customer each year.

Note that the University does not respond to “Do Not Track” signals.

The Newlane Learning Platform

All of the University’s courses, course hearings, assignments, course exams, the counseling services, and student and faculty forums are conducted through the Newlane learning and mastery-verification platform, an open source learning platform.

No one outside the Newlane community is permitted to access the Newlane learning and mastery-verification platform. However, the Newlane site administrators have access to nearly everything in the system and certain private information is also accessible by other Newlane students, faculty and staff:

1. Newlane profile page. Every Newlane student has a profile page which contains their first and last name, Student ID number, email address (optional), profile picture (optional) and description (optional). Student first and last name is visible to all students, faculty and staff. Newlane profile pages are NOT available to the general public.
2. Newlane discussion forums. Anything posted in a discussion forum is visible to the instructor and to all students in that course. Your posts will include your full name and profile picture if you have chosen to upload it to the system.
3. Private messaging system. Only the sender and receiver can view the content of messages sent through the Newlane messaging system.

If you withdraw from the University, your account will be disabled and will no longer be visible to students and instructors. Old and inactive accounts are usually deleted after four years of nonuse.

Third Party Websites, Cookies and Privacy Policies

Certain pages of the Website may contain links to websites that are not controlled by the University. Third-party cookies may be set by websites such as YouTube, Google Plus and other social media outlets or websites for which Newlane may implement plugins. Newlane may permit other companies to place cookies and use cookies according to the university policies and in accordance with this Privacy Policy.

Third-party Providers

In general, the third-party providers used by Newlane will only collect, use and disclose your information to the extent necessary to allow them to perform the services they provide to Newlane. However, certain third-party service providers, such as payment gateways and other payment transaction processors, have their own privacy policies in respect to the information the University is required to provide to them for your purchase-related transactions.

For these providers, we recommend that you read their privacy policies so you can understand the manner in which your personal information will be handled by these providers. In particular, remember that certain providers may be located in or have facilities that are located in a different jurisdiction than either you or Newlane University. So, if you elect to proceed with a transaction that involves the services of a third-party service provider, then your information may become subject to the laws of the jurisdiction(s) in which that service provider or its facilities are located. For example, if you are located in Canada and your transaction is processed by a

payment gateway located in the United States, then your PII used in completing that transaction may be subject to disclosure under United States legislation, including the Patriot Act.

Once you leave Newlane University's Website or the Newlane app, or are redirected to a third-party website or application, you are no longer governed by this Privacy Policy or Newlane's Website's Terms of Service.

Third-party Links
Occasionally, at our discretion, we may include or offer third-party products or Services on our Website. These third-party sites have separate and independent privacy policies. We therefore have no responsibility or liability for the content and activities of these linked sites. Nonetheless, we seek to protect the integrity of our site and welcome any feedback about these sites.

Age of Consent
By using this site, you represent that you are at least the age of majority in your state, province or country of residence, or that you are the age of majority in your state, province or country of residence and you have given us your consent to allow any of your minor dependents to use this site.

Retaining and Deleting PII
This Section 4 sets out our data retention policies and procedures, which are designed to help ensure that we comply with our legal obligations in relation to the retention and deletion of personal data.

We will retain and delete your personal data as follows:
PII will be retained for 25 years following the point of first contact with the University at the end of which period it will be deleted from our systems.
Notwithstanding the other provisions of this Privacy Policy, we may retain your PII where such retention is necessary for compliance with a legal obligation to which we are subject, or in order to protect your vital interests or the vital interests of another natural person.
Third-party cookies are not governed by this Privacy Policy. The University does not control and is not responsible for the privacy policies or other content on websites other than the Website, including websites linked to from the Website, or for the use of personally identifiable information that you may submit to any of those websites. The University encourages you to review the privacy policies of those third-party websites directly so that you can understand how those websites collect, use and share your information.

Changes to this Policy
This Privacy Policy may be updated from time to time. Modifications will be denoted by the "updated" notice at the top of this page. Your submission of personally identifiable information to the Website following the posting of any changes to this Privacy Policy constitutes acceptance of those changes. The University encourages you to periodically review this Privacy Policy to be informed of its policies respecting your personally identifiable information. By continuing to

access the Website after notice of modifications have been published, you signify your agreement to be bound by the updated terms.

Compliance with this Policy

The University regularly reviews its compliance with this Privacy Policy. If you have any questions regarding this Privacy Policy, or believe that the University has not adhered to any of its terms, please contact the University at contact@newlane.edu.

Course/Program Listings with Program Outcomes

The Associate of Arts offers a sustained investigation into diverse fields of study including Humanities, Science, Social Science, Math, Business, and the Arts.

At a Glance	
*Total Credits	60
General Education Credits	39
Elective Credits	21
Average Completion time	2 years
Total cost	$1500

Program Outcomes:

- Express self clearly, accurately, and succinctly in written and spoken work.
- Be familiar with, and work effectively with different forms of inquiry and knowledge (e.g., scientific, mathematical, humanities, the arts, etc.)
- Effectively conduct and interpret findings from scientific experiments.
- Effectively conduct and interpret findings from social scientific studies.
- Effectively read and interpret involved texts from a range of disciplines.
- Demonstrate habits of successful college study.
- Describe and develop intellectual and practical skills including clear communication, quantitative reasoning, qualitative reasoning (critical, analytical, and creative thinking), and information literacy.
- Describe and develop habits of ethical reasoning and conduct, effective social responsibility, civic engagement, and global citizenship.

In order to enroll in the Associate of Arts in General Studies degree, prospective students must complete the **Newlane Basic Orientation and Jumpstart** course and a Newlane Introduction Sequence.

A Newlane Introduction Sequence is composed of any four courses from the following list:

GE101	KEYS OF COLLEGE SUCCESS
ENG102	ENGLISH COMPOSITION

MATH101	COLLEGE ALGEBRA
BIO102	INTRODUCTION TO BIOLOGY
HLTH101	INTRODUCTION TO HEALTH
PHIL101	INTRODUCTION TO PHILOSOPHY

Completing this sequence gives students an opportunity to experience online learning across a range of academic disciplines through the Newlane platform before committing to a degree program.

The Associate of Arts degree consists of 60 semester credit hours and by completing the Associate of Arts degree, students complete the general education requirement for our Bachelor's degree, plus at least 21 elective credits. The credit requirements for different, distinct types of education and training for degrees at Newlane ensures that students engage in multiple forms of inquiry, and learn about a range of disciplines and content matter. The Associate of Arts degree is composed of 39 general education credits (see below for credit requirements across different categories) and 21 elective credits, that can be made up from any other courses in the Associate of Arts degree or any course in the Philosophy degree for which the student has met all prerequisites.

Newlane requires 39 credits in General education, including coursework in the following categories: University experience; Communication and Information literacy; Quantitative literacy; Scientific reasoning; Social and Behavioral Sciences; and Arts and Humanities. Our introduction sequence provides a course from each of these categories. See the following table for details on the number of credits required for each category:

ASSOCIATE OF ARTS, GENERAL STUDIES, DEGREE CREDIT REQUIREMENTS	
CATEGORY	**REQUIRED CREDITS**
UNIVERSITY EXPERIENCE*	3
COMMUNICATION & INFORMATION LITERACY	6
QUANTITATIVE LITERACY	6
SCIENTIFIC REASONING	6
SOCIAL & BEHAVIORAL SCIENCES	12
ARTS & HUMANITIES	6
ELECTIVES	21

*The University Experience category can also be waived if a student has more than 12 transferable college credits.

See the following table for more details on the courses that pertain to these different General Education categories:

University Experience*			Communication & Information Literacy			Quantitative Literacy			Scientific Reasoning			Social & Behavioral Sciences			Arts & Humanities			Electives
ID		Credits	ID		Credits	ID		Credits	ID		Credits	ID		Credits	ID		Credits	
GE100	Keys to College Success (*Can be waived with 12 or more transfer credits)	3	ENG102	English Composition	3	MATH100	Practical Mathematics	3	BIO101	Introduction to Cellular and Molecular Biology	3	HLTH101	Health	3	PHIL101	Introduction to Philosophy	3	Electives can be any course in the Newlane library, provided you have not already taken the course, and you've met any prerequisites.
			COMM101	Introduction to Communication	3	MATH101	College Algebra	3	ASTR101	Introduction to Astronomy	3	ANTH101	Introduction to Anthropology	3	ART101	Art Appreciation	3	
			PHIL301	Critical Reading & Writing	3	MATH201	Introduction to Mathematical Reasoning	3	BIO102	Introduction to Biology	3	BUS101	Introduction to Business	3	PHIL102	Introduction to Ethics	3	
						PHIL103	Introduction to Logic	3	PHYS101	Introduction to Physics	3	HIST202	A History of the Modern World	3	PHIL302	Plato *Prerequisite: PHIL101	3	
						PHIL203	Symbolic Logic *Prerequisite: PHIL101	3	PHIL317	Philosophy of Science *Prerequisite: PHIL101	3	HIST203	European History	3	PHIL303	Aristotle *Prerequisite: PHIL101	3	
						BUS301	Principles of Accounting *Prerequisite: BUS101	3	LIBART201	Exploring the Liberal Arts	3	POLSCI101	Introduction to Political Science	3	PHIL304	Advanced Topics: Ethics *Prerequisite: PHIL101	3	
						BUS304	Principles of Finance *Prerequisite: BUS101	3	NATSCI201	Foundations of Natural Science *Prerequisite: LIBART201	3	PSYCH101	Introduction to Psychology	3	PHIL305	Advanced Topics: Metaphysics *Prerequisite: PHIL101	3	
						PSYCH304	Research Methods in Psychology *Prerequisite: PSYCH101	3	BIO301	Molecular Biology *Prerequisite: BIO101 or BIO102	3	SOC101	Introduction to Sociology	3	PHIL306	Advanced Topics: Epistemology *Prerequisite: PHIL101	3	
						EDU302	Assessment & Evaluation *Prerequisite: EDU201	3	BIO311	Anatomy & Physiology I *Prerequisite: BIO101 or BIO102	3	PHIL201	History of Ancient Western Philosophy *Prerequisite: PHIL101	3	PHIL307	Kant *Prerequisite: PHIL101	3	
						CHEM301	General Chemistry *Prerequisite: BIO101 or BIO102	3	BIO312	Anatomy & Physiology II *Prerequisite: BIO101 or BIO102	3	PHIL202	History of Modern Western Philosophy *Prerequisite: PHIL101	3	PHIL308	Nietzsche *Prerequisite: PHIL101	3	
									BIO302	Microbiology *Prerequisite: BIO101 or BIO102	3	PHIL315	Philosophy of Education *Prerequisite: PHIL101	3	PHIL309	Descartes *Prerequisite: PHIL101	3	
									CHEM301	General Chemistry *Prerequisite: BIO101 or BIO102	3	LIBART201	Exploring the Liberal Arts	3	PHIL310	Aquinas *Prerequisite: PHIL101	3	
												SOCSCI201	Foundations of Social Science *Prerequisite: LIBART201	3	PHIL311	Wittgenstein *Prerequisite: PHIL101	3	
												BUS302	Principles of Marketing *Prerequisite: BUS101	3	PHIL313	John Dewey *Prerequisite: PHIL101	3	
												BUS303	Principles of Management *Prerequisite: BUS101	3	PHIL314	Hannah Arendt *Prerequisite: PHIL101	3	
												PSYCH301	Developmental Psychology *Prerequisite: PSYCH101	3	PHIL315	Philosophy of Education *Prerequisite: PHIL101	3	
												PSYCH302	Social Psychology *Prerequisite: PSYCH101	3	PHIL316	Philosophy of Transhumanism *Prerequisite: PHIL101	3	
												PSYCH303	Cognitive Psychology *Prerequisite: PSYCH101	3	PHIL317	Philosophy of Science *Prerequisite: PHIL101	3	
												PSYCH304	Research Methods in Psychology *Prerequisite: PSYCH101	3	PHIL319	Feminist Philosophy *Prerequisite: PHIL101	3	
												CJ101	Foundations of the American Criminal Justice System		LIBART201	Exploring the Liberal Arts	3	
												CJ302	Ethics in Law Enforcement *Prerequisite: CJ101	3	ARTHUM201	Foundations of Arts & Humanities *Prerequisite: LIBART201	3	
												CJ301	Criminology *Prerequisite: CJ101	3	ART301	Art History: Pre History to 1300 *Prerequisite: ART101	3	
												CJ303	Criminal Law *Prerequisite: CJ101	3	ART302	Art History: 1300 - 1800 Renaissance to Revolution *Prerequisite: ART101	3	
												CJ304	Criminal Procedure *Prerequisite: CJ101	3	ART303	Art History: Asian Art *Prerequisite: ART101	3	
												EDU201	Foundations of Education	3	ART 304	Art History: 1800 - Present *Prerequisite: ART101	3	
												EDU301	Curriculum & Instruction *Prerequisite: EDU201	3				
												EDU302	Assessment & Evaluation *Prerequisite: EDU201	3				
												EDU303	Educational Psychology *Prerequisite: EDU201	3				

The Bachelor of Arts in Philosophy offers a sustained investigation and careful inquiry, analysis, and interpretation of significant works in the history of philosophy, and a deep exploration of the hallmarks of philosophy, including the nature of reality and human knowledge, the meaning of life, evil, justice, beauty, and the good life.

Note: The Bachelor of Arts in Philosophy requires a minimum of 120 semester credits. This includes at least 60 credits earned through an Associate degree. Students must have earned an Associate degree or higher before enrolling in the bachelor's program. An earned Associate degree—whether transferred to Newlane from another institution or completed through Newlane University—satisfies the general education requirements and provides at least 60 credits toward the bachelor's degree. The remaining credits are completed through required Philosophy coursework, and electives.

At a Glance	
*Total Credits	120 (or 60 credits as a Bachelor completion program after earning Associate degree)
**General Education Credits	39
***Major Credits	30 (at least 15 credits at the 300+ level)
****Elective Credits	51
Average Completion time	4 years (or 2 years in addition to the Associate degree)
Total cost	$3000 (or $1500 if student has already earned an Associate degree)

Program Outcomes:

- Rigorously evaluate ideas and arguments.
- Explain important ideas and works of prominent philosophers.
- Explain important critiques of works of prominent philosophers.
- Recount and analyze fundamental questions and propositions concerning reality, knowledge, and value.
- Competently incorporate formal reasoning techniques to articulate and evaluate arguments.
- Compare basic philosophical trends and key ideas across history.
- Outline philosophical issues in a range of intellectual domains.
- Construct coherent arguments in support of one's views.
- Present accurately and fairly views that differ from one's own.
- Write philosophical arguments, exegeses, and interpretations clearly and in an organized manner.

Newlane's Bachelor of Arts in Philosophy is a Bachelor completion program. In order to enroll in the Bachelor of Arts in Philosophy degree, prospective students must first complete or transfer an Associate

degree. Students must also complete the Philosophy Introduction Sequence. Completing this sequence gives students an opportunity to experience online learning across a range of philosophy courses through the Newlane platform before committing to the degree program.

To complete Newlane's Bachelor of Arts in Philosophy degree, students must complete at least 30 semester credit hours including required categories and courses from the Philosophy major. The remainder of the semester credit hours can be made up from available electives. Students also have the option of completing a capstone project, which counts as 6 advanced-level credits.

The credit requirements for different, distinct types of education and training for the Bachelor of Arts in Philosophy degree at Newlane ensures that students engage in multiple forms of inquiry, and learn about a range of disciplines and content matter. Within the Philosophy major, students are required to take courses from the following categories: Logic; Philosophical Writing; History of Philosophy; Ethics; Metaphysics; and Epistemology. Of the 30 required credits, Philosophy majors must complete at least 15 credit hours from 300-level courses.

Bachelor of Arts in Philosophy

PHILOSOPHY MAJOR CREDIT REQUIREMENTS BY CATEGORY

INTRODUCTION	3
LOGIC	3
PHILOSOPHICAL WRITING	3
HISTORY OF PHILOSOPHY	6
ETHICS	3
METAPHYSICS	3
EPISTEMOLOGY	3
TOTAL	24

In addition to the required 24 major credits satisfying all categories listed above, students must complete 6 credits of advanced studies courses (i.e., 300+ level courses), for a total of at least 15 advanced level philosophy credits. Students are free to select any 300+ level course in the philosophy major to satisfy these credits. This brings the total major credits to 30.

The philosophy major introduction sequence includes the following courses:

PHIL101 INTRODUCTION TO PHILOSOPHY	3

PHIL102 INTRODUCTION TO ETHICS	3
PHIL201 HISTORY OF ANCIENT WESTERN PHILOSOPHY	3
PHIL202 HISTORY OF MODERN WESTERN PHILOSOPHY	3

PHILOSOPHY MAJOR COURSES BY CATEGORY

NUMBER	TITLE	TYPE	CREDIT HOURS
NWLN100	Newlane Basic Orientation and Jumpstart	**Initiation**	0
PHIL101	Introduction to Philosophy	**Introduction**	3
PHIL102	Introduction to Ethics	**Introduction/Ethics**	3
PHIL201	History of Ancient Western Philosophy	**History of Philosophy**	3
PHIL202	History of Modern Western Philosophy	**History of Philosophy**	3
PHIL103	Introduction to Logic	**Logic**	3
PHIL203	Symbolic Logic	**Logic**	3
PHIL301	Philosophical Writing	**Philosophical Writing**	3
PHIL304	Advanced Topics: Ethics	**Ethics**	3
PHIL305	Advanced Topics: Metaphysics	**Metaphysics**	3
PHIL306	Advanced Topics: Epistemology	**Epistemology**	3

PHIL302	Plato	**Advanced Studies**	3
PHIL303	Aristotle	**Advanced Studies**	3
PHIL307	Kant	**Advanced Studies**	3
PHIL308	Nietzsche	**Advanced Studies**	3
PHIL309	Descartes	**Advanced Studies**	3
PHIL310	Aquinas	**Advanced Studies**	3
PHIL311	Wittgenstein	**Advanced Studies**	3
PHIL313	John Dewey	**Advanced Studies**	3
PHIL314	Hannah Arendt	**Advanced Studies**	3
PHIL315	Philosophy of Education	**Advanced Studies**	3
PHIL316	Philosophy of Transhumanism	**Advanced Studies**	3
PHIL317	Philosophy of Science	**Advanced Studies**	3
PHIL319	Feminist Philosophy	**Advanced Studies**	3
PHIL399	Philosophy Capstone Project	**Capstone Project**	6

The 300-level courses assume the content-knowledge and skills students gain in the 100- and 200-level courses. And the expectations for projects are higher for more advanced courses (both in quality and quantity). For example, students in advanced-level courses are expected to write longer papers, and the standards for written work are higher. Course professors reference a philosophy paper course project rubric that conveys the differentiated expectations across course-levels.

Bachelor of Arts, Liberal Arts

At a Glance	
*Total Credits	120 (or 60 credits as a Bachelor completion program after earning AA)
**General Education Credits	39
***Major Credits	27 (15 Core credits, and at least 12 credits at the 300+ level)
****Elective Credits	54
Average Completion time	4 years (or 2 years in addition to the Associate degree)
Total cost	$3000 (or $1500 if student has already earned an Associate degree)

Newlane University's Bachelor of Arts in Liberal Arts is an online degree program that offers a sustained investigation and careful inquiry, analysis, and interpretation of the liberal arts, including social science, natural science, arts and humanities, as well as interdisciplinary studies and critical reading and writing across liberal arts disciplines. Newlane's Bachelor of Arts in liberal arts degree program fosters critical thinking, creativity, and effective communication, providing students with a broad and adaptable skill set. It encourages a holistic understanding of complex issues, making graduates well-equipped to navigate and address the diverse challenges of today's world.

Note: The Bachelor of Arts in Liberal requires a minimum of 120 semester credits. This includes at least 60 credits earned through an Associate degree. Students must have earned an Associate degree or higher before enrolling in the bachelor's program. An earned Associate degree—whether transferred to Newlane from another institution or completed through Newlane University—satisfies the general education requirements and provides at least 60 credits toward the bachelor's degree. The remaining credits are completed through required Liberal Arts coursework, Advanced Studies credits, and electives.

Program Outcomes:

- Analyze complex global issues from multiple perspectives, demonstrating an understanding of how they are interconnected and shaped by political, economic, environmental, societal, and cultural factors.
- Adapt written and oral communication strategies across various disciplines and audiences.
- Construct and articulate persuasive arguments across disciplinary fields in oral and written formats.
- Apply interdisciplinary approaches to critically analyze problems, propose solutions, and engage in intellectual inquiry.

- Develop and apply practices of self-directed and self-regulated learning, creative problem-solving, and adaptation to new tools, resources, and challenges.
- Effectively conduct research by identifying appropriate sources, evaluating information credibility, and synthesizing findings to form evidence-based conclusions.
- Communicate proficiently across diverse knowledge realms, including natural sciences, social sciences, and arts and humanities.
- Analyze and apply principles of ethical reasoning and social responsibility through written and oral presentations, and civic participation.

Bachelor of Arts, Liberal Arts		
Major Credit Requirements:		30
MAJOR CREDIT REQUIREMENTS BY CATEGORIES:		
FOUNDATIONS IN LIBERAL ARTS		**3**
FOUNDATIONS OF SOCIAL SCIENCE		**3**
FOUNDATIONS OF NATURAL SCIENCE		**3**
FOUNDATIONS OF ARTS & HUMANITIES		**3**
CRITICAL READING AND WRITING		**3**
ADVANCED STUDIES IN LIBERAL ARTS		**12**
ELECTIVES		**33**
Major Categories:		
Foundations in Liberal Arts		3
LIBART201	Exploring the Liberal Arts (Core)	3
Foundations of Social Science		3
SOCSCI201	Foundations of Social Science (Core)	3
Foundations of Natural Science		3
NATSCI201	Foundations of Natural Science (Core)	3
Foundations of Arts & Humanities		3
ARTHUM201	Foundations of Arts & Humanities (Core)	3
Critical Reading and Writing		3
PHIL 301	Critical Reading and Writing (Core)	3
Advanced Studies		12
ART 301	Art History: Pre-History to 1300	3
ART 302	Art History: 1300 to 1800 Renaissance to	3

	Revolution	
ART 303	Art History: Asian Art	3
ART 304	Art History: 1800 - Present	3
BIO 301	Molecular Biology	3
BIO 302	Microbiology	3
BIO 311	Anatomy and Physiology 1	3
BIO 312	Anatomy and Physiology 2	3
BUS 301	Principles of Accounting	3
BUS 302	Principles of Marketing	3
BUS 303	Principles of Management	3
BUS 304	Principles of Finance	3
CHEM 301	General Chemistry I	3
CJ 301	Criminology	3
CJ 302	Ethics in Law Enforcement	3
CJ 303	Criminal Law	3
CJ 304	Criminal Procedure	3
EDU 301	Curriculum and Instruction	3
EDU 302	Assessment and Evaluation	3
EDU 303	Educational Psychology	3
LIBART 399	Liberal Arts Capstone Project	6
PHIL 302	Plato	3
PHIL 303	Aristotle	3
PHIL 304	Advanced Topics: Ethics	3
PHIL 305	Advanced Topics: Metaphysics	3
PHIL 306	Advanced Topics: Epistemology	3
PHIL 307	Kant	3
PHIL 308	Nietzsche	3
PHIL 309	Descartes	3
PHIL 310	Aquinas	3
PHIL 311	Wittgenstein	3
PHIL 313	John Dewey	3
PHIL 314	Hannah Arendt	3
PHIL 315	Philosophy of Education	3
PHIL 316	Philosophy of Transhumanism	3
PHIL 317	Philosophy of Science	3
PHIL 319	Feminist Philosophy	3
PHIL 399	Philosophy Capstone Project	6
PSYCH 301	Developmental Psychology	3
PSYCH 302	Social Psychology	3
PSYCH 303	Cognitive Psychology	3
PSYCH 304	Research Methods in Psychology	3

Course Descriptions

Newlane course list, including the course ID, course name, credit hours, description, and relevant General Education (GE) category. In terms of degree requirements, the GE category is only relevant for students who have not yet either transferred in, or completed an Associate degree, because knowing which GE category a course applies to can help students select courses that will satisfy outstanding GE category requirements.

Course ID	Course Name	Credit Hours	Description	GE Category
ANTH101	Introduction to Anthropology	3	The course begins with a basis in evolutionary theory and human variation. With this foundation, we will explore primate behavior and the fossil record to develop a better understanding of human evolution. We will discuss the archaeological record of early civilizations, the origins and use of language, and the concept of culture in the development of human societies, both extinct and extant. This class will also highlight the epistemological development of the field of anthropology and how religion, culture, and the scientific process pertains to the discipline of anthropology.	Social & Behavioral Sciences
ART101	Art Appreciation	3	An introduction to the multiple aspects of the visual arts and how to study them. In addition to explaining the creative process, this course will provide the methodology involved in the discipline of Art History. This course will cover multiple art forms, methods, media, visual elements, and principles of design. Finally, students will develop an art historical vocabulary and be able to describe, classify, and compare/contrast works of art.	Arts & Humanities
ART301	Art History: Pre History to 1300 *Prerequisite: ART101	3	This course takes students on a journey through the earliest artistic expressions, architectural achievements, and stylistic periods in the dominant cultures active around the Mediterranean from prehistoric times through the Middle Ages. Beginning with cave paintings and Neolithic structures, the course explores the art and architecture of ancient civilizations, emphasizing the religious, political, and social contexts of works. Students will examine religious and cultural shifts of artistic expression leading up to the 1300s.	Arts & Humanities

ART302	Art History: 1300 - 1800 Renaissance to Revolution *Prerequisite: ART101	3	Art History from 1300–1800: Renaissance to Revolution surveys major movements in European art from the early Renaissance to the late 18th century, in a variety of media, but especially painting, print, sculpture, and architecture. Students explore the nature of the Renaissance with its innovations in naturalism, perspective, and humanism in Italy and Northern Europe. The course examines movements such as Mannerism, Baroque, the Dutch Golden Age, Rococo, and Neoclassicism, emphasizing cultural, political, and social influences. It concludes with art in the colonial Americas, highlighting cross-cultural exchange and the impact of revolutionary ideals.	Arts & Humanities
ART303	Art History: Asian Art *Prerequisite: ART101	3	This course offers a survey of Asian art from prehistory to the present, using as an entry point religious and cultural influences such as Buddhism, Hinduism, Confucianism, and Daoism. Students explore key artistic traditions across the wide continent and islands of Asia, including Indian temples, Chinese calligraphy, Japanese prints, Korean ceramics, and Islamic art in the Mughal Empire. The course concludes with modern and contemporary Asian artists, examining how global exchange, politics, and tradition shape their work.	Arts & Humanities
ART304	Art History: 1800 - Present *Prerequisite: ART101	3	Art History: Modern Art: 1800 to the Present explores major art movements from the early 19th century through the 20th century, highlighting how artists repeatedly broke from tradition to redefine art and art practice. Beginning with Neoclassicism and Romanticism, the course covers Realism, Impressionism, Post-Impressionism, and early 20th-century movements like Cubism and Surrealism. It examines post-WWII American art, including Abstract Expressionism and Pop Art, and continues through Conceptual Art, New Media, and global perspectives. Students will learn about Modernism through the work of many well-known artists and styles, and how artists reflected and engaged with the major societal and cultural shifts of the last two centuries.	Arts & Humanities

ARTHUM201	Foundations of Arts & Humanities *Prerequisite: LIBART201	3	The Foundations of Arts & Humanities course offers an interdisciplinary exploration of the arts and humanities, examining their historical, cultural, and philosophical significance. Students will engage with key fields, including art history, literature, philosophy, performing arts, and cultural studies, while analyzing major artistic movements, literary traditions, and philosophical frameworks from antiquity to the present. The course highlights the profound ways in which the arts and humanities shape societies by reflecting values, challenging norms, and preserving cultural heritage. With an emphasis on critical thinking and cultural analysis, students will gain the skills needed to interpret diverse cultural artifacts and practices while exploring contemporary issues like globalization and digitalization.	Arts & Humanities
ASTR101	Introduction to Astronomy	3	We invite you to come along on a series of voyages to explore the universe as astronomers understand it today. Beyond Earth are vast and magnificent realms full of objects that have no counterpart on our home planet. Nevertheless, we hope to show you that the evolution of the universe has been directly responsible for your presence on Earth today.	Scientific Reasoning
BIO101	Introduction to Cellular and Molecular Biology	3	This course is detailed introduction to molecular biology, including proteins, carbohydrates, lipids, and nucleic acids; water; and other compounds that make up the cell. There is a particular emphasis on the cell membrane, cellular metabolism, mitosis and meiosis, transcription and translation, and genetics and gene expression.	Scientific Reasoning
BIO102	Introduction to Biology	3	Welcome to the Introduction to Biology course at Newlane! This course will give you an introduction to major biological principles, including the scientific method, the biochemistry of living things, the molecular structure and function of living things, genetics, evolution, and population and community ecology.	Scientific Reasoning

BIO301	Molecular Biology *Prerequisite: BIO101 or BIO102	3	This intermediate course in molecular biology will provide an in-depth look at the fundamentals of molecular biology. We will discuss the structure and function of proteins, the genetic code, DNA replication, transcription, gene regulation, epigenetics, genomics, genetic engineering, mutations, phylogenetics, and molecular evolution.	Scientific Reasoning
BIO302	Microbiology *Prerequisite: BIO101 or BIO102	3	Microbiology is the study of microorganisms and their roles in the environment, human health, industry, and disease. In this course, students will explore microbial structure, growth, genetics, metabolism, and diversity while examining how microorganisms interact with hosts and their surroundings. The course will also investigate immunity, infectious diseases, biotechnology, and methods used to control microbial growth and prevent disease transmission.	Scientific Reasoning
BIO311	Anatomy & Physiology I *Prerequisite: BIO101 or BIO102	3	This course introduces major body systems and the principles that support regulation, movement, communication, and support. Students apply anatomical terminology and physiological concepts to describe normal body function.	Scientific Reasoning
BIO312	Anatomy & Physiology II *Prerequisite: BIO101 or BIO102	3	This course examines the structure and function of major body systems that support regulation, transport, defense, and reproduction. Students analyze how organs and tissues interact to maintain internal balance and sustain life processes. This course also connects system function to health, development, and physiological stability.	Scientific Reasoning

BUS101	Introduction to Business	3	Have you ever wondered what the billionaire Warren Buffett, visionary Steve Jobs, and entrepreneur Jeff Bezos have in common? After you finish studying business practices in this course, you may discover you have many of these same qualities. This course will expose you to business terminology, concepts, and current business practices. We will help you establish a viable business vocabulary, foster critical and analytical thinking, and refine your business decision-making skills. You will acquire these skills throughout this course by simulating today's workplace. By the end of the course, you will discover how to chart your choice of career in business. Since your education should help you contribute and compete in the global business environment, we will also focus on multicultural aspects of markets and business. We will examine how the business models other countries adopt often reflect their most salient characteristics.	Social & Behavioral Sciences
BUS301	Principles of Accounting *Prerequisite: BUS101	3	Accounting serves as the language of business, essential for recording, summarizing, and communicating financial information. Through this comprehensive accounting course, students will delve into the fundamental principles and practices of accounting, ranging from transaction analysis to financial statement preparation. By mastering these core concepts and techniques, students will develop the skills necessary to analyze business transactions, prepare accurate financial reports, and make informed decisions to support organizational success.	Quantitative Literacy
BUS302	Principles of Marketing *Prerequisite: BUS101	3	Welcome to the Newlane course on Marketing. This course is designed to immerse you in the exciting realm of marketing strategies and practices. In this course, you'll delve deep into the foundational principles of marketing, exploring the core elements of the 4 Ps (Product, Price, Place, Promotion) and their role in shaping successful marketing campaigns. With a focus on real-world applications, you'll gain the expertise needed to create effective	Social & Behavioral Sciences

			marketing plans that align with organizational goals.	
BUS303	Principles of Management *Prerequisite: BUS101	3	Welcome to Newlane's course on the Principles of Management, where we delve into the foundational concepts for effective organizational leadership. Throughout this course, you'll explore key principles such as planning, organizing, leading, and controlling, equipping you with the knowledge and skills needed to navigate the complexities of modern business management. Join us on this journey as we analyze the roles that managers take, explore factors affecting organizational decision-making, assess the importance of ethical leadership, and develop strategies to tackle managerial challenges.	Social & Behavioral Sciences
BUS304	Principles of Finance *Prerequisite: BUS101	3	Welcome to Principles of Finance, where we delve into the fundamental concepts governing the world of money. Throughout this course, we will explore key principles such as risk management, investment analysis, and financial decision-making, providing a solid foundation for understanding the dynamics of both personal and corporate finance. Get ready to navigate the intricate landscape of financial markets and develop the skills essential for informed financial planning and decision-making.	Quantitative Literacy
CHEM301	General Chemistry *Prerequisite: BIO101 or BIO102	3	General Chemistry I introduces the fundamental principles that govern the behavior of matter and energy. Students explore atomic structure, chemical reactions, bonding, molecular geometry, and the properties of gases, liquids, and solids while developing the quantitative reasoning skills used throughout chemistry. By connecting observations of the physical world to processes occurring at the atomic and molecular levels, students build a foundation for further study in the chemical sciences.	Scientific Reasoning

CJ101	Foundations of the American Criminal Justice System	3	This course provides a comprehensive overview of the American criminal justice system, from its legal foundations to its daily operations. Students will explore key components including policing, courts, and corrections, while examining crime measurement, theories of offending, and the development of justice policy. The course also addresses ethical challenges, juvenile justice, and ongoing debates about reform and the future of the system.	Social & Behavioral Sciences
CJ301	Criminology *Prerequisite: CJ101	3	Crime and justice are shaped by a wide range of social, legal, and institutional factors. In this course, students will examine how crime is defined, measured, and addressed through various theoretical and practical lenses. The course will also explore how power, inequality, and social change influence the criminal justice system in the United States.	Social & Behavioral Sciences
CJ302	Ethics in Law Enforcement *Prerequisite: CJ101	3	Ethics in law enforcement is central to building public trust, guiding officer behavior, and ensuring justice. This course explores how ethical theories, decision-making models, and professional standards apply to real-world policing. Students will examine key challenges such as use of force, misconduct, and accountability while developing tools to navigate complex ethical dilemmas.	Social & Behavioral Sciences Arts & Humanities
CJ303	Criminal Law *Prerequisite: CJ101	3	Criminal Law introduces students to the core principles, structures, and doctrines that shape criminal responsibility in the United States. The course covers the elements of crimes, types of offenses, legal defenses, and the constitutional limits on criminal law. It also explores how the legal system addresses sentencing, punishment, and broader issues of justice and public order.	Social & Behavioral Sciences
CJ304	Criminal Procedure *Prerequisite: CJ101	3	Criminal procedure is the framework that governs how the government investigates, prosecutes, and adjudicates crime while balancing state power and individual rights. This course explores how constitutional principles—especially those found in key amendments—shape the actions of law enforcement and the protections afforded to defendants. Students will learn how	Social & Behavioral Sciences

			procedural rules influence every stage of the criminal process, from arrest through appeal.	
COMM101	Introduction to Communications	3	Communication has been called the most practical of the academic disciplines. Even the most theoretical and philosophical communication scholars are also practitioners of communication, and even though you have likely never taken another communication studies class, you have a lifetime of experience communicating. This experiential knowledge provides a useful foundation and a starting point from which you can build the knowledge and practice the skills necessary to become a more competent and ethical communicator.	Communication & Information Literacy
EDU201	Foundations of Education	3	Education functions as both a personal journey and a public institution, shaped by historical, social, and philosophical forces. This course introduces students to the foundational principles, structures, and practices of the U.S. education system. Topics include the history of education, learning theories, curriculum, assessment, governance, and the evolving role of the teacher.	Social & Behavioral Sciences

EDU301	Curriculum & Instruction *Prerequisite: EDU201	3	This course examines the foundations of curriculum theory and design across historical, philosophical, and practical dimensions. It identifies major learning theories, curriculum models, standards systems, and instructional approaches. It analyzes how educators design, align, and evaluate curriculum in varied contexts. It prepares learners to interpret curriculum as a structured, intentional system shaped by theory, evidence, and educational priorities.	Social & Behavioral Sciences
EDU302	Assessment & Evaluation *Prerequisite: EDU201	3	Assessment and evaluation shape how learning is measured, interpreted, and improved in higher education. This course examines the principles, practices, and tools that support effective and aligned assessment design. You will explore how thoughtful evaluation strategies enhance student learning and strengthen academic programs.	Social & Behavioral Sciences Quantitative Literacy
EDU303	Educational Psychology *Prerequisite: EDU201	3	Educational psychology explores how people grow, learn, and interact within educational environments. This course examines theories of development, motivation, and learning while considering how classroom practices, assessment, and communication influence student outcomes. Through these perspectives, learners will examine how teachers design inclusive, responsive, and effective learning experiences.	Social & Behavioral Sciences
ENG102	English Composition	3	English Composition is a foundational course designed to develop skills in writing, critical thinking, and communication. Students will explore the relationship between writing and thinking while learning to craft essays for various audiences and purposes. Through engagement with the writing process—prewriting, drafting, revising, and proofreading—they will refine their ability to construct clear and persuasive arguments. Additionally, students will gain familiarity with academic writing genres and citation styles, such as APA, MLA, and Chicago.	Communication & Information Literacy

GE100	Keys to College Success	3	This course is designed to prepare college students for the expectations of academic life. It aims to equip students with the tools needed to make their college experience a successful one. The course will cover everything from test taking skills to creating a resume. Though the text is oriented to a student in a conventional university setting, the expectations are typically similar or the same for students on the Newlane platform. This course also highlights how to navigate and make the most of your studies at Newlane University.	University Experience
HIST202	A History of the Modern World	3	This course offers a survey of the major political, economic, social, and intellectual forces that have shaped the world over the course of the last two centuries. It explores the impact of pivotal events in world history, such as wars and revolutions, as well as the transformative influence of longer-term trends in technology, culture, and ideology on the development of the global human community.	Social & Behavioral Sciences
HIST203	European History	3	The term "Europe" is an ambiguous one - geographically, culturally, and politically. The geographic boundaries of Europe are hazy, its population is endlessly diverse, and its constituent states morphed over centuries of rivalry, internal conflict, and invasion before it became the Europe we know today. Today we see European unity in the form of the European Union, and while there were attempts to unify Europe by the Roman Empire, Napoleon Bonaparte, and Adolf Hitler, among others, ultimately, the unifying factor for Europe is its diversity.	Social & Behavioral Sciences
HLTH101	Introduction to Health	3	Exploration of the connection between personal choices and health across multiple dimensions of wellness. Personalized behavior change strategies to advance health will be developed. This course provides students the opportunity to explore careers in health care. Instruction includes history of health care, in-depth study and exposure to health careers, career planning, employability skills, terminology, ethics, wellness vs. illness, and safety.	Social & Behavioral Sciences

LIBART201	Exploring the Liberal Arts	3	This course undertakes an exploration of the history, development, and interdisciplinary approach of Liberal Arts. Through critical thinking, communication, and exploration of philosophy, culture, literature, art, music, social sciences, and natural sciences, students will gain an appreciation of the role of Liberal Arts in contemporary society. This course will examine and discuss the current issues in Liberal Arts and how to address them.	Arts & Humanities Social & Behavioral Sciences Scientific Reasoning
MATH100	Practical Mathematics	3	This course will provide a practical introduction to everyday math concepts and how they relate to data interpretation, statistics, voting theory, budgeting and financial planning.	Quantitative Literacy
MATH101	College Algebra	3	In this course, you will study basic algebraic operations and concepts, as well as the structure and use of algebra. This includes solving algebraic equations, factoring algebraic expressions, working with rational expressions, and graphing linear equations. You will apply these skills to solve real-world problems (word problems). Each unit will have its own application problems, depending on the concepts you have been exposed to. This course is also intended to provide you with a strong foundation for intermediate algebra and beyond. It will begin with a review of some math concepts formed in pre-algebra, such as ordering operations and simplifying simple algebraic expressions, to get your feet wet. You will then build on these concepts by learning more about functions, graphing of functions, evaluation of functions, and factorization. You will spend time on the rules of exponents and their applications in distribution of multiplication over addition/subtraction.	Quantitative Literacy

MATH201	Introduction to Mathematical Reasoning	3	The main purpose of this course is to bridge the gap between introductory mathematics courses in algebra, linear algebra, and calculus on one hand and advanced courses like mathematical analysis and abstract algebra, on the other hand, which typically require students to provide proofs of propositions and theorems. Another purpose is to pose interesting problems that require you to learn how to manipulate the fundamental objects of mathematics: sets, functions, sequences, and relations.	Quantitative Literacy
NATSCI201	Foundations of Natural Science *Prerequisite: LIBART201	3	In this course, we will explore the foundational principles and interdisciplinary connections within this broad field. You will gain a deep understanding of major scientific disciplines, the scientific method, and the development of key theories, as well as the importance of ethical practices and effective communication in science. By the end of this course, you will be equipped with the knowledge and skills to engage in and communicate about scientific research confidently.	Scientific Reasoning
NWLN100	Newlane Basic Orientation and Jumpstart	0	An orientation to the Newlane learning and mastery-verification platform.	N/A
PHIL101	Introduction to Philosophy	3	The Newlane Introduction to Philosophy is oriented around 5 key areas: The history of philosophy; Ethics; Epistemology; Metaphysics; and Logic. This course is an introduction and an overview of these different areas, but it presents enough in each field to equip you to engage philosophical texts and issues through some powerful frameworks.	Arts & Humanities

PHIL102	Introduction to Ethics	3	Ethics considers what constitutes moral or good behavior, and what constitutes a moral or good life. It also examines the grounds and justifications for ethical behavior, that is: why is one action moral, and another action not? What makes them moral or not? This course engages some of the most influential thinkers and texts in the field of ethics, including Plato, Aristotle, Kant, Mill, and Arendt. You'll learn to wrestle with the moral arguments these figures make, and compare them in light of lasting moral questions and debates. We'll also explore contemporary ethical issues in light of the frameworks articulated by these thinkers.	Arts & Humanities
PHIL103	Introduction to Logic	3	This course will introduce you to Aristotle's syllogisms, propositional logic, and logical paradoxes like the Liar Paradox and Russell's Paradox. You will develop skills to symbolize natural language sentences, construct truth tables, and apply natural deduction rules to evaluate argument validity. By identifying logical fallacies and exploring the foundations of reasoning, you will build tools to think more critically and clearly in any context.	Quantitative Literacy
PHIL201	History of Ancient Western Philosophy	3	This course surveys important figures in philosophy from the emergence of philosophy in Ancient Greece, through other Presocratic philosophers. The course explores in depth some of the key ideas, theories, and frameworks of Plato and Aristotle, perhaps the two most influential philosophers of all time. We'll then explore the Hellenistic period, which followed Plato and Aristotle, and brings us to the cusp of medieval times. The course covers primary sources in the history of philosophy from Ancient Greece to Medieval times.	Arts & Humanities Social & Behavioral Sciences
PHIL202	History of Modern Western Philosophy	3	This course surveys important figures in philosophy from the Enlightenment, beginning with Descartes, and culminating in Immanuel Kant. The course covers primary sources in the history of philosophy from the dawn of the Enlightenment, through the beginning of the 19th century	Arts & Humanities Social & Behavioral Sciences

PHIL203	Symbolic Logic	3	Symbolic Logic is a foundational course in formal reasoning, emphasizing the precision and structure of arguments through propositional and predicate logic. Students will learn key logical concepts such as validity, truth values, and equivalence, as well as develop skills in translating natural language into symbolic form and constructing truth tables. The course also explores logical fallacies, introduces inference rules for natural deduction, and applies these methods to both propositional and quantified logic. By the end, students will understand the soundness and completeness of logical systems and gain insight into advanced topics such as Gödel's Incompleteness Theorems and Cantor's Diagonal Proof.	Quantitative Literacy
PHIL301	Critical Reading & Writing	3	This course is an introduction to philosophical writing. The course involves close reading of philosophical texts, careful interpretation and explication, and the characteristics of making valid, sound, and compelling arguments.	Communication & Information Literacy
PHIL302	Plato *Prerequisite: PHIL101	3	Who was Plato? Who were his contemporaries? What questions did he pose and wrestle with? What are his important works and why have they been important before and why are they important today? Why is he a significant figure in the history of philosophy and Western culture? This course seeks to address these questions and more about one of the most important figures in the history of philosophy and Western culture. The course is structured to help students gain a firm grasp on the central ideas of Plato, and to have a familiarity with many of his works. An essential part of gaining such familiarity is to respond to Plato's ideas. Accordingly, the writing assignments challenge students to analyze an excerpt from a work of Plato, and to respond and carry on a conversation of sorts with Plato.	Arts & Humanities
PHIL303	Aristotle *Prerequisite: PHIL101	3	This course covers the life and works of Aristotle, one of the most important figures in the history of philosophy and Western culture.	Arts & Humanities

PHIL304	Advanced Topics: Ethics *Prerequisite: PHIL101	3	This course covers important figures and ideas in the philosophy of ethics or morality. The course engages some of the most influential thinkers and texts in this field, including Plato, Aristotle, Kant, Mill, Nietzsche, and Arendt. We'll also explore contemporary ethical issues in light of the frameworks articulated by these thinkers.	Arts & Humanities
PHIL305	Advanced Topics: Metaphysics *Prerequisite: PHIL101	3	This course covers important figures and ideas in the history of metaphysics, or the quest for discovering and identifying ultimate reality.	Arts & Humanities
PHIL306	Advanced Topics: Epistemology *Prerequisite: PHIL101	3	This course covers the history, and important figures and ideas of epistemology, or how we gain and justify "knowledge".	Arts & Humanities
PHIL307	Kant *Prerequisite: PHIL101	3	This course covers the life and works of Immanuel Kant, one of the most important figures in the history of philosophy.	Arts & Humanities
PHIL308	Nietzsche *Prerequisite: PHIL101	3	This course covers the life and works of Friedrich Nietzsche, one of the most influential philosophers in the Western postmodern era, and one of the most controversial, convention-defying philosophers ever. Nietzsche is not an easy read, and that is in large part due to his novel, counter-current approach to many long-standing issues. But when you engage his works, and try to appreciate his fresh perspectives, he is a very rewarding writer and thinker. He opens up large vistas in a wide range of topics. We'll explore Nietzsche's idiosyncratic approach to philosophy, his heavy criticisms of other philosophers, and his novel approach to morality, epistemology, metaphysics, and aesthetics.	Arts & Humanities
PHIL309	Descartes *Prerequisite: PHIL101	3	This course covers the life and works of René Descartes.	Arts & Humanities

PHIL310	Aquinas *Prerequisite: PHIL101	3	This course covers the life and works of St. Thomas Aquinas, including important sections from Summa Contra Gentiles and Summa Theologiae. You will learn that even though Aquinas was a Medieval Dominican friar, his philosophy extends beyond Roman Catholicism and has influenced the entire western world.	Arts & Humanities
PHIL311	Wittgenstein *Prerequisite: PHIL101	3	This course covers the life and works of Ludwig Wittgenstein.	Arts & Humanities
PHIL313	John Dewey *Prerequisite: PHIL101	3	This course covers the life and some of the works of John Dewey. Emphasis is given to his philosophy of education, though we also discuss some of his views on ethics, and psychology.	Arts & Humanities
PHIL314	Hannah Arendt *Prerequisite: PHIL101	3	This course covers the life and works of Hannah Arendt.	Arts & Humanities
PHIL315	Philosophy of Education *Prerequisite: PHIL101	3	In this course, we will read together and engage some of the most influential texts in educational philosophy and practice. Having a strong background in working through these texts and through the issues we discuss related to these texts will prepare you to clearly articulate the basics of, and your position on a wide range of educational issues, tensions, and everyday educational practices.	Arts & Humanities
PHIL316	Philosophy of Transhumanism *Prerequisite: PHIL101	3	An exploration of significant individuals and works in the intellectual movement of transhumanism.	Arts & Humanities
PHIL317	Philosophy of Science *Prerequisite: PHIL101	3	This course covers key concepts in the philosophy of science, including scientific epistemology, scientific paradigms, and how philosophy is applied to the fields of physics and biology. In this course, we will engage some of the most influential works on philosophy of science.	Arts & Humanities Scientific Reasoning

PHIL319	Feminist Philosophy *Prerequisite: PHIL101	3	Though philosophers have discussed the similarities and differences between men and women throughout Western philosophy, a distinctly feminist philosophical analysis has been employed over the last fifty years. Feminist philosophers have challenged how core notions in philosophy are construed (reason, objectivity, autonomy, and gender, for example) and they have interrogated bias and misogyny in many subfields in philosophy (the history of philosophy, epistemology, and ethics, for example). This course will introduce students to feminist philosophy by examining these feminist arguments and by considering feminist responses to some contemporary issues such as objectification, reproduction, family, prostitution, and pornography.	Arts & Humanities
PHIL399	Philosophy Capstone Project	6	The Capstone Project is an extended study available at the end of the Bachelor's degree program (it is not available for an Associate degree) in which students pursue independent research on a question or problem of their choice, engage with the scholarly debates in the relevant disciplines, and - with the guidance of an advisor - produce a substantial paper, or presentation in another media that reflects a deep understanding of the topic. The Newlane University degree Capstone Project challenges students to synthesize and venture out from what they have learned across their degree course work. This does not mean that the project must incorporate ideas from each course, but it should be a more developed work than a course project that represents that the student has “digested” from a wider range of courses. The Capstone Project should not be a summary of what students have learned from their course work, but rather a new selected line of inquiry, informed by their collective course work.	N/A

PHYS101	Introduction to Physics	3	This course is concerned with the description of nature – that is, the description and explanation of natural phenomena. These phenomena pertain to all classes of matter in motion or at rest. Its study also includes the different kinds of energy that interact with matter. Physics 1 also aims to explain the basic laws of nature and the most fundamental aspects of matter and energy. As an application of the various concepts learned and skills acquired, physics toys or gadgets are designed, tested and presented by the students.	Scientific Reasoning
POLSCI101	Introduction to Political Science	3	This is a survey introducing the main foundations and workings of government and political systems. This will include constitutions and branches of government, elections, public opinion and media, political parties and interest groups, political economy and how all of these bring about policy, both domestic and foreign. In other words, the course is about what government does about issues, how and why. We will also look at political theory, ideologies, types of regimes and what makes a successful or legitimate government or state.	Social & Behavioral Sciences
PSYCH101	Introduction to Psychology	3	This course will introduce you to the fundamental principles of psychology and to the major subjects of psychological inquiry. It has been designed to not only provide you with the tools necessary for the study of psychology but to present you with a sampling of the major areas of psychology research. The course begins with a short overview of how psychology developed as an academic discipline and an introduction to a number of the principle methodologies most commonly deployed in its study. The subsequent units are arranged around broad areas of research, including emotion, development, memory, and psychopathology. We will focus on well-substantiated research and current trends within each of these categories.	Social & Behavioral Sciences

PSYCH301	Developmental Psychology *Prerequisite: PSYCH101	3	This course examines the stages of human development from childhood to adulthood. The course will explore the biological and environmental factors that influence development, as well as the social and emotional processes, the cognitive processes, and the physical and psychological changes associated with adolescence.	Social & Behavioral Sciences
PSYCH302	Social Psychology *Prerequisite: PSYCH101	3	Welcome to the fascinating world of social psychology at Newlane University! In this course, we will explore a wide range of topics, from understanding the dynamics of human behavior and social influence to examining stereotypes, prejudice, and cooperation in our social worlds. Get ready to dive deep into the intricacies of human interaction and gain valuable insights into the forces that shape our social behavior.	Social & Behavioral Sciences
PSYCH303	Cognitive Psychology *Prerequisite: PSYCH101	3	This course covers the fundamentals of cognitive psychology and explores topics such as memory formation, encoding, storage and retrieval of memories, attention, selective processing, decision-making, problem solving, creativity, and different approaches to cognitive psychology. Students will be able to identify various strategies used to increase memory recall, compare different perspectives in cognitive psychology, and discuss the principles of problem solving.	Social & Behavioral Sciences
PSYCH304	Research Methods in Psychology *Prerequisite: PSYCH101	3	This course provides a comprehensive exploration of psychological research methods, delving into both theoretical and practical aspects. Students will gain insights into experimental and non-experimental research techniques, statistical analysis, and the ethical considerations essential in the field of psychology.	Social & Behavioral Sciences Quantitative Literacy

SOC101	Introduction to Sociology	3	The Introduction to Sociology course helps students understand the relationship between society and individuals. The idea that we are all profoundly affected by the society in which we live is the guiding light of sociology. In this course, students will study social theory and social research, learn to think beyond their personal lives and to connect the experiences of individuals with large social structures. Topics include sociological research, socialization, crime, media, global inequality, race and ethnicity, gender and sexuality, aging, marriage and family, religion, education, government and politics, the economy, health and medicine, urbanization and the environment, and social movements.	Social & Behavioral Sciences
SOCSCI201	Foundations of Social Science *Prerequisite: LIBART201	3	The Foundations of Social Science course provides a comprehensive introduction to the core disciplines, methods, and theories that define the social sciences, including sociology, psychology, anthropology, economics, and political science. Students will explore foundational concepts such as culture, power, rational choice, and social structures, while examining the work of influential thinkers like Emile Durkheim, Sigmund Freud, and Max Weber. Through case studies, interdisciplinary approaches, and discussions of contemporary social issues like globalization and climate change, the course highlights the practical and ethical implications of social science research. Emphasis is placed on developing key skills, including critical analysis, research methodologies, and the application of social science insights to address real-world challenges.	Social & Behavioral Sciences

Capstone Projects

LIBART399 (BA in Liberal Arts degree)
PHIL399 (BA in Philosophy)

While the Newlane Capstone Project is considered a course, and like other courses, it involves a hearing and carries credit hours, because the Capstone Project is specific to each student, and is organized around the project goals (and not lessons and learning objectives), the Capstone Project also resembles and is better understood as an extended course project.

Requirements to enroll in Capstone Project: Students must have completed all major requirements for their respective Bachelor degree prior to enrolling in the Capstone Project.

The Capstone Project is an extended study available at the end of the Bachelor's degree program (it is not available for an Associate degree) in which students pursue independent research on a question or problem of their choice, engage with the scholarly debates in the relevant disciplines, and - with the guidance of an advisor - produce a substantial paper, or presentation in another media that reflects a deep understanding of the topic.

The Newlane University degree Capstone Project challenges students to synthesize and extend what they have learned across their degree coursework. While the project does not need to incorporate material from every course, it should reflect a broader and more mature engagement with the field than a standard course project, demonstrating that the student has meaningfully integrated learning from across the program.

Accordingly, the Capstone Project must align with the specific aims of the student's degree program. A capstone for the BA in Philosophy (PHIL399) should clearly address and reflect the aims of the BA in Philosophy degree. Likewise, a capstone for the BA in Liberal Arts (LIBART399) should address and reflect the aims of the BA in Liberal Arts degree. The project should not be a summary of prior coursework, but rather a new line of inquiry informed and shaped by the student's cumulative studies within the degree.

Students are strongly encouraged to choose a topic in which they have some competence based on their academic work, professional experience, or exploration of future career options. The Capstone Project is both a valuable intellectual experience and also a vehicle through which students can demonstrate their research, analytical, and writing/presentation skills to either prospective employers or graduate and professional schools.

Note: *Completion of a Capstone Project is an option for the Bachelor's degree, but it is not required for the Bachelor's degree, and it is not available for the Associate degree.*

Capstone Framework & Guidelines

A Capstone Project must demonstrate the following characteristics. Each characteristic can be satisfied in different ways depending on the topic, discipline, and the approach taken. But, taken together, they represent the capstone framework.

Originality: You must reach your own deep understanding of a clearly defined and focused topic. You must formulate your own perspective on an issue and draw your own conclusions. The final project and form of presentation can also draw upon your originality and creativity.

Independence: Although you will have a capstone advisor as a guide and domain expert, you will work primarily on your own.

Appropriate Scope: The Capstone Project is equivalent to a six-credit course at the advanced level. Therefore, you should plan to spend at least as much time and energy on your Capstone Project as you have devoted to your most challenging courses. For reference, the word count expectations for an advanced level written course project is 2500 words. So a rough expectation for a written Capstone Project would be 5000 words. But word count may not apply, depending on your project, and even in a written project, word count is not the central criterion.

As a project equivalent to a six-credit course, the Capstone Project should be within a limited and realistic scope (for example, most courses at Newlane are 3 credits, you should expect to complete your Capstone Project within the same time frame that you would complete two courses--this is not a book-length project, neither is it a project like other course projects. During the outline phase of the Capstone Project, you'll work with your faculty advisor to determine an appropriate scope for the project.

Orderly & Objective Process of Inquiry: The Capstone Project demonstrates your facility with the methods of inquiry. These include the ability to ask the right questions, to synthesize ideas, to identify and use evidence, to draw and support conclusions, to recognize compelling research, to communicate your ideas, or to solve a problem using a specific set of tools.

Intellectual Stretch: The Capstone Project should take you to a place where you have not been before, and perhaps did not even think you could reach.

Capstone Project Learning Outcomes:

While Capstone Projects vary in terms of the content, media, framework, etc. All Capstone Projects must reflect the following learning outcomes:

- ❏ Integrate and apply degree coursework learning in a concrete way on a topic of personal, academic, or professional interest.
- ❏ Showcase mastery of degree aims relevant to the project.

- ❏ Conduct self-guided research, including sourcing, evaluating, and responding to resources appropriate to the topic and scope of the project.
- ❏ Appropriately draw and support conclusions.
- ❏ Connect degree studies (content, frameworks, competencies, etc.) to “next landing”, whether that is academic, professional, etc.
- ❏ Create and present a tangible product for a public audience.

Checkpoints for completion: The Capstone project includes the following checkpoints to ensure you get proper feedback from your Capstone advisor while the project is in progress, and so you don’t spend an inordinate amount of time on a project, only to find out that it was ill-conceived, or not appropriate for one reason or another. See the Newlane Capstone Project Checkpoints Form.

Proposal: The proposal is the first checkpoint. At this stage, you will meet with an advisor who will help you determine an appropriate topic (related to both your major and your interests for the project) and scope for your project (e.g., that it would be appropriate for six credit hours of advanced study, etc.).

Outline: The outline is the second checkpoint. While you don’t need to have your whole project figured out at this stage, you’ll check in with an advisor to verify that your proposed project is appropriate for a Capstone Project (in terms of the questions asked, the subject matter, scope, etc.), and how you anticipate conducting research and bringing your project to a conclusion.

Rough Draft: The Rough Draft is the third checkpoint. As a rough draft, it is entirely expected that some sections of your project will not be complete, and that you won’t have put final touches on the project, but the rough draft should include one or more section that is nearing completion so that your faculty advisor can gauge your ability to conduct appropriate research, pose and respond to appropriate questions, and work towards conclusions appropriate for a Capstone Project. The rough draft should be include considerably more content than the outline, and should give the faculty advisor a rough idea of the directions you’ll be taking toward your final project.

Draft for Final Feedback: The Draft for Final Feedback is the fourth checkpoint. At this point, the project should be nearing completion. The advisor feedback may include feedback on formatting (e.g., for a written project, this may be feedback on the works cited, bibliography, page numbering, etc.) or substantive critiques on sections of the project, etc.. This may mean that you’ll need to re-work sections of your project, or make formatting changes, etc. before submitting your final project.

Final Draft: The final draft is the final checkpoint, and brings in an additional Newlane faculty member to review the project. There will still be feedback, and possible critiques of the project, including the possibility that the project will not yet be accepted as fulfilling the criteria of a Capstone Project, depending on the shape

the project has taken from the previous draft, how you have responded to earlier feedback, and also fresh perspectives from the additional faculty member. The aim of the different checkpoints, including the final checkpoint, is to help the student better understand and engage the standards and conventions of academic work.

Capstone Hearing: The purpose of a Capstone Hearing at Newlane University is to review a Capstone Project. The Capstone Hearing is a meeting where the student author of the project meets with two or more referees to discuss the project. The capstone hearing follows the structure of the Capstone Hearing Form. At the end of the hearing, the referees make a judgment on the project, determining whether or not it is approved, and if any changes are required.

What Comes Next? A final approved Capstone Project will have been vetted by more than one faculty member, and demonstrates your expertise and ability to work independently on a project with appropriate scope. Students may consider using their Capstone Project as a launchpad, talking point, or writing (or creative) sample for graduate work, or may consider reaching out to appropriate forums (journals, exhibit spaces, etc.) for publication.

To get started on a Capstone Project, submit a contact form indicating you have completed or are nearing completion of all other coursework, and you are ready to get started on your capstone project, and we will connect you with an appropriate advisor and provide you with the right forms.

Master of Arts, Philosophy

At a Glance	
Total Credits	30
Core Credits	15
Elective Credits	15 (Must be at the Master's level)
Expected Completion time	2 years
Total cost	$3000

Newlane University's MA in Philosophy is designed to cultivate advanced understanding of philosophy's central questions, methods, and purposes. Students examine competing conceptions of what philosophy is, how it relates to other disciplines, and where its limits may lie. Through engagement with major traditions across historical periods and cultural contexts, they learn to compare and assess diverse philosophical movements, frameworks, and approaches.

The program's core courses—Foundations of Philosophy (MA), Graduate Critical Reading and Writing, Ethics (MA), Epistemology (MA), and Metaphysics (MA)—provide structured study of key domains and essential research skills. Students analyze and synthesize central arguments in these areas while developing the capacity to articulate and defend original positions in both written and oral forms. Beyond the core, additional master's-level coursework offers sustained exposure to further fields within philosophy, broadening intellectual perspective and encouraging interdisciplinary reflection. Throughout the degree, students conduct in-depth research grounded in primary texts and informed by relevant scholarly literature, preparing them for doctoral study, teaching, or other forms of advanced intellectual work.

30 Credit Hours

Program Outcomes:

- Articulate and critically assess competing conceptions of the nature, aims, methods, and limits of philosophy, including its relationship to other disciplines and forms of inquiry.
- Compare and contextualize significant philosophical methods, movements, and frameworks across history and cultures.
- Formulate, clearly articulate, and defend well-reasoned, original philosophical arguments in written and oral forms.
- Analyze, evaluate, and synthesize core questions, central arguments, and major positions in metaphysics, epistemology, ethics, and additional philosophical domains.
- Conduct sustained research that engages primary philosophical texts and demonstrates familiarity with relevant scholarly literature.

Master of Arts, Philosophy

Credit Requirements:	30
MAJOR CREDIT REQUIREMENTS BY CATEGORIES:	
CORE:	**15**
PHIL 501 FOUNDATIONS IN PHILOSOPHY (MA)	**3**
PHIL 502 GRADUATE CRITICAL READING AND WRITING	**3**
PHIL 503 ETHICS (MA)	**3**
PHIL 504 EPISTEMOLOGY (MA)	**3**
PHIL 505 METAPHYSICS (MA)	**3**
ELECTIVES	**15**

PHIL 506	Aesthetics (MA)	3
PHIL 507	Political Philosophy (MA)	3
PHIL 508	Eastern Philosophy (MA)	3
PHIL 509	Feminist Philosophy (MA)	3
PHIL 510	Philosophy of Science (MA)	3

Admission Criteria

Initial Admissions & Enrollment Criteria

In order to be considered for admission to Newlane University as a registered, provisionally-enrolled student, prospective students must meet the following criteria:

- Student must be at least 18 years of age. Students aged 16 or 17 may enroll with parent or guardian consent and confirmation that enrollment will not interfere with compulsory education.
- Student must verify that they have completed secondary school (high school) or equivalent.
- Student must be able to speak English at a secondary school level or higher.
- Students must have access to a computer with a camera and microphone, and internet fast enough to handle live video conferences (30+ minutes).
- Student must upload a government ID.
- Student must agree to the Newlane User Agreement.
- Student must pay a registration fee.

In order to be considered for enrollment at Newlane University for the Associate of Arts degree or the Bachelor of Arts degree, prospective enrolled students must meet the following additional, or enhanced criteria from the initial admissions criteria:

- Students for whom English is a second language must meet our English proficiency standards.
- Student must meet our residency requirements.
- Student must have completed the initiation and introduction sequences* for their selected degree.
- Student must apply to their selected degree program.

*Once a student is admitted to Newlane, in order to enroll in a degree program, they must complete the initiation sequence (an orientation course) and introduction sequence (four regular, credit-bearing courses) for their selected degree. Completing these sequences gives students an opportunity to experience the rigor of Newlane courses, and online learning through the Newlane platform before committing to a degree program. The courses in these sequences are different for the Associate and Bachelor's degrees. Moreover, students need not repeat a course for the Bachelor's degree if they have previously completed it during the Associate degree. To learn more about the Newlane degree programs, including the initiation and introduction sequences, please visit the degree programs page.

See our Admissions Process here.

Newlane offers rolling enrollment. Once a student satisfies all the admissions and enrollment criteria, they can enroll in a program at any time, and complete their coursework at their own pace and schedule, provided it meets the minimum satisfactory academic progress schedule.

Admissions Criteria for Master's Degree
In order to be considered for admission to Newlane University as a registered, provisionally-enrolled student for a Master's degree, prospective students must meet the following criteria:

- Student must be at least 18 years of age or older.
- Student must verify that they have been awarded a Bachelor's degree or higher from an institution that is accredited by an agency that is recognized by the US Department of Education, or from a comparably accredited institution outside of the United States. In order to verify, an official transcript from the awarding institution must be sent directly to Newlane.
- Student must have been awarded a Bachelor's degree (or higher) in a program delivered in English, or meet Newlane's English proficiency requirements.

- Student must have access to a computer with a camera and microphone, and internet fast enough to handle live video conferences (30+ minutes).
- Student must upload a government ID.
- Student must agree to the Newlane User Agreement.
- Student must pay a registration fee.

English Proficiency Standards

At Newlane University, we accept any of the following as evidence of a non-native-English speaker's English proficiency:

1. A minimum score of 500 on the paper-based Test of English as a Foreign Language (TOEFL PBT), or 61 on the Internet Based Test (iBT), a 6.0 on the International English Language Test (IELTS), or 44 on the Pearson Test of English Academic Score Report. Or A high school diploma and transcript completed at an accredited/recognized high school where the medium of instruction is English.
2. A minimum score on the College Board Accuplacer ESL Exam Series as follows:
    a. ESL Language Use: Score of 85
    b. ESL Listening: Score of 80
    c. ESL Reading: Score of 85
    d. ESL Sentence Meaning: Score of 90
    e. ESL Writeplacer: Score of 4
    f. Comprehensive Score for all exams of 350
3. A minimum grade of Pre-1 on the Eiken English Proficiency Exam;
4. A minimum B-2 English proficiency level identified within the Common European Framework of Reference (CEFR) standards and assessed through various ESOL examinations, including the University of Cambridge;
5. A transcript indicating completion of at least 30 semester credit hours with an average grade of "C" or higher at an institution accredited by an agency recognized by the United States Secretary of Education and/or the Council for Higher Education Accreditation (CHEA), or accepted foreign equivalent that is listed in the International Handbook of Universities where the language of instruction was English. A "B" or higher is required for master's degree, first professional degree, or professional doctoral degree.

Satisfactory Academic Progress Policy

Newlane Satisfactory Academic Progress Policy

Newlane University monitors students' progress through the associate and bachelor's degree program in accordance with its Satisfactory Academic Progress (SAP) policy. This policy applies to all students and is not affected or altered by accepted transfer credits. Courses taken as part of the introduction sequence are considered in SAP calculations.

To maintain Satisfactory Academic Progress (SAP), students must meet the following standards:

1. **Qualitative Standard: Mastering Course Goals and Objectives**
   Students must demonstrate mastery of course goals and objectives for each course attempted, in accordance with the University grading policy. Students must demonstrate clear, accurate, thorough, and detailed mastery of course goals and objectives by earning a Pass: Full Mastery.

2. **Quantitative Standard: Progress Pace**
   Students must complete at least 12 semester credit hours per year (minimum 3 semester credit hours per quarter) and must complete their degree program within a maximum of six years from their enrollment date.*

*****This maximum time frame is applicable to both the Associate of Arts in General Studies (60 semester credit hours) and Bachelor of Arts in Philosophy (60 semester credit hours, degree completion only). Students enrolling in the bachelor's degree program must have already earned an associate degree from an appropriately accredited institution or request transfer of 60 semester credit hours.

SAP Monitoring
The Student Support Director monitors satisfactory academic progress and informs students of their progress status monthly by email.

- Students who complete at least one 3 semester credit hour course per quarter and remain on pace to complete their program in a maximum of six years are in good standing.
- Students who do not complete at least one 3 semester credit hour course per quarter are subject to Academic Warning unless they request and receive approval for a Leave of Absence.
- Students who have not met annual completion pace requirements for any enrollment year (completion of less than 12 semester credit hours) are subject to the following:

Academic Warning
Students who do not complete 12 semester credit hours annually (a minimum of one 3-semester credit hour course per quarter) based on monthly monitoring or failed to complete 12 semester credit hours in the prior year but are still on pace to graduate within six years are subject to Academic Warning. Students receive an email notifying them that they are not on pace to meet annual completion pace requirements and receive recommended support options (see below). Monthly, students who are not making progress receive escalating warnings and support recommendations. Monthly Academic Warning notifications provide an early warning mechanism to inform students of their SAP and are not appealable. Students remain on Academic Warning status until they regain satisfactory progress. If students do not return to good standing after one year on Academic Warning, they are subject to Academic Probation.

Academic Probation
Students who do not meet satisfactory academic progress requirements at the conclusion of one year (as defined above) are subject to academic probation. Monthly, students receive an email notifying them that they are subject to Academic Probation and receive required support options based on students' needs (see below). Students have six months to return to satisfactory academic progress, or they may be subject to academic dismissal.

Students may appeal an Academic Probation decision when extenuating circumstances clearly interfered with their ability to meet SAP standards. Qualifying circumstances include personal or family critical illness [physical or mental], natural disasters affecting the student's or family's home, significant financial hardship that disrupts the student's ability to remain enrolled, being called up for active military duty, unexpected caregiving responsibilities resulting from a medical event, verified employment disruptions that directly affect course participation, or other emergency conditions that prevent normal academic progress. If an appeal is approved, students are placed on Academic Warning for six months.

To appeal, students must complete the SAP Appeal Form, which allows them to explain the extenuating circumstances and submit supporting documentation. The Educational Records and Student Experience Committee reviews all SAP Appeal Forms submitted. This committee considers whether further documentation is needed or whether the justification for the appeal is reasonable. SAP decisions by this committee are final.

Academic Dismissal
Students who do not complete at least one 3 semester credit hour course in a year, have not completed at least 30 semester credit hours in a three-year timeframe, failed to complete their program within six years, or failed to regain SAP during an academic probation period are subject to Academic Dismissal. Students have three months to appeal an Academic Dismissal decision by completing the SAP Appeal Form. If an appeal is approved, students are placed on Academic Probation for six months. Students who are dismissed for not meeting SAP standards, must re-apply and be admitted under the admission requirements and catalog in place at that time. Additionally, students applying for re-admission must also provide a narrative explanation regarding how their circumstances have changed to ensure success in program completion.

Academic Support
Students on Academic Warning are encouraged to take advantage of the following support measures. Students on Academic Probation must participate in the following support measures, as part of an Academic Recovery Plan developed in consultation with their advisor.

1. **Guided Courses**: Students meet with a professor and counselor once a week for 4-6 weeks to complete the course within one quarter.
2. **Accountability Check ins**: Students meet once a week for 4-6 or more weeks with a counselor, and during each meeting, report on their progress from the previous week, and commit to taking specific steps toward completing coursework by the following week.
3. **Quarterly Counselor Check ins**: Students meet with a counselor to discuss and plan to complete their course work in a timely manner. All students who have not participated in a Guided Course or Accountability Check-in during the past three months, or have not passed a course in the past three months, are strongly encouraged to participate in a Quarterly Counselor Check-in.

I understand and accept Newlane University's qualitative and quantitative standards of satisfactory academic progress, including the mastering course goals and objectives, and the pace and time to

graduate criteria. I understand that I must meet BOTH standards to meet satisfactory academic progress. I understand that I can appeal any negative satisfactory academic progress judgments (i.e., Academic Probation or Academic Dismissal), and my appeal will be reviewed by the Educational Records and Student Experience Committee, whose decision is final. **[Student initial]**

AGREE TO BE CONTACTED TO HELP MAKE SATISFACTORY ACADEMIC PROGRESS
I understand and agree that once I enroll in a Newlane University degree program, I may be contacted in multiple ways throughout my enrollment to help me make satisfactory academic progress toward completing my degree program. **[Student initial]**

Transfer Credits

Newlane University Transfer Credit Policy
Updated 15 August, 2025

This policy outlines Newlane University's guidelines and practices for evaluating transfer credit and credit for prior learning (CPL). Note: Newlane does not accept transfer credit at the Master's degree level.

Transfer Credit Overview

Newlane University accepts credits from accredited postsecondary institutions to be applied toward a degree program, with the following restrictions:

- **Enrollment**: Students must be enrolled in a Newlane program to qualify for transfer credit.
- **Official transcripts:** Only official transcripts, sent directly from the issuing institution, are considered for possible transfer credit.
- **Maximum Transfer Credits:** Students may transfer up to 75% of the credits required for their degree.
- **Major Credit Limit:** Up to 25% of the required major credits may be transfer credits, and any major transfer credits must have been earned within the last 5 years.
- **Official Translations:** Credits originating from an institution outside of the United States must be:
    - In English or accompanied by an official translation from an organization that is a current member of the National Association of Credential Evaluation Services (NACES) or an endorsed member of the Association of International Credential Evaluators (AICE).
    - Newlane University may directly review transcripts from countries with educational systems closely aligned to U.S. standards—including, but not limited to, Canada, Australia, New Zealand, the United Kingdom, Ireland, Israel, and member countries of the European Bologna Process—provided the institution is officially recognized or accredited by the appropriate government or accrediting authority in that country.
    - Transcripts from institutions in systems that differ significantly from the U.S. model must include an evaluation from an organization that is a current member of the National Association of Credential Evaluation Services (NACES) or an endorsed member of the Association of International Credential Evaluators (AICE).

- **Capstone Projects:** Transfer credits are not accepted for Capstone Projects.
- **Transcript Notation:** Accepted transfer credits are documented as "Transfer Credit(s)" or "TR" on the student's Newlane transcript.

Transfer Credit Guidelines

- **Eligibility:** Credits must be issued from an accredited institution listed by the Council for Higher Education Accreditation (CHEA) or the U.S. Department of Education. Institutions outside the United States must hold similar accreditation for the credits to be eligible for transfer consideration.
- Courses recognized through Approved Quality Curriculum (AQC), or carrying credit recommendations from the American Council on Education (ACE) or the National College Credit Recommendation Service (NCCRS), may also be considered for transfer credit.
- **Documentation:** Students must provide official transcripts for evaluation sent directly to Newlane from the issuing institution. In rare cases, exceptions may be made when obtaining official transcripts is deemed impossible, or unduly burdensome.
- **Recognizing Credentials** Newlane may recognize all credits awarded through an earned Associate or Bachelor's credential, or equivalent credential, including credits with grades below a C-, provided they are part of a completed credential, up to the maximum transfer limit.
- **Grade Minimums:** For credit transfers that are not part of a completed credential, only courses with a grade of "C-" (or institutionally comparable) or higher are eligible for transfer. Pass/Fail courses, or courses that were awarded credit with no numerical or alphabetical grade may be considered for transfer. Such decisions are determined on a case-by-case basis.
- **Curriculum Match:** Credits are evaluated based on their alignment with Newlane's curriculum. Courses with no direct equivalent may still be considered for elective credit or as satisfying one or more credits within a general education or major category.
- **2/3 Rule:** Transfer courses must meet at least two-thirds of the instructional hours of the corresponding Newlane course. If the transferring institution does not use a semester-hour credit system, the reviewer will determine the awardable semester credit hours using available conventional credit conversions. However, the transfer credits must still meet the 2/3 threshold.
- **Transfer Credit Appeal:** To appeal an official transfer credit evaluation, students can contact Newlane University's transcript evaluation team at **transcripts@newlane.edu.** Once a formal appealed decision has been rendered, the decision is final.

Credit for Prior Learning (CPL)

Newlane University evaluates non-traditional learning experiences for potential college credit. Official documentation is required for consideration. Recognized CPL options include:

- **Credit by Examination:** Nationally recognized exams (e.g., College Board's Advanced Placement (AP), College-Level Examination Program (CLEP), and Defense Activity for Non-Traditional Education Support Subject Standardized Tests (DSST/DANTES)).
- **Industry Certifications:** Credit may be granted for industry-recognized certifications following a review to determine their alignment with academic program requirements.
- **Formal Non-accredited Training:** Vocational or technical training, military service programs, and in-service workplace training may qualify for credit following a review to determine their alignment with academic standards.
- **Continuing Education Units (CEUs):** CEUs may qualify for transfer credit following a review to determine if they meet academic standards, and the awarding institution is accredited by an accrediting agency recognized by the US DOE.

Requesting Credit Evaluation

Students are responsible for requesting transfer credit evaluation. Students interested in transferring credits or applying for CPL should:

- Request official transcripts be submitted to Newlane directly from the issuing institution(s).
- For CPL, request official relevant documentation, such as certificates, transcripts, or examination scores.
- Official transcripts and/or other official relevant documentation should be sent to: transcripts@newlane.edu. If the issuing institution is unable to send transcripts to an email address, they may alternatively send official physical copies to:

  Newlane University Attn: Transcripts
  3450 Triumph Blvd. Suite 102 Room 130
  Lehi, UT 84043

For assistance, students can contact Newlane University's transcript evaluation team at **transcripts@newlane.edu**.

Transfer Credit Disclosure Statement

Accepting course credit is up to the receiving institution. Newlane University cannot guarantee that credits earned through Newlane University can or will transfer to another institution. It is the student's responsibility to determine whether credits, degrees, or certificates from Newlane University will transfer to other institutions or meet employers' training requirements. Likewise, acceptance of credit transfers from other institutions to Newlane University is determined by Newlane University, in its sole discretion. If you would like to request that Newlane University review credits that you earned at a different institution for possible transfer to Newlane, please email: transcripts@newlane.edu

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 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, 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.

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.

Student Code of Conduct and Grounds for Dismissal

Newlane University is a community of learners committed to maintaining an environment that encourages personal and intellectual growth. It is a community with high standards and high expectations for those who choose to become a part of it, including established rules of conduct intended to foster behaviors that are consistent with a civil and educational setting. Members of the University community are expected to comply with all laws and University policies, conducting themselves in ways that support a scholarly environment, and reinforce the integrity of the platform in rigorously and reliably verifying mastery. Specifically, members of the Newlane community agree to adhere to the following core values: Be inclusive; Be considerate; Be respectful; Commit to Academic integrity; Don't harass; and Make differences into strengths. You can learn more about our code of ethical conduct in your student handbook.

Please note that behavior plausibly meant to deceive another member of the university about your identity (e.g. submitting someone else's writing or work as your own (i.e., plagiarism), having someone else complete your work, or completing someone else's work, or having someone stand in for you in a degree or course hearing, or standing in for someone in a degree or course hearing), and/or any other behavior plausibly meant to cheat the platform in any assessment or project are grounds for dismissal. Also, inappropriate conduct such as racist, sexist, hate or other inflammatory speech or behavior directed towards Newlane University counselors, proctors or experts during assessments or counseling sessions are also grounds for dismissal. Furthermore, those engaging in inappropriate speech (see above) towards other students or counselors, proctors, or experts may be dismissed.

Complaint/Grievance Policy

Newlane University is committed to providing a learning environment that champions and exhibits high standards for education, including clear expectations, rigorous verification of mastery of learning goals and objectives, fair and equitable assessment processes, and ethical business practices. The University's complaint/grievance policy addresses scenarios where students or other community members may feel underserved, or that the university is in violation of Utah's Postsecondary Proprietary Schools act, or accreditation standards of the Distance Education Accrediting Commission, or United States federal law, and a clear process for resolution.

Disputes about the outcomes of course project reviews, or course hearings, and similar academic disputes do not fall under the complaint/grievance policy, unless they are complaints of a civil rights nature, including complaints related to discrimination based on age, sex, race, religion, color, ethnic/national origin, disability, sexual orientation, or veteran status. Student allegations of discrimination are grounds for initiating a grievance.

Procedure:

Informal Resolution: Community members, including students, faculty and staff, are encouraged to attempt first to resolve complaints under this policy informally with the individual(s) against whom they have the complaint/grievance. If the grievant is uncertain who the appropriate individual is, they should contact the Chief Academic Officer. This informal resolution step does not require communication or notification of any other Newlane personnel beyond the individual against whom the grievant has the complaint. If the attempt for an informal resolution is unsuccessful, or unsatisfactory, the grievant is encouraged to attempt to resolve the complaint through mediation.

Mediation: Only after the complaint has either given reasonable time for the individual against whom they have the complaint to respond to a request for an informal resolution (no less than five working days) or is not satisfied with the response to the request, should the grievant move to this step. At this step, the grievant must contact the Chief Academic Officer and request a mediation. The Chief Academic Officer will discuss the option of mediation with the grievant and any involved parties. If all involved parties agree to mediation, the University will appoint a mediator to attempt to work with the involved parties to resolve the matter. If, during the mediation, the parties reach a resolution, the mediator will document the resolution and share it by sending an email including the agreed-upon resolution to all parties involved and the Chief Academic Officer.

Formal Resolution: If the issue is not resolved through the previous steps, the grievant may elect to initiate the formal complaint process by completing the Complaint Form, updated to reflect the grievant's dissatisfaction with previous resolution attempts, and delivering it to the Chief Academic Officer. The Chief Academic Officer has 10 working days from receipt of the Form to form a Complaint Committee of at least three members total (including the Chief Academic Officer). If the complaint involves a faculty member or staff member or administrator,

this committee requests a response to the complaint from the individual in question to be submitted within 5 working days from the time the Complaint Committee is formed.

The Complaint Committee has 10 working days from receipt of the faculty member/administrator response to share a written decision, including any necessary follow up or enforcement actions to be taken, and a timeline for these to take place, with the grievant and the individual(s) against whom the grievant has the complaint. The Complaint Committee may convene an additional faculty panel to advise on this decision.

If, after 10 working days from receipt of the faculty member/administrator response, the Complaint Committee deems it impossible to achieve a satisfactory resolution between the parties, the grievant can choose to close the matter or file a formal complaint. If the grievant is unsatisfied with the Complaint Committee's decision, they can choose to close the matter or file a formal complaint.

If a satisfactory resolution cannot be reached at the institutional level, or a community member wishes to file a complaint, they can file the complaint to:

Utah Division of Consumer Protection
160 East 300 East, 2nd Floor, Salt Lake City, UT 84111
801-530-6601 or 1-800-721-SAFE
dcp.utah.gov/complaints.html

UT SARA and DEAC as arbiters for students in other states enrolled under SARA who exhaust Newlane's complaint process and are still not satisfied. (All complaints from Utah students are arbitrated by Utah Division of Consumer Protection.)

UT SARA is the final contact point for complaints about Utah SARA institutions for students located in other states resulting from distance education courses, activities, and operations. As the state portal agency, UT SARA serves as the final decision-maker on SARA-related complaints.

Once a complaint is filed, UT SARA will conduct a review within five business days. If the complaint fits within the SARA jurisdiction, investigation and follow up will take place. If the complaint does not fall under the SARA jurisdiction, it may be referred to another entity for investigation and follow up.

- Complaints covered by the student code of conduct, such as grade grievances or conduct issues – that have not been filed with the institution — will be referred to the institution. Students should follow an institution's process for filing a complaint.

- Complaints relating to fraud, false advertising, or other deceptive practices will be referred to the Utah Division of Consumer Protection:

Utah Division of Consumer Protection
160 East 300 East, 2nd Floor, Salt Lake City, UT 84111
801-530-6601 or 1-800-721-SAFE
dcp.utah.gov/complaints.html

Complaints relating to an institution's quality of education may be referred to the UT SARA institution's accreditor.

Distance Education Accrediting Commission (DEAC) |1101 17th Street NW, Suite 808
Washington, D.C. 20036 | Phone: 202-234-5100 | Fax: 202-332-1386
https://www.deac.org/Student-Center/Complaint-Process.aspx

Student Identity Verification

Verifying Identity at Newlane

Because of our ability to meet frequently in live video conferences where we store a student's government-issued ID together with a growing string of images (with a new image of the student captured during each live session), the degree of our security is stronger than conventional measures in typical colleges and universities. Moreover, it is very unlikely that someone who has not mastered all the objectives of a course would pass a course at Newlane. This is often not the case in conventional colleges and universities—they are either ambiguous about the objectives, or they don't really hold students to them.

The steps to verifying your identity at Newlane include the following:

- Counselor reviews image of government-issued ID (must include a picture) at registration. This image remains part of your student record.
- Counselor reviews image of Second Form of government-issued ID. This image also remains part of your student record.
- Signed Student Identity Statement (included in enrollment agreement)
- Signed Student Academic Integrity Statement (included in enrollment agreement)
- Verbal Agreement to Student Identity and Integrity Statements
- Verify Student against government-issued picture ID

Details on these steps are included below:

In order to get started at Newlane, you'll first need to verify your identity. This will also result in the creation of your student ID profile. In order to verify your identity, you'll need to have two forms of government ID with you, at least one must have a recent picture. This can be a passport, a driver's license, or another form of government-issued ID with a picture. The other form of government ID does not need to have a picture (though it's fine if it does), but it still must be government-issued (e.g. a social security card, a birth certificate, etc.) If you don't have these documents with you currently, you can submit them later, but you cannot enroll for credit in any course or degree without these.

Once you have gathered the requisite government-issued IDs, you'll meet with a counselor. The counselor will walk you through the identity verification process: The counselor will take a picture of you. The counselor will compare your government IDs with your current appearance. They will ask you to sign the student agreements, and to verbally agree to them (they will record this). As you meet with counselors and experts at Newlane as you work through your coursework, they will (with your permission) take additional pictures that will comprise a collection of images attesting to your identity over time on your student record. For example, every time you have a course hearing, the expert in the hearing will review the images attesting to your identity, and add to it by taking an additional picture for each course hearing.

Signed student agreement(s):
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.

Academic Integrity:

I affirm my commitment to the standards of academic integrity in the Newlane community. I will be honest and truthful and will strive for personal and platform integrity -- that I will be honest in my purported identity and I pledge to uphold the integrity of the platform so that it can be trusted to validate mastery by the individuals purporting to have mastered learning content. I will abide by the Academic Honor Policy at all times. I recognize that in submitting any project, taking any test, quiz, or exam of any kind at Newlane, 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."

This comprises the process for initially verifying your ID at Newlane. We'll update it on occasion by adding additional profile pictures that administrators capture as you participate in tutoring sessions, project reviews and course hearings.

Non-Discrimination Policy

Newlane University welcomes any student who meets our admissions criteria.

We are committed to a university environment that supports, inspires, and respects all individuals and in which passing courses and completing programs are merit-based and applied without discrimination on the basis of race, color, religion, sex (including pregnancy and gender identity), sexual orientation, political affiliation, marital status, age, disability, national or ethnic origin, military service status, citizenship, or other protected characteristic.

Newlane condemns and will not tolerate any conduct calculated to intimidate, harass, or otherwise discriminate against any student on the grounds listed above. Any student who feels that their rights have been violated under this policy should inform Newlane by writing to contact@newlaneuniversity.com, or another member of the leadership team and can complete the applicable form (optional).

Graduation Requirements

In order to graduate from a Newlane degree program, students must complete the following:

- Complete and execute an enrollment agreement.
- Pass all required coursework and credit hours for enrolled degree.
- Complete the Intent to Graduate Form.
- Pass the degree hearing for enrolled degree (Bachelor degrees only).
- Pay $1500 in total tuition per degree. (Or $3000 for a Master's degree)

Degree Time Requirements

Minimum Time Requirements

Students must spend a minimum of one year as a registered student with Newlane prior to earning a degree. However, for students transferring a substantial number of credits, the minimum time requirement may be adjusted. These students must spend at least one full quarter as a registered student with Newlane and complete a sufficient number of Newlane courses to meet all other graduation requirements. Specific cases will be reviewed individually to ensure academic integrity and adherence to Newlane's standards.

Maximum Time Requirements

The maximum time allowed to earn a degree through Newlane is 6 years per degree. See the Newlane Satisfactory Academic Progress Policy for more information on maximum time to earn a degree.

Newlane Academic Integrity Standards and Policies

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. **[Student initial]**

Leave of Absence Requests

Newlane strives to offer a quality college degree at a manageable price. Part of helping students earn their degree involves helping them make satisfactory academic progress. Some times, for any of a number of reasons, a student may not be able to make satisfactory academic progress. A leave of absence with Newlane pauses the clock on a student's academic and graduation schedule (and thus the time frame for making satisfactory academic progress). A leave of absence can not extend beyond 30 months.

Student Services

At Newlane University, we are committed to supporting students from registration to graduation and beyond. In addition to the course objectives, instructional resources and assessment tools that provide the basic structure for completing their coursework, students at Newlane University have access to a range of support resources, including a library of university and platform orientation videos, a student handbook, regular support check ins, annual counselor meetings, and alumni and career services resources. See Newlane academic and support services.

Tuition/Fees

We want to help you earn your degree, and we don't want the cost to be prohibitive, or to require burdensome student loans. We have worked hard to make sure that earning a college degree doesn't break the bank for our students. Newlane charges a $1500 tuition per degree regardless of the time it takes, or the number of transfer credits a student brings. Students make an initial payment of $249 that includes a $200 registration fee, and a $49 tuition installment for a total of $249, and then pay $39 a month until they reach $1500 total per degree (including the $200 registration fee). Once you've paid $1500, you won't be charged anything else, but you will still have access to the platform until you graduate. Tuition costs do not include books or materials. Most courses don't require additional books or materials, but some may.

See table below for details:

Degree	Cost	Books and supplies	Total
AA	$1500	$0-$100	$1600
BA Major	$1500	$0-$100	$1600
AA + BA Major	$3000	$0-$200	$3200

A payment plan with no interest: Students enroll in Newlane University by completing a profile, and making a payment. Students pay a monthly installment of $39 (with an initial $249 first tuition payment). There is no interest charged on the payment plan. This cost does not include books or supplies, which may cost an additional $100. This cost is for each degree earned through Newlane; $1500 for the associate's degree, and $1500 for the bachelor's degree. In order to enroll in Newlane University's Bachelor degree program, a student must first complete the Associate of Arts degree, or transfer the equivalent number of credits. If you come to Newlane with no prior college credits, the total tuition cost for an associate and bachelor's degree is $3000.

When you register with Newlane, you agree to pay all monthly charges until you have paid $1500. If you pay the regular initial installment of $249, then the regular $39/month subscription fee, it will take around 3 years to reach $1500.

A degree with no hidden fees: After you pay the $249 first tuition payment, you only pay $39 month until you reach $1500 for your degree. Though there may be additional costs for books and supplies estimated at $100 - $200 per degree, there are no additional administrative or other hidden fees.

A self-paced degree: Because completing courses and degrees at Newlane uses a competency-based approach, and due to platform efficiencies, mastery that students bring to the table, and possibilities for self-paced learning, students may be able to complete all coursework for a degree in faster time frames than is typical in conventional colleges and universities.

Refund Policy

Newlane University Refund Policy
Updated August 22, 2025

Degree Cost Summary
- **Registration Fee**: $249 (fully refundable within 30 days of registration; non-refundable after).
- **Tuition**: 31 monthly payments of $39 and a final payment of $42, totaling $1,251.
- **Base Total**: $1,500 (includes registration + tuition).
- **Extended Time Fee**: $150 per 3-month extension

Students pay the $249 registration fee in order to provisionally enroll in a degree program. This gives them access to 4 courses (12 credits). Once they complete the 4 courses, they are fully enrolled.

After 30 days, the student's account will start to be charged $39/month for 31 months, followed by a final payment of $42. After 32 months (when they've paid $1,251), students receive 3 additional months (35 months total) at no additional cost to complete their degree. After the 35 months, if needed, students may purchase 3-month extensions at $150 each.

Quarterly Continuation Agreement
Each quarter, enrolled students confirm continuation by agreeing to the following:

> I wish to continue my studies with Newlane and waive any right to a refund for tuition paid to date. I agree to make 31 monthly payments of $39 and a final payment of $42, totaling $1,251.
>
> I understand that:
>
> - Each $39 payment covers one month, and if I withdraw, potential refunds for that month's payment are based on timing: 70% if within the 1st week, 40% if within the 2nd, 20% if within the 3rd, and no refund after three weeks.
> - If I complete a course at any time during this quarterly subscription period (3 months), I waive any right to a refund for the full quarter.
> - I will reach $1,251 in 32 months from enrollment (31 payments of $39 and a final payment of $42), and if I have not completed my degree by then, I will receive 3 additional months (35 total) at no additional cost.
> - If I do not finish within 35 months, I may purchase 3-month extensions at $150 each.
> - If I do not sign this agreement, tuition charges will pause and my access to the platform will be blocked.
> - I can withdraw at any time for any reason. Upon notification of withdrawal, Newlane will stop all pending and future charges.
>
> I agree to the terms of the Continuation Agreement.
> **[SIGNATURE]**
> **[DATE]**

Withdrawals
To withdraw, students submit a written withdrawal request via the Newlane Contact Form or email contact@newlane.edu. Upon receipt, Newlane stops all pending and future charges, blocks platform access at the end of the billing cycle, and processes any eligible refunds within 30 days.

Refund Eligibility

A full $249 registration fee refund is available within 30 days of registration. After 30 days, no refund is available for the registration fee. If the student enrolls in a program after completing the first 9 credits included with the registration, tuition refunds are prorated based on courses completed, and number of weeks since the beginning of the monthly subscription period:

Monthly Subscription:

Courses completed during subscription quarter	Weeks Completed in Monthly Subscription Period	Refund Eligibility	Tuition Retained
0	<1 week	70%	30%
0	1 - 2 weeks	40%	60%
0	2 - 3 weeks	20%	80%
0	3 + weeks	0%	100%
1+	<1 - 3 weeks	0%	100%

Sample calculations:

After the initial registration period, a student pays 1 month at $39/month. After two weeks, they withdraw, completing no credits. The student is eligible for a 20% refund of the $39 equaling $7.80

After the initial registration period, a student pays 3 monthly subscriptions at $39/month for a total of $117. After the first week of the third month, they withdraw, completing no credits in that subscription period. The student is eligible for a 70% refund of the third month's $39 payment equaling $27.30

After the initial registration period, a student pays 3 monthly subscriptions at $39/month for a total of $117. After the first month, the student passes a course. After the first week of the third subscription period, the student withdraws. The student is not eligible for any refund (because they passed a course during the quarter).

Sample Table of Refunds After 30 Days

If a student wishes to withdraw after signing an enrollment agreement, they may be eligible for a refund depending on how many weeks since their current monthly subscription period, and whether they have passed a course during the current subscription quarter.

Courses completed during subscription quarter	Weeks since beginning of current monthly subscription period	Refund eligibility of $39 monthly subscription period	Tuition retained of $39 monthly subscription period
0	< 1	$27.30 (70% of $39.00)	$11.70 (30% of $39.00)
0	1 - 2	$15.60 (40% of $39.00)	$23.40 (60% of $39.00)
0	2 - 3	$7.80 (20% of $39.00)	$31.20 (80% of $39.00)
0	3 +	$0.00	$39.00 (100% of $39.00)
1 +	< 1 - 3	$0.00	$39.00 (100% of $39.00)

Students initial the following statement as part of the enrollment agreement:

I understand that my refund eligibility and amount is based on my progress and tuition paid since my last monthly subscription period (renewed each quarter). **[Student initial]**

State of California Student Tuition Recovery Fund

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 1747 North Market Blvd., Suite 225, Sacramento, California, 95834, (916) 574-8900 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1.The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2.You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
3.You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4.The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5.The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6.You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7.You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.
To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of noncollection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

Financial Assistance

Newlane University does not participate in Federal Financial Aid, and does not offer nor arrange any loans to students for money used toward fees or tuition at Newlane University.

Counseling/Placement

The Associate of Arts degree at Newlane University provides a good foundation in the traditional core of higher learning: Science, English language arts, Social science, Fine Arts, Math, Health, History, etc. With an Associate Degree from Newlane University, candidates would be qualified for a range of occupations, including: Business office manager, medical receptionist, dental office manager, administrative assistant, customer service agent, teacher assistant, etc.

The Bachelor of Arts in Philosophy degree at Newlane University provides a background suitable for a wide variety of career options including law, business, politics, teaching, journalism, counseling, writing, etc. While many philosophy graduates pursue work upon completion of the bachelor degree program (such as director, manager, writer, or analyst positions in a wide range of business, community, or governmental organizations) most view the philosophy degree as a superb foundation for a wide range of graduate programs. Students with a philosophy degree are desirable for numerous careers given their strong background in logic and argumentation, excellent reading and writing skills, and highly-developed critical thinking skills.

The Bachelor of Arts in Liberal Arts degree at Newlane University provides a versatile foundation for a wide variety of career paths, including education, business, public service, writing, counseling, and more. Many liberal arts graduates begin their careers immediately after earning their degree, securing roles such as project coordinators, educators, researchers, or communication specialists in various industries. Others view the liberal arts degree as an excellent stepping stone for graduate studies in fields like education, business, public administration, or law. Students with a liberal arts degree are highly valued for their ability to think critically, approach questions and problems from interdisciplinary lenses, communicate effectively, and adapt to diverse professional environments.

The Master of Arts in Philosophy degree at Newlane University provides advanced preparation in philosophical inquiry, critical analysis, research, argumentation, and written and oral communication. The program provides students with a strong foundation in critical reading and writing, ethics, epistemology, metaphysics, and other areas of philosophy while engaging them with major philosophical questions, traditions, and debates. Students develop the ability to critically evaluate complex philosophical arguments, synthesize scholarly perspectives, conduct independent research, and formulate and defend well-reasoned positions. The degree is well suited for students seeking to deepen their philosophical knowledge, strengthen skills applicable to professional roles involving analysis, writing, research, leadership, or decision-making, or prepare for further graduate study.

Newlane University offers career and alumni services, but does not in any way guarantee job placement, or wage or salary levels.