ON CAMPUS IN WASHINGTON DC

STUDENT CATALOG

new U
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Published August 2023

NOT YOUR OLD UNIVERSITY

ADMISSION, MAJORS, SCHOLARSHIPS, AND MORE LIKE YOU'VE NEVER SEEN BEFORE

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MISSION AND VISION

The **Mission** of NewU is to empower students to become successfull, resilient, socially engaged, and ethical citizens of the world for life.

Our **Vision** is that by 2030 leading universities will adopt our operating and academic innovations and model to reform and improve Higher Education in service to society.

TUITION, FEES, AND REFUNDS

COLLEGE THAT WON'T BREAK THE BANK
NewU Tuition and Fees for the 2023-2024 Academic Year

Tuition Before Financial Aid: $7,500 per semester
Tuition After Financial Aid: $2,500 (average) per semester
Fees: $750 per semester
Books: $0

Enrollment Deposit (first year or transfer students only): $100 - $1,000 depending on family income (applied towards the first semester bill at NewU).

All applicable NewU student payments are due in full 30 (thirty) calendar days prior to the start of each semester. Enrollment Deposit is due in full within 30 calendar days of the applicant receiving a NewU Financial Aid Offer.

Late payments

If and when anyone misses a payment deadline, a late fee of $25 per calendar day will apply and accrue daily until the payment obligation is fully met. If no payment is made by the start of classes, NewU may unenroll the student at its sole discretion.

Student accounts that are past due are subject to financial encumbrance. If an account is financially encumbered, there is a hold that restricts future registration privileges and NewU services until the account is settled.

Refunds

Upon written request, NewU will refund 100% of any applicable student payments up to 30 (thirty) calendar days prior to the start of the applicable semester. Deposits are non-refundable. Late payment fees or payments from prior billing periods or for past services rendered or goods already received by the student cannot be refunded. Refunds will carry no interest.

FINANCIAL AID

Federal Financial Aid

As a recently established university, NewU is not yet included in the list of institutions approved to receive Federal funds (Title IV funding) by the US Department of Education. NewU matches or exceeds FAFSA or other federal financial grants, loans, or other assistance through NewU institutional scholarships.

Financial Aid Application

NewU tuition and fees are already priced to be extremely affordable relative to others. Our Bachelor's Degree program is only 3 years long, instead of 4, further reducing the total cost of a NewU education.

Still, NewU recognizes that some of our students may require financial aid to successfully enroll in our programs, or to complete their studies. NewU will accept Financial Aid Applications from admitted applicants no later than 30 (thirty) days prior to the start of their studies.

Types of NewU Financial Aid

NewU Institutional Scholarships: NewU may award Institutional Scholarships as determined by NewU at its sole and absolute discretion. These scholarships may be used only towards the price of tuition, and shall in no event exceed the posted/advertised tuition for the applicable period.

Sponsored Scholarships: NewU may award Sponsored Scholarships, if and when funding for such aid becomes available from externally-funded gifts or grants to NewU. If the donor's requirements specify legally valid restrictions, NewU shall abide by the terms and conditions of these Sponsored Scholarships per the donor's wishes. Sponsored Scholarships may be used towards the price of tuition only. Sponsored Scholarships may be named after the donor's wishes.

Sponsored Stipends: NewU may award Sponsored Stipends, if and when funding for such aid becomes available from externally-funded gifts or grants to NewU. If the donor's requirements specify legally valid restrictions, NewU shall abide by the terms and conditions of these Sponsored Stipends per the donor's wishes. Sponsored Stipends may be used towards NewU fees, student living expenses, books, educational supplies, or other eligible educational expenses; except that Sponsored Stipends may not be applied towards NewU tuition. Sponsored Stipends may be named after the donor's wishes.

Installment Payment Plans: NewU will review student-initiated installment plan requests, and approve or deny them at its sole discretion based on the individual circumstances surrounding each such student request, NewU's financial position at the time, and other factors as determined by NewU.

NewU is a teaching institution. Our faculty are here to do a great job at one thing - teaching. We also expect our faculty to spend a good amount of their time advising and helping you with whatever you need to be a successful student. NewU does not require faculty to conduct academic research or public service so that you, the student, can benefit the most from the individualized attention, focus, and guidance from each professor.

NewU's program offerings are aligned and consistent with the Mission and Vision of the institution. We start with a multidisciplinary wider foundation of knowledge in our core curriculum, and build up to practical, real-world knowledge and skills we nurture within our students through NewU's required courses for each major, while providing opportunities for an expanded view of the world through various electives.

All NewU programs are in-person, not online. At NewU we designed our academic program with one goal in mind: to enable us to graduate "educated persons". This warrants some additional explanation.

Academic Programs

NewU created a truly innovative academic experience. It is only 3 years long, not 4. Students still get a Bachelor of Arts undergraduate degree. We can do that because the program incorporates the traditional 120 credit hours into fewer but slightly longer semesters.

Core Courses

Prior to specialization, all NewU students are expected to complete a set of required "core" courses, which lay the foundation for subsequent academic and professional career success. These courses are all scheduled during the first year of study.

We made your first year of college even easier by pre-selecting the most interesting, useful, and expertly-designed courses for you, so you don't even have to worry about course registrations, withdrawals, swaps, and other complexities.

Majors

After your first year at NewU, we offer 5 distinctive program specializations/majors:

Psychology and Human Behavior

Entrepreneurship

Creativity and Innovation Leadership

Sustainability & Climate Change

Computer & Data Science

Each is designed to give you an edge into the world of tomorrow, and to challenge and delight you as students and future successful graduates of NewU.

General Education/Core Courses

These classes are required of all NewU students, and are scheduled throughout the first year of study. Their purpose is to lay and strengthen the foundational knowledge, skills, and thought frameworks everyone can use throughout their life to achieve success as an educated person.

An educated person has all of the following attributes:

- ▶ *possesses practical and marketable analytical skills*
- ▶ *has outstanding written and verbal rhetoric abilities*
- ▶ *develops and maintains the propensity for lifelong intellectual inquiry and learning*
- ▶ *has advanced intercultural understanding and insight*
- ▶ *grows a broad social and political understanding of our contemporary world and trends*

This thinking, together with the guidance from our Mission and Vision and with the objectives set in our Student Outcomes goals, inform the structure and content of the NewU curriculum.

Through extensive research, benchmarking, and in-house innovative thinking, NewU designed an academic program that is practical, effective, multidisciplinary, contemporary, and forward-looking.

CORE COURSES SCHEDULE

Core Courses: Fall Semester						
Course	The Art of Persuasion I	Foundational Analytics I	Modern World I	Organizational Behavior	Psychology of Human Behavior	Special Topics
# Credits	4	4	4	3	4	1

Core Courses: Spring Semester						
Course	The Art of Persuasion II	Foundational Analytics II	Modern World II	Understanding Other Cultures	Positive Psychology	Special Topics
# Credits	4	4	4	3	4	1

After the successful completion of their first year at NewU, students will be able to select from courses in their major, as well as other elective courses. Students will be advised as to how best to choose a major, and meet the requirements for graduation.

Majors, Electives Towards the Major, Other Electives

REQUIRED FOR MAJOR

Psychology and Human Behavior

Behavior Change
Brain and Cognition
Cognitive Psychology
Judgment and Decision-Making
Language
Memory and Learning
Mind, Body, and Machines
Research Methodology and Design
Social Psychology
Theories of Developmental Psychology

Entrepreneurship

Behavioral Economics
Innovation and Creativity
IT, Data, and Privacy
Judgment and Decision Making
Market and User Research
Negotiations Mastery
New Venture Creation
Product Strategy and Product Management
Project Management
Sustainability and Corporate Social Responsibility

Creativity and Innovation Leadership

Data Visualization and Information Design
Design Thinking
Innovation and Creativity
Leadership
Market and User Research
Organizational Innovation
Product Strategy and Product Management
Prospecting the Future
Psychology of Personality and Motivation
Rapid Prototyping

ELECTIVES TOWARDS THE MAJOR

Psychology and Human Behavior

Psychology of Personality and Motivation
Behavioral Economics
Mind and Virtual Reality
Abnormal Psychology
Human Perceptions
Collective Behavior
Mass and Social Media
Independent Study
Internship / Practicum / Capstone Project

Entrepreneurship

Psychology of Personality and Motivation
Entrepreneurial Finance
Leadership
Data Analytics and Insight
Nonprofit Management
Geography of Innovation
Technology Entrepreneurship
Independent Study
Internship / Practicum / Capstone Project

Creativity and Innovation Leadership

Brand Management
Law, Regulation, and Strategy
Data Ethics and Algorithmic Justice
Data Analytics and Insight
Serious Games
Geography of Innovation
Mind, Body, and Machines
Independent Study
Internship / Practicum / Capstone Project

	Sustainability & Climate Change	Computer & Data Science
REQUIRED FOR MAJOR	Behavior Change Brand Management Climate Change Science Collective Behavior Design Thinking Entrepreneurial Finance Law, Regulation & Strategy Prospecting the Future Research Methodology & Design Sustainability & Corporate Social Responsibility	Data Visualization and Information Design Data Analytics & Insight Data Ethics & Algorithmic Justice Data Science for Business IT, Data, and Privacy Law, Regulation, and Strategy Mind and Virtual Reality Mind, Body, and Machines Product Strategy & Product Mgmt Project Management

	Sustainability & Climate Change	Computer & Data Science
ELECTIVES TOWARDS THE MAJOR	Behavioral Economics Data Analytics and Insight Human Perceptions Innovation & Creativity Organizational Innovation Product Strategy & Product Mgmt Technology Entrepreneurship Independent Study Internship / Practicum / Independent Study	Behavioral Economics Design Thinking Innovation and Creativity Judgment and Decision Making Memory and Learning Organizational Innovation Prospecting the Future Research Methodology and Design Serious Games Independent Study Internship / Practicum / Independent Study

All NewU students who wish to graduate with a degree in one or more of the NewU majors must successfully complete all courses required for their chosen major and at least 4 courses from the electives towards their major. All NewU students may choose to take up to 4 additional electives from another major or majors at no extra cost as part of their NewU program, as long as the course is below capacity and not oversubscribed by other students who need the course to graduate. Once a NewU student has taken classes totaling 120 credits (required for a Bachelor's Degree), NewU may charge extra fees for any additional credits the student wishes to take.

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Psychology and Human Behavior

Description

The BA degree in Psychology and Human Behavior undertakes a strong interdisciplinary approach to explore the human mind -- our thinking, habits, decisions, and actions -- as well as aspects of human communication and interaction in larger social settings. The program starts with an introduction of the key concepts and debates in psychology and neuropsychology before expanding into areas of cognitive science, as well as developmental and social psychology.

In addition to attaining a solid theoretical base of knowledge, the program places significant emphasis on analyzing real-world issues and exploring possible solutions to real-life situations. The curriculum includes a set of electives that explore human behavior alongside various social sciences topics. Courses discuss how humans receive and process information in particular contexts, how we learn and interact with each other at the individual and group level, and how we take decisions and actions, also considering the development of the human's moral sense, individuality, and motivation.

This way the NewU Psychology and Human Behavior major equips graduates with a set of practical skills which empower them to start their professional careers in a variety of business, government, and non-government organizations. Students will be able to undertake analytical and hands-on projects in a variety of fields which require understanding of human behavior such as human resources, education, consumer behavior, customer relations, and more. Graduating students will be well-equipped to continue with graduate and postgraduate studies in different areas of psychology or other social sciences, should they choose to pursue advanced studies. While all students in the major will be introduced to discipline-specific methods of inquiry and experimentation, Third-Year Students may choose to engage in meaningful original research, and complete a senior thesis as their final work in the major.

Learning Outcomes/Skills

▸ Discuss and apply key disciplinary concepts in a variety of contexts

▸ Understand the biological basis of behavior

▸ Understand the complex impact of cognitive, social and cultural factors on the mind and its functioning

▸ Apply scientific reasoning in exploring psychological and social phenomena

▸ Attain knowledge and understanding of key research methods and experimental design

▸ Critique scientific research and findings

▸ Develop a complex picture of oneself and others, and the neurological and social conditions of their interaction

▸ Refine one's own communication skills based on improved understanding of others

▸ Observe and maintain professional ethical standards

▸ Build self-awareness and empathy

Entrepreneurship

Description

The Entrepreneurship major aims to equip students with all necessary skills, values, traits, and attitudes for a successful entrepreneurial career, meaningful societal impact, as well as continued personal development. Students will learn how to generate and frame new venture ideas, how to plan and execute strategy and operations of new as well as existing commercial and not-for-profit organizations, as well as better understand, lead people, and manage processes and resources. With the help of a series of co-curricular and extra-curricular initiatives, the program will support the development of creative, effective, and self-reliant professionals with a solid ethical base and sense of proactive social engagement.

In addition to its underlying hands-on approach, the program also aims to provide a view of entrepreneurship as a social phenomenon, as well as present and analyze various international and intercultural issues in the theory and practice of entrepreneurship. We will teach theories and techniques of creating and managing new ventures alongside discussions and analysis of the global and local economic, social , and environmental impact of organizations. Throughout the program, we will place a strong emphasis on sustainability as defined by the UN goals of sustainable development, as well as the responsibility of entrepreneurs towards the fulfilment of these goals locally and globally.

Students will also be introduced to quantitative and qualitative research methods and will have the opportunity to apply them within meaningful written work in their last year of study. We will provide an option for a practical capstone project as opposed to a larger research piece. Graduates who complete the program will be qualified to begin work or pursue further graduate education at the Master's or PhD level.

Learning Outcomes/Skills

- Be able to apply different methods to assess the potential for growth and possible areas for improvement of a new venture

- Be able to take an initial idea through a process of development and refinement, prepare a comprehensive and executable business plan, and know how to secure funding for their commercial or non-profit venture

- Understand what drives innovation and creativity and know how to apply these insights to their own ideas

- Learn how to assess the ethical and sustainability implications of their ideas and work with all stakeholders to improve their ventures

- Acquire skills in collecting and analyzing data to optimize the organizational structure, processes, products, and outcomes

- Become comfortable with public speaking, negotiations, and persuasive presentation of their ideas

- Understand what makes for a good team, and be able to put together, organize, and manage teams

- Understand how technology can be utilized for better organizational performance

- Be able to discuss the various aspects of consumer behavior and design research strategies to collect and analyze relevant consumer information

- Comfortably assume leadership roles and perform successfully within their own venture or other organizations

- Be able to see "the big picture" based on the acquired knowledge, skillset, and toolsets offered through the major, anticipate, and leverage industry and societal trends to improve their lives and the lives of others

Creativity and Innovation Management

Description

The Creativity and Innovation Management major is a multidisciplinary program, which integrates learning in business, technology, and design to prepare students as leaders and innovators in increasingly open, digital, and data-driven organizations. Organizations today need people who can think beyond functional boundaries, combine ideas from different disciplines, set their own preconceptions aside and think of old problems in new ways in conversation and communication with people from diverse professional backgrounds. Understanding what drives creativity and innovation on multiple levels - individual, organizational, and regional - students will be prepared to harness these insights to the benefit of organizations in the private, non-profit, and government sectors.

Students will gain understanding, skills, and project experience in several key areas: user research and design, product development and strategy, the impact of algorithms and artificial intelligence on business and policy-making, balancing structure and creativity in organizations, cross-organizational cooperation, and master the skills for creative thinking capabilities. This major offers students an unprecedented ability to learn how to create, champion, and steer innovative products and services for all kinds of organizations from the smallest start-ups to the world's biggest brands across business, government, education, and more. Grounding the program in their key ideas of design thinking, training in data analysis, quantitative and qualitative research techniques, and product management, this major prepares graduates to thrive in careers that require innovative problem solving that is ethical, economically viable, and responsive to user needs.

Learning Outcomes/Skills

▶ Understand and apply the design thinking process to solve problems and outline long-term plans

▶ Formulate product development strategies

▶ Understand rapid prototyping techniques with their advantages, and disadvantages

▶ Understand how to conduct user research via both quantitative and qualitative methods

▶ Be able to analyze data, draw conclusions, and present results to non-experts

▶ Information Design: present information in most clear, concise and appealing way

▶ Think creatively and critically about how technology and algorithms affect human perceptions, memory, work, relationships, and physical environments

▶ Build and practice creative thinking capabilities

▶ Understand what drives team and organizational innovation

▶ Understand how innovation systems affect urban and regional growth

▶ Develop critical thinking by challenging existing assumptions, constraints and solutions

▶ Develop resiliency by providing strategies to cope with change from an individual perspective and as part of communities

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Sustainability & Climate Change

Description

This major aims to equip students with the necessary knowledge and skills to identify, quantify, and communicate an organization's impact on as well as from climate change, and drive change toward more sustainable organizational practices. The Program follows a strong interdisciplinary approach and covers the scientific, technological, psychological, business, and policy aspects of climate change.

Students will gain understanding of the science of climate change and how nature and human activity interact. The current technological know-how to mitigate and adapt to the effects of climate change is covered with an emphasis on practical implementation and feasibility. The history and rapidly evolving policy landscape in the climate change and sustainability arena are studied from both local and global perspectives. Students will learn how attitudes toward climate change form and evolve in society, and how these attitudes, in turn, affect business strategy and performance. Students will acquire skills to identify areas for improvement within organizations and to develop effective strategies to achieve such improvements through quantitative and qualitative research methods.

This major offers students the opportunity to enter one of the most rapidly growing fields – sustainability – and to learn the best practices and innovations for navigating one of the biggest challenges that humanity is facing. Graduating students will be well-equipped to develop and lead sustainability initiatives within organizations.

Learning Outcomes/Skills

▸ Attain knowledge and understanding of the scientific evidence for climate change

▸ Learn to apply methods for forecasting the impact of climate change using scenario analysis

▸ Be able to measure the environmental impact of an organization

▸ AUnderstand the factors that shape attitude toward climate change in society

▸ Learn how to navigate the changing societal preferences for sustainability and understand their implications for organizations

▸ Learn how to drive change toward greater sustainability in organizations

▸ Learn how green and sustainable finance shape investment decisions

▸ Understand the global regulatory landscape with respect to climate change

▸ Learn how to deal with the uncertainty inherent in climate change and prepare organizations accordingly

▸ Learn how technology and innovation can be used to tackle the challenges of climate change

▸ Acquire skills to collect and analyze data to successfully implement environmental, social, and governance (ESG) initiatives in organizations

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Computer & Data Science

Description

The major in Computer and Data Science prepares students to apply an understanding of computer platforms and systems, human-machine interactions, and IT operations, as well as gain quantitative proficiency in data gathering, data analytics, and insight generation to tackle organizational and societal problems effectively and creatively.

Providing students with solid foundation in research methods, mathematics for statistics, visualization techniques, and the latest methods in machine learning and big data wrangling, this major is for analytically-inclined students who are interested in starting careers as IT product and project managers, researchers, data scientists, or simply in applying quantitative learning to solve real world problems in any career setting. The major is at its core interdisciplinary in the fact that it combines courses from computer science, social science, statistics, and business to prepare students to enter a technology-intensive and data-rich world in need of creative and critical thinking.

This major lays the foundations of learning programming languages such as R, Python, and SQL while students expand their potential to make new and exciting contributions, communicate their results, and tell stories with data that are convincing to experts and non-experts alike.

Learning Outcomes/Skills

▸ Apply scientific reasoning in exploring social phenomena

▸ Be able to analyze data, draw conclusions, and present results to non-experts

▸ Present information in the most clear, concise, and appealing way

▸ Begin using a programming language such as R or Python

▸ Understand IT architecture structures and management information systems

▸ Begin using SQL to retrieve and manipulate data

▸ Learn how to collect data, use APIs, scrape the web, and wrangle big data

▸ ULearn machine learning techniques, including supervised and unsupervised learning

▸ Think creatively and critically about how technologies affect human perceptions, memory, work, relationships, and physical environments

COURSE DESCRIPTIONS AND INDEX

A

Abnormal Psychology | 4 CR

Explores aspects of human perceptions, emotions, thought, and actions that are considered deviant to what is accepted as normal behavior. Historical perspectives of abnormality and mental illnesses will be presented. Attention will be paid to the classification of abnormal behavior, as well as to cultural and social factors affecting our understanding of abnormality in thought and behavior. Course content reviews the nature, causes, effects, and course of behavior disorders in adults, including trauma- and stress-related issues, eating disorders, addiction, as well as common psychological disorders such as anxiety and depression alongside other mental illnesses. Treatment mechanisms will be reviewed but will not be the focus of the course. Finally, course content will review and discuss public perceptions of abnormality, in particular stigmatisation of abnormality in individual behavior, as well as relevant moral, ethical, and legal concerns.

Analytics: Foundational Analytics | 8 CR

The course aims to introduce students to a wide range of analytical skills for academic research, business analytics, and enhanced financial literacy. Key quantitative and qualitative methods for social sciences will be explored including a review of the specifics of different research process steps: research design, data collection techniques, analyzing data, reporting research findings, as well as useful tips in data visualization as one means of effectively communicating key findings. Statistical methods will be taught alongside basic elements of Calculus and Linear Algebra with a focus on applicability. In the second half of the course, principles of economics will also be introduced as a basis of further instruction in hands-on financial analytics. Students will learn to read and interpret key organizational financial statements for the purposes of financial analytics, defining business viability or assessing risk. Students will also be acquainted with the concept of 'big data', its characteristics, and methods of and tools for systematic evaluation and analysis of large amounts of data. Mandatory year-long course for all first year students. General Education.

Behavior Change | 4 CR

Course content discusses why and when certain behavior occurs, how it could be modified, and in what context this could happen. Students will be taught to undertake evidence-based approaches to design, implement, and evaluate interventions addressing a variety of real-life social problems relating to: lifestyle; nutrition; epidemiology and public health; transportation; mass communication; business, and economics.

Behavioral Economics | 4 CR

The course introduces the growing field of behavioral economics which applies insights from the behavioral sciences to the economic activities of individuals and their implications for policies in education, healthcare, retirement, energy, and more. The neoclassical model of the rational individual is challenged by insights into the way preferences, beliefs, learning, framing, attention and persuasion influence economic decisions.

Brain and Cognition | 4 CR

How does the human brain work? This course is an introduction to neuroscience and cognitive psychology. It examines the structure and function of the human brain and nervous system. Biology and psychology unite in the field of neuroscience to tackle questions such as the role of the brain in pain perception. Meanwhile, cognitive psychology explains how we think, remember and learn, how we perceive events and take decisions.

Brand Management | 4 CR

The course contrasts the traditional approach to brand management as visual identity and compares it to the new approach of brand management as experiences in a customer journey. The first approach treats brands as promises made to customers while the second views brand management as execution of business strategy, and therefore delivered by people across the organization. What does this mean for building brand-led organizational culture, measuring brand health, and delivering brand value consistently: these are some of the questions the course will address through readings, case studies, and discussions.

B

COURSE DESCRIPTIONS AND INDEX

C

Climate Change Science I 4 CR

This course provides an in-depth overview of the science of climate change, including both naturally occurring phenomena and human-enhanced greenhouse effects. It examines the impact of energy use and carbon emissions on climate patterns and variables, including sea-level rise, Arctic warming, and extreme weather. Alongside the causes and effects of climate change, the course explores solutions for climate mitigation and adaptation based on the current state of technological innovation (e.g., advances in green energy) and policy reforms (e.g., for reaching sustainable development goals).

Cognitive Psychology | 4 CR

This course provides an overview of cognitive psychology, which is a laboratory-based science investigating the mental processes that allow us to perceive the world around us, attend to certain parts of it, store information for later retrieval, interact with other human beings through the use of language, and make decisions prior to performing actions. This is an introduction to the social and neurological aspects of mental processes such as attention, language use, memory, perception, problem solving, creativity, and thinking. You will leave this class with a good grounding in cognitive psychology, its methods and theoretical outlook, and an ability to capitalize on this knowledge to improve the quality of your mental life (e.g., improved study habits, enhanced memory, the knowledge to make better decisions) as well as understand the cognitive principles that underlie these improvements.

Collective Behavior | 4 CR

The course covers theories of behavior at the group or community level developed in psychology, sociology, and political science. Topics covered include collective decision-making, the spread of ideas, moods, and behaviors, crowd dynamics, the emergence of and fading of fads, tipping points, the problem of collective action, what distinguishes a crowd from a public, when makes a social movement.

D

Data Analytics and Insight | 4 CR

The course is an introduction to statistical thinking and analysis as it applies to social studies, broadly speaking. Students will learn how to use statistical techniques to describe and display data, understand sampling, probability, correlation, various distributions, statistical inference, run regression models, and do hypothesis testing.

Data Ethics & Algorithmic Justice | 4 CR

In a world saturated with data and artificial intelligence, it is imperative that we discuss and think about ethics and justice issues brought about by their use by private firms and governments. How can we make sure that the data is collected in an ethical manner, respecting privacy and the rights of the people whose data is harvested? How does the meaning of privacy change and what can we do to ensure that we still have control over who uses our data, how, and for what purposes? How can we make sure that the algorithms created by data engineers do not perpetuate existing inequalities and injustices? Employing different philosophical approaches, the course will discuss these questions through readings and case studies.

Data Science for Business | 4 CR

This course introduces students to machine learning techniques, data wrangling and programming languages. The method of instruction focuses on the business application of these techniques. There will be discussion of data exploration, preprocessing, feature engineering, variable imputation, and feature selection. Supervised learning methods, starting with OLS, decision trees and random forests will be followed by unsupervised methods such as PCA, clustering, and discriminant analysis. Students will learn to program in the Python language.

COURSE DESCRIPTIONS AND INDEX

Data Visualization and Information Design | 4 CR

The course teaches students how to display information effectively and avoid some common pitfalls in data visualization. Building on data analysis and user research skills developed in previous classes, students will learn principles of representing data and information in interactive mediums.

Design Thinking | 4 CR

Design thinking is a systematic approach to applying creative thinking to tough problems and coming up with innovative solutions. Using case studies, simulations, videos and texts, the course will introduce the theory and history of design thinking, challenge students to apply the methodologies of design to challenges in business and society, and then iteratively prototype a new solution. Focused on listening, empathy, collaboration, and experimentation, the design thinking process guides students to translate broadly defined opportunities into specific actionable ideas.

E

Entrepreneurial Finance | 4 CR

The course incorporates practical aspects from Management Accounting, Financial Analysis, Investment opportunities, Risk Evaluation, Capital Markets, and other concepts, mechanisms, and frameworks to equip entrepreneurs with the financial tool-set and larger understanding of the financial ecosystem needed to succeed.

G

Geography of Innovation | 4 CR

Why did Silicon Valley emerge as the leader in technology innovation since the 1980s and replaced the previous innovation leader in the area around Boston known as Route 128? This course will try to answer this question by focusing on what drives innovation beyond organizations and how regions can support innovation infrastructure as technologies and industries change. The course deepens the student's understanding of the relationship between innovation and economic development.

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H

Human Perceptions | 4 CR

This course will examine how humans sense and perceive the world around us. First, students will consider the philosophical questions that humans have long posed about perception, and study the methods and techniques scientists use to try to answer them. The course examines the sensory pathways, fundamental perceptual processing, and higher-level meaning-making. It covers the orienting senses, skin senses, chemical senses (smell and taste), audition, vision, and the perception of time. Students will learn about sensation and perception from several perspectives: physiological, psychophysical, ecological, motivational, and computational. This diversity of viewpoints also allows us to look at multi-sensory perceptual processes.

I

IT, Data, and Privacy | 4 CR

Overview of IT systems, high-level IT architecture structures, data collection, storage, and analyses; customer and employee privacy as a practical concern, regulatory framework, and ethical considerations. Content will review and critique major approaches to data and privacy handling in different cultural and political settings across government, corporate, start-ups, and nonprofit organizations. The course will also explore the different interpretations and handling of personally identifiable information (PII) under the different organizational and regulatory environments.

Independent Study | 4 CR

To encourage students to develop their own ideas and pursue lines of research that are of particular interest to them, the independent study class offers students the opportunity to be guided and mentored by a faculty member who will oversee their project from beginning to end. Students will have a particular idea for a project that should have a clear deliverable at the end of the course: a research paper, a business plan, or something else that allows them to apply skills and knowledge learned in the program to a specific issue. A minimum of 3.0 GPA is required.

Innovation and Creativity | 4 CR

The course gives students the opportunity to practice their creative capabilities and enhance their capacity for innovation. The course discusses the connections between intelligence and creativity; teaches the principles of creativity as well as how to avoid roadblocks such as confirmation bias, patterned thinking, groupthink, and negative thinking; how to maximize creativity by practicing techniques such as creating associations, oppositions, tree diagrams, and systematically expand the space of possibilities.

Internship / Practicum / Capstone Project | 4 CR

This class will offer hands-on projects in partnership with external organizations who are interested in working with students to develop and test ideas. Each partner will outline a clear project goal and deliverables to be accomplished. Under the guidance of a faculty member, students learn to work cooperatively to deliver a product for the "client" organization and in the process practice many of the skills they develop in the program. Students can also use this class to get academic credit for an internship which meets the requirements of training. In order to get the credit, the student submits an evaluation from their internship supervisor.
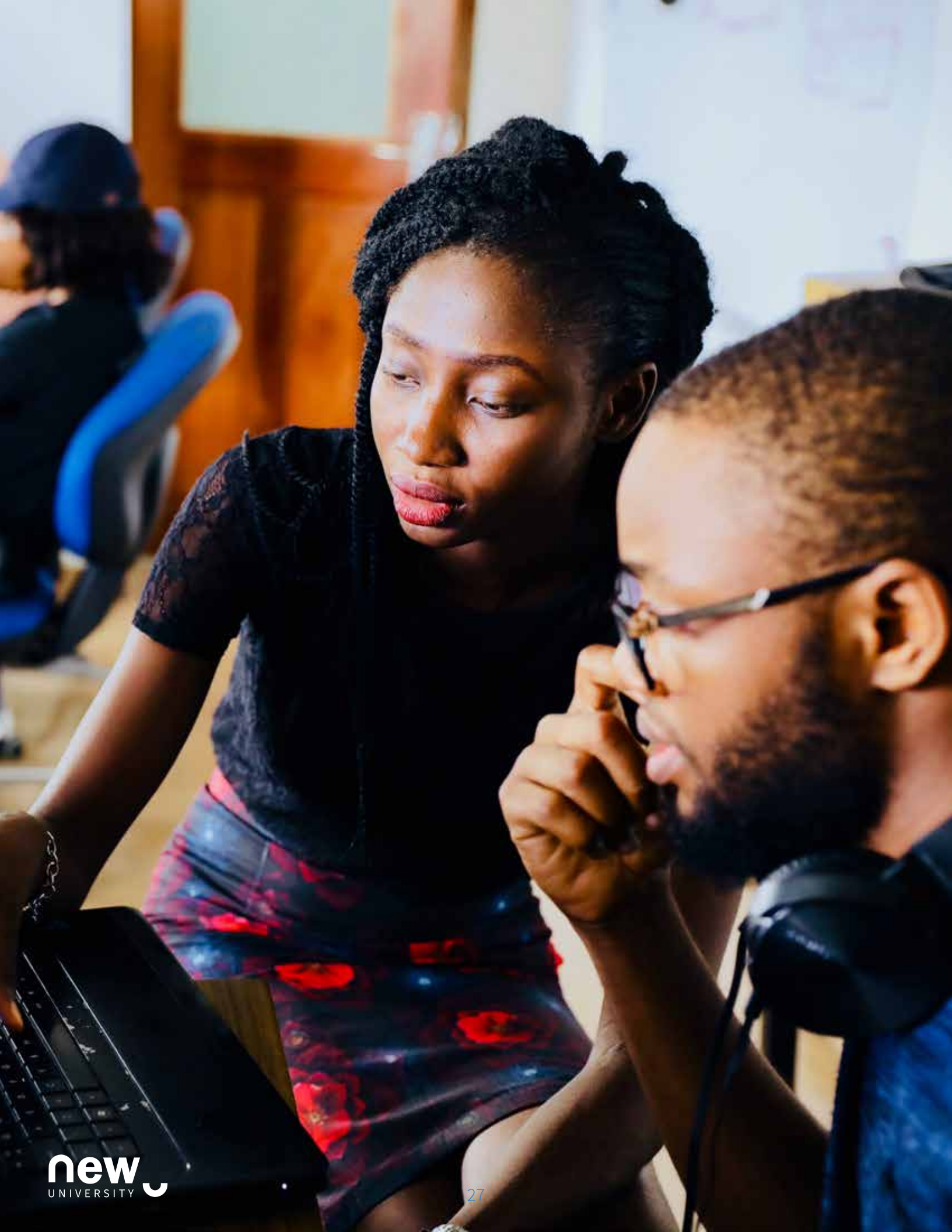
COURSE DESCRIPTIONS AND INDEX

J

Judgment and Decision Making | 4 CR

The course content discusses the complex relations between perceptions, memory, and judgment and their impact on human decisions and actions in our personal lives and professions at both the individual and social levels. Content considers aspects of rationality and irrationality in human decision-making. Students will explore the mechanisms and ways we perceive, interpret, and describe concrete actions, events, or situations related to and from the perspective of the self and others. Different factors in decision making are reviewed and analyzed, including cognitive bias, heuristics, feelings, emotions, motivation, social norms, morality, ethics, fairness and justice.

L

Language | 4 CR

This course provides an introduction to the psychology of language and explores the cognitive and neural bases of human language. The purpose of the course is to introduce students to the scientific study of psycholinguistic phenomena. It covers a broad range of topics from psycholinguistics, including the evolution of language, the different components of language (phonology, morphology, syntax, and semantics), processes involved in reading, computational modeling of language processes, the acquisition of language (both under normal and special circumstances), and the brain bases of language.

Law, Regulation, and Strategy | 4 CR

Global organizations work under a range of legal and regulatory frameworks and this course is designed to give an overview of these frameworks as they pertain to product innovation and management.

Leadership | 4 CR

and apply them to specific challenges; understand motivational drivers, emotional intelligence and communication methods that help individuals and teams succeed; understand how to empower and coach colleagues; how to receive and share feedback that is actionable and constructive; and how to handle stressful situations.

M

Market and User Research | 4 CR

The class is an introduction to theories and methods of conducting market and user research. Through readings, discussions, and exercises, students will learn about research design, sampling, data gathering, and various quantitative and qualitative methods such as experiments, A/B testing, surveys, interviews and observations. Utilizing tools such as personas, use cases, scenarios and tasks, students will be able to ideation techniques that support UI design.

Mass and Social Media | 4 CR

This course relies on theories and methods in psychology and neuroscience to study the effects of mass media and social networks on the behavior of individuals and groups and vice versa, the effects of actions of individuals and groups on the evolution of news outlets and digital social spaces. The course carries an underlined interdisciplinary perspective and relies on the application of concepts from media and cultural studies, communication, and other social sciences. The course discusses all major cognitive processes which take place during the interaction between humans and mass and social media as technology and content (particularly perception, emotion, personality, and motivation). A series of concepts from other disciplines in the social sciences is introduced and critiqued: public space, agenda setting, framing, and media effects; formation and evolution of individual and collective identities; group dynamics; social norms; compliance and conformity; applicable cultural and political theories; rhetorical instruments, and the social impact of mass communication technology, its development and characteristics. Students will also explore in depth the short- and long-term effects of patterns in the general use of and sharing in social networks on individuals, populations, and systems, as well as the effects of public and political pressure on traditional and new media.

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COURSE DESCRIPTIONS AND INDEX

Memory and Learning | 4 CR

The brain is the physiological dimension where memory and learning functions occur. This course introduces the concept of neuroplasticity, the processing and placement of information in the brain. It provides an overview of memory formation and learning, memory processing models involved in formation, consolidation and retrieval. The course covers neuroscientific research concerning memory formation and its application in a range of educational contexts. Students will explore what happens in the brain when different emotional and arousal states are present, the implications of stress on learning and memory, and authentic assessment forms for promoting content retention.

Mind, Body, and Machines | 4 CR

What is consciousness and where does it come from? What is the connection between mind and body, what do we mean when we talk about free will, rationality, and intelligence? Can we replicate free will, rationality, intelligence, and consciousness in machines? How do humans and machines act together in one system of distributed cognition? How do humans process information to make decisions in specific environments? These are some of the questions that this course seeks to explore from a philosophical and cognitive science perspective.

Mind and Virtual Reality | 4 CR

The course reviews the opportunities virtual reality offers as a treatment tool for psychological traumas and disorders and as a research tool for studying and measuring human behavior and cognition. Alongside opportunities, content details and critiques issues of validity of experimentation in virtual controlled settings, particularly the differences between virtual immersion and actual presence, and seeks potential improvements in the application of VR at the intersection point of psychology and technology.

Modern World: The Shaping of Our Present | 8 CR

The course reviews and discusses key local and global developments in the history of mankind that have led to the present-day world as we know it. The course covers focal points in history since the 15th century from the viewpoint and intersections of military, political, economic, social, cultural, and intellectual history. Topics begin in the early modern period and end with the beginning of the current millennium: from the so-called great geographical discoveries, the invention of the printing press, and Machiavelli's writings through the age of political, social, and technological revolutions, the world wars of the 20th century and leading works of modern philosophical thought. The history and impact of imperialism, decolonization, globalization, and technological advancement will be discussed through exploring the past of states, societies, and individuals. Special attention will also be paid to the evolution of political thought, governance, and human rights, as well as issues related to technology, labor, and the public space of our days. Students will also be introduced to the scientific methods employed by the discipline of history, as well as taught how to critique and use primary and secondary sources, compile bibliographies, compose analytical reviews, etc. Students will be graded through a variety of regular assignments and a significant final written work. Mandatory year-long course for all first year students. General Education.

N

Negotiations Mastery | 4 CR

Negotiations are part of everyone's life. Whether it's divvying up the work with a fellow student, or discussing the terms and pay in a job offer, striking a deal with a political or commercial partner, or even finding a compromise with your loved ones, it's all negotiations. Negotiating tactics can only take you so far; a successful negotiator needs additional tools and insight to empathize, collaborate, and understand the other parties so as to achieve not just the optimum outcome for today, but for the long-term as well. This course helps students understand negotiation dynamics and how to prepare for a negotiation, handle uncertainty, learn to craft a psychological strategy and be quick on their feet when presented with unexpected behavior, resolve differences before they escalate, and secure maximum value, while taking into account moral, ethical, and strategic long-term and larger picture dynamics around each negotiation situation.

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COURSE DESCRIPTIONS AND INDEX

New Venture Creation | 4 CR

The course provides an overview of the organizational, strategic, market, capital, legal, ethical, and other aspects of starting a new venture – whether a commercial one or a nonprofit. Students will examine stories of success and failure and how to cope with either one.

Nonprofit Management | 4 CR

This is a specialized course for students who want to learn more or prepare for work in or leadership of nonprofit organizations. The course is focused on the specifics of running nonprofits (nonprofit startups, socially-oriented endeavors, educational institutions, government structures, etc.) as compared to for-profit corporations. Topics will cover traditional operational aspects and strategic instruments of the contemporary not-for-profit organization and its wider context, including financing and accounting, fundraising, planning, reporting, and governance, among others. Special attention will be paid to the idea of social impact.

O

Organizational Behavior | 3 CR

The course introduces students to the study of human behavior within organizations. The class discusses organizational and management theories of organizational high performance and uses case studies and exercises to help participants acquire a deep hands-on understanding of the concepts. Topics include organizational structure and culture, informal structures, organizational change, group dynamics, leadership, power, motivation, and corporate social responsibility.

Organizational Innovation | 4 CR

The course covers the evolution of theories of management such as scientific management, the human relations movement, bureaucratic theory, and systems theory. It discusses the role of rules, structure, creativity, measurement, and group dynamics. The discussion covers prescriptive and generative rules, formal and informal structure, the tensions between accountability and flexibility, between measurement and adaptability; between exploration and exploitation; how we think about diversity at the individual and group levels; hierarchies and heterarchies; and causes of organizational failure. Using cases from food production to the military, from open source software development to Wall Street trading rooms; from engineering firms to megachurches, the course aims to explore how innovation itself can be organized.

P

Positive Psychology | 4 CR

Positive psychology is the science of happiness, optimal performance and human flourishing. This course will explore the relatively recent history of this field, its founders and major contributing researchers, and the main scientific findings on wellbeing, optimism, resilience, emotional intelligence, meaningful relationships and more. Students will learn what factors contribute to our overall satisfaction with life and how we can improve it, how we can lead happier, healthier and more fulfilling meaningful lives. The goal of this course is to give information about the science of positive psychology and to offer students practical tools to create positive transformation in their lives, to build resilience and develop their character strengths.

Product Strategy and Product Management | 4 CR

The course introduces students to product management and strategy in organizations. Students learn what product managers do and how they do it: understanding customers' needs, validating demand for a product, managing the lifecycle of a product, integrating the marketing, manufacturing, design, and manufacturing functions of a company; brand management; pricing strategies; and placement strategies.

Project Management | 4 CR

The course aims to familiarize students with the processes and tools of successful project management (such as dependency planning, Gantt charts) and provide overview of both successful and failed projects. Different systems of project management (SCRUM, Agile) will be presented, discussed, and critically evaluated.

COURSE DESCRIPTIONS AND INDEX

Prospecting the Future | 4 CR

What if?: Asking this critical question is at the core of moving beyond addressing short-term problems and existing constraints onto envisioning new and long-term opportunities. Speculative design, associative design, and critical design are some of the approaches that have been proposed to question existing solutions and explore the potential implications of new technologies, and organizational and institutional forms. The goal of the collection of practices and methods under these design approaches is not to "solve a problem" but to encourage debate, speculation, and questioning how different choices have been made in previous times, what is preferable now, and to examine the values of contemporary products and solutions. Students use case studies, texts, and projects via online platforms or in-class to apply some of these techniques and theories and further develop their innovative and critical thinking capacities.

Psychology of Human Behavior | 4 CR

This course is an introduction to the field of psychology, beginning with its historical context and looking ahead to some of the directions it is likely to take in the future. It offers the starting point on how the mind works, the perspectives from which that question can be approached, and directions for further learning. Experimental and nonexperimental research methods. Freud: theory of personality (id, ego, superego) and psychoanalytic theory. Classification of mental illnesses – an overview. An overview of therapies – cognitive, behavioral, psychoanalysis, etc. Models of motivation. Emotions and theories on emotions. Social psychology: influence and reciprocity, commitment, social proof, authority, scarcity, etc. Simple learning: Pavlov and classical conditioning, operant conditioning. Complex learning: Skinner and Noam Chomsky. Memory. Perception. Evolutionary theory, basic concepts, altruism and mating, parenting, aggression, overeating. Engineering psychology. Finish with a look at the most cutting-edge approaches and how science may develop in the future.

Psychology of Personality and Motivation | 4 CR

The study of personality focuses on two broad areas: understanding individual differences in particular personality characteristics, and understanding how the various parts of a person come together as a whole. The course covers what personality and personality traits are, the theories and models of personality, as well as the major theories of motivation. It examines how different personality traits influence our behavior across many situations.

R

Rapid Prototyping | 4 CR

Rapid prototyping is a method of framing ideas as experiments, use experimentation to learn rapidly from failure, gain insight from a diverse set of participants, and move from incremental to radical innovation. The course teaches students to move from ideation, to prototyping, to testing to quickly discover and validate ideas. The class includes an introduction to rapid prototyping, prototyping device and system user interfaces, prototyping devices, and design considerations and perspectives for devices.

Research Methodology and Design in Psychology and Human Behavior | 4 CR

The course covers scientific methods of studying human behavior, including field observations, experiments, interviews, historical archives. Different qualitative and quantitative approaches will be discussed in analyzing text, numerical, and image data. Students will learn to think carefully about research design: issues around collecting data and assessing its quality, posing the right questions, the connection between theory and methodology; and research ethics. The goal for students is to be able to formulate their own research project and to evaluate the claims made by other researchers.

COURSE DESCRIPTIONS AND INDEX

Rhetoric: The Art of Persuasion | 8 CR

The course aims to provide all students with a solid understanding of and proficiency in the basic speaking and writing skills required for success as citizens and aspiring professionals. As a basis of thoughtful and effective written and verbal communication, students will be taught how to select appropriate sources, develop useful reading strategies and habits, and analyze and critique intellectually challenging materials. Course content will focus on the collection, evaluation, and usage of facts and evidence in developing and refining strong arguments, as well as on composition and delivery techniques and styles for different audiences. Students will be assessed through a variety of written and verbal assignments. Special attention will be paid on identifying and avoiding logical fallacies, as well as employing appropriate rhetorical devices in different contexts and situations. Mandatory year-long course for all first year students. General Education.

S

Serious Games | 4 CR

The course offers a brief review of the relevant history of gaming before laying out key topics in the psychology of play and gaming, studied from cognitive, developmental, social, and behavioral perspectives. Serious games (also "persuasive games" or "games for change") are then introduced as intervention instruments in raising awareness about significant social problems, developing knowledge and skills, and changing behavior. Among other topics, course content reviews the psychological relations between playing, learning, and memory and their social context; strategies and nudges in game design and rhetorics for motivating players, and issues of player immersion, engagement, perceptions, and addiction -- explored through the viewpoint of both the game designer and the player. Students will also learn about the importance and practical conduct of impact evaluations, particularly analyses of players' performance and learning progress against original goals. During the course, students will work in groups, each group consisting of at least one CIL and one PHB student, to develop physical and/or digital game prototypes. Prerequisites: talk to an academic advisor.

Social Psychology | 4 CR

The course studies how social factors influence human behavior. It covers theories and methods of studying group dynamics, norms and conventions, prosocial behavior, self-perception, conformity and compliance, stereotyping and discrimination, attitude change, agression and violence, and love and close relationships.

Special Topics Semester 1: The Pressing Challenges of Our Time | 1 CR

This seminar will cover special topics of contemporary interest through discussions, simulations, debates. Some of the possible topics that will be covered include: education, climate change, health care, social support systems, natural disasters, demographic shifts, immigration, modern conflict, corruption, censorship, artificial intelligence, media literacy, and more.

Special Topics Semester 2: Communication | 1 CR

An introduction to the dynamic field of communication with an emphasis on persuasion. The course uses face-to-face communication, mass communication, digital media, marketing and public relations models to investigate how persuasive messages are developed based on argumentation and evidence. This course explores historical, theoretical, and applied aspects of persuasion in communication in order to promote both understanding and effectiveness.

COURSE DESCRIPTIONS AND INDEX

Sustainability and Corporate Social Responsibility | 4 CR

This course takes the students through a broad understanding of the planet's social and economic needs as defined by the UN's Sustainable Development Goals. As future entrepreneurs and company officers, students will study and discuss specific issues and research and try to design business interventions for stable and long-lasting solutions to some of the largest issues that current and future generations face across the planet: poverty and hunger, production and consumption, pollution, access to clean water and air, quality education, equality and justice, etc. Topics will be reviewed from various business, economic, social, cultural, and political perspectives, and will consider local and global, private and public, as well as individual and group dynamics. Students will acquire knowledge of the major global issues and the role businesses and individuals could play in resolving or alleviating some of these problems. The course also aims to extend the student's understanding of the concepts of equality, fairness, and justice in a global context and help them develop stronger personal and company ethics and social engagement.

T

Technology Entrepreneurship | 4 CR

The course reviews and studies the role of technology in resolving global and local challenges and addressing sustainable development issues. It also aims to develop the students' propensity to observe and evaluate technological solutions or interventions and their potential for scalability as social business opportunities. Students will work with their instructors to research, develop, and evaluate projects involving technological solutions, as well as review various issues of intellectual property, patents, and other legal considerations. Important part of this course considers ethical issues of scientific and technological advances such as accessibility, fairness, privacy, and their potential impact on various stakeholders.

Theories of Developmental Psychology | 4 CR

Study of social, emotional, cognitive, and biological development through an individual's lifespan. The focus of this course will be from infancy to later life. How babies and young children develop the ability to make sense and function in the world. The importance of social attachment, and ability to communicate and think about the world. Changes during adolescence and later life. Developmental theories. Different stages of human language, social, cognitive, and moral development. Development in infancy, adolescence and later life. Nature and nurture—how our genetic inheritance (our nature) interacts with our experiences (our nurture) to influence our development. Physical, cognitive, and social change throughout the life span.

U

Understanding Other Cultures | 3 CR

The course is designed to introduce students to themes in the fields of anthropology, archaeology, ethnicity, world religions, value systems, and ethics in order to critically analyze and discuss notions of "the other", the construction and power of concepts such as culture, race, gender, class, and nationality. Students learn to work with ideas that help them understand "the self" as a historically situated idea with practical implications for the organization of cultures and shared value systems.

DEGREE COMPLETION

In order to complete a degree, students must earn a minimum of 120 credits (or credit hours). Credit is earned by completing a course with at least the minimum passing grade. At least 25% of the credit hours required to complete a degree at NewU should be earned in residence. Only credits and grades received prior to the graduation date are included in assessing graduation eligibility and calculating student cumulative GPA.

All students must satisfy the specific graduation requirements for their registered major.
Our majors require each student to complete the NewU General Education curriculum (40 credit hours), all required courses for the chosen major (40 credit hours), a minimum of 16 credit hours of major-specific electives, and a minimum of 24 credit hours of cross-major elective courses.

Students must pay all their bills and return all university property before their graduation date.

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Internship Credit

Students who find an internship can get academic credit for it by enrolling in their major's Internship / Practicum / Capstone Project class for 4 credits. In order to get the credit, the student submits an evaluation from their internship supervisor that is at least satisfactory. The internship must be in the area of the student's program and utilize the skills and knowledge they are gaining. In addition, the internship must be at least two months long to qualify for academic credit.

Credit Transfer

NewU may, at its sole discretion and after evaluating the applicable official transcript, course syllabus, and the student grade earned, agree to transfer credits from another institution. NewU may also evaluate and decide at its sole discretion whether to transfer credits from any AP or IB high school courses a student wishes to submit to NewU for transfer credit evaluation. NewU may, in certain situations and at its sole discretion, transfer partial credit for courses which partially overlap with NewU courses.

At least 25% of the credit hours required to complete a degree at NewU must be earned in residence.

NewU strives for academic and operational excellence. Students, however, are advised that academic credits earned at NewU are transferable to other institutions at the sole discretion of the receiving institution.

ADMISSIONS REQUIREMENTS

Many universities make it unnecessarily expensive, time-consuming, anxiety-inducing, and just plain hard to apply to college. The traditional process is also inherently unfair. We changed all that.

NewU only requires applicants to submit an online form and an electronic copy of their most recent high school transcript or diploma or GED/HiSET.

Test-Blind Admissions

NewU makes Admissions decisions solely on the basis of the applicant's high school GPA. NewU uses only high school GPA as the strongest reliable, nondiscriminatory, unbiased predictor of future academic success. We do not use admissions quotas based on gender, race, age, national origin or any other metric. We do not have preferential policies or hidden admissions criteria in admissions.

Financial Aid-Blind Admissions

NewU makes admissions decisions without any review or consideration for a student's financial need. Once admitted, a student may be eligible for Financial Aid solely based on the student's financial situation. This is another one of many ways in which we stand out from other universities. We admit students based on their ability to succeed at NewU, not on how much they can afford to pay. We then allocate Financial Aid to those who need it the most. This way we strive to ensure a more equitable access to higher education, and a fairer outcome for all our students.

Past Violations-Blind Admissions

At NewU we believe in new beginnings. Everyone deserves a chance at success. NewU does not take into consideration an applicant's past academic or disciplinary infractions or criminal convictions in admissions decisions. NewU does require past infractions or criminal convictions be disclosed by each applicant, because we want to be honest and transparent with each other, and we ask these questions so that our community can support each of our current and future members the best we can.

Rolling Admissions

NewU processes applications on a rolling basis. Students may apply as soon as they complete grade 11 of high school. NewU stops admitting students for an academic year 2 weeks into the start of the applicable school year.

NewU may stop admitting applicants for each relevant school year once all budgeted available seats have been filled with future students who have signed a NewU student contract and paid their deposits, allowing for an oversubscription of up to a reasonable percentage in anticipation of customary attrition.

Application Fee

NewU sets an application fee of $150 (one hundred fifty US dollars) per application to cover the administrative and related costs of processing each application. NewU may waive the application fee for one, many, or all applicants at its sole discretion.

Admissions Decisions

NewU does not offer provisional admission or waitlists. Applicants are admitted or denied based on their high school GPA rank relative to the rest of the applicant pool at the time of application.

NewU will inform all applicants of its decision within 24 hours of receiving a fully completed application, application fee (if applicable), and any required accompanying documentation. Applicants will be informed via email and text message.

Applicants may check the status of their application at any time by emailing apply@newu.university.

Enrollment Deposit

To secure a spot in the next NewU incoming class, all admitted applicants and transfer students must pay a non-refundable Enrollment Deposit. An offer of admission will become null and void if the admitted applicant does not pay the Enrollment Deposit in full and on time. Admitted applicants and admitted transfer students have 7 (seven) calendar days from receiving an admit offer letter to apply for financial aid. Once NewU issues a financial aid offer, students have an additional 30 (thirty) calendar days to make their Enrollment Deposit. NewU reserves the right to withdraw any admission and/or financial aid offer if a deadline is not met.

The Enrollment Deposit is not an extra fee as it is deducted from the first semester bill.

If NewU approves a deferral to a future semester, the Enrollment Deposit will be applied towards that future semester bill. If the applicant later chooses not to enroll at NewU, the Enrollment Deposit is forfeited in full and shall not be refunded.

Application Methods

NewU only accepts applications electronically via the NewU web-based application form.

NewU also utilizes Direct (also referred to as Reverse or Flipped) Admissions where the university college-ready students and may make an offer of admission without an application. Currently, students who are members of or currently enrolled in the following organizations/programs are pre-approved for admission:
- National Society of High School Scholars (NSHSS)
- Sage Scholars Tuition Rewards (SSTR)
- College Bound DC

ENROLLMENT/ENTRANCE REQUIREMENTS

To successfully enroll at NewU, each admitted applicant must provide required documents and make applicable payments.

Required Documents and Information for Enrollment

To gain enrolled status, each admitted and deposited student must provide a high school diploma or equivalent certification, sign the standard NewU Student Contract, and remit all payments due for the first semester.

In cases where an admitted student is still a minor, NewU requires that both the admitted minor student and a parent/legal guardian sign the NewU Student Contract.

BUILDING LOCATIONS AND LIBRARY

NewU offers classes at a single location in Washington DC so as to promote a spirit of collaboration and community among students, faculty, and staff. Campus is located in the heart of Washington, DC, minutes away from the White House, free Smithsonian Museums, restaurants, parks, and event venues.

At NewU our students are in control of where and how they access our library resources. We offer various online and physical library options. You can even study and use one of the best libraries in the world – the Library of Congress. While our classes take place in person, you can access a host of resources and conduct a number of activities remotely over the internet from any location – library resources, course registrations, advisory sessions, and much more.

ATTENDANCE AND LEAVE OF ABSENCE

Attendance

Attendance in person is mandatory. Missing 20% or more of any course results in an automatic failing grade.

Students are expected to regularly attend classes, seminars, and workshops, etc. for which they have registered, regardless of whether they are attempting or not to earn credit hours for these courses or seminars. A minimum of 80% attendance in each class is required for its successful completion given that the student satisfies all other criteria for passing the course. Students who fail to satisfy course attendance requirements will not receive full or partial credit for the given course.

NewU professors will consider in good faith and on a case-by-case basis whether a student will be allowed to make up work due to absences and on what terms.

Types of Absences

NewU does not distinguish between types of absences. A student is either marked as "absent", or as "present" by each professor based on the professor's judgment as to the type of absence or time of arrival or departure from class. There are no "tardy" or other categories of attendance, other than "present" and "absent".

NewU maintains attendance records within the Google for Education and Salesforce.com Educational Data Architecture platforms for all students. Only authorized school administrators and the relevant student professors have access to enter, modify, or view attendance records. A student may request a report on attendance records for any enrolled or past class.

Withdrawal

Students wishing to withdraw without intending to return at a future time must formally give notice and receive NewU written approval. A student who has withdrawn is not eligible for reinstatement. Students who intend to withdraw from the university must submit a formal notification to the Chief Student Journey Officer, sign the appropriate form as directed, complete an exit inverview, and receive an authorized signature from NewU finalizing the withdrawal.

Until the Withdrawal form is signed by an authorized NewU representative, students are still enrolled and expected to fulfill their academic and financial responsibilities. All accrued liabilities such as tuition, fees, or any other amounts payable to NewU continue to accrue and are due until all financial obligations through the end of the semester during which the withdrawal is approved have been fully met by the student.

Leave of Absence

A leave of absence allows students to interrupt their studies for a compelling reason. For example, a sustained medical or mental health condition that prevents attendance or a personal matter requiring absence from campus may qualify you for a Leave of Absence. Students must submit a written letter and supporting documentation to the Chief Student Journey Officer to make their case and outline why they need to interrupt their studies at that time.

Students may request to take a leave of absence during which they will not be expected to complete academic or other work at NewU or be present on campus; students will also not benefit from student status for the period of an approved leave of absence. The duration of a requested leave is one whole semester.

Leave of absence requests must be approved by the Chief Student Journey Officer in advance of the requested semester and decisions will not be applied retrospectively. Until students are informed by email that the leave has been processed, they are still registered and expected to fulfill their academic and/or financial responsibilities, including completing coursework.

GRADING

NewU reports GPA (grade point average) on a 4.0 scale. The top grade is an A, which equals 4.0. Students calculate their overall GPA by averaging the scores of all their classes.

To convert GPA to a 4.0 scale:

Letter Grade	Percent Grade	4.0 Scale
A+	97-100	4.0
A	93-96	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D+	67-69	1.3
D	65-66	1.0
E/F	Below 65	0.0

Students are considered in good academic standing if they maintain cumulative GPA above 2.0. NewU aims to promptly identify and support students in need. If the semester GPA or cumulative GPA of a student falls below 2.0, the student will be offered additional academic advising until his or her cumulative GPA reaches 2.0 at minimum. Special academic advising may be continued for a period of one more semester after this threshold has been passed in order to guarantee continued improvement in the student's individual academic performance.

NewU considers any grade other than an "F" a passing grade. If the student has earned a passing grade for all required courses towards any NewU program, the students is deemed to have successfully completed that program.

In order to earn a NewU degree, students must earn a minimum of 120 credits. Credit is earned by completing a course with at least the minimum passing grade. At least 25% of the credit hours required to complete a degree at NewU should be earned in residence.

NewU students will receive their grades for each course within a reasonable period of time upon submitting tests, assignments, or other deliverables as determined by their instructor. Students will receive their semester grades no later than two weeks after the end of each NewU semester. Students will also receive a mid-Semester progress report once per course per semester.

Students' rights, privileges, and responsibilities are fully described in the NewU Student Handbook, provided to each enrolled NewU student and available on the Current Students section of the NewU website.

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Grade Non-Disclosure

We want NewU students to get the most out of their learning and personal growth experience, and we believe the pursuit of grades for the sake of employment or other competitive purposes gets in the way of collaboration, teamwork, and community. We also want NewU students to support and collaborate, rather than compete with each other throughout their learning experience and studies.

In keeping with the spirit of learning and cooperation at NewU, we do not disclose personally-identifiable course grades or GPA to anyone outside of NewU. No one at NewU shall disclose personally-identifiable student grades or GPA to any party outside of NewU. NewU student transcripts shall only display a Pass/Fail designation where normally a numeric grade would be listed.

We will still grade our student's academic performance, so that they and our professors and administrators know how students are doing academically relative to classmates, and to ensure students are meeting the minimum NewU academic standards. Again, personally identifiable student grades will be only between the student, the relevant NewU professors, and NewU administrators.

To make this policy a meaningful mechanism for enhanced collaboration between our students, NewU students are also expressly forbidden from sharing their own grades to anyone outside of NewU, as outlined in the Student Contract. Failure to comply with the Student Contract terms is a serious offense and is subject to disciplinary action all the way up to termination of a student's matriculation status at the university.

NewU understands that some students might need to disclose GPA to external parties to qualify for financial aid, admission to graduate school, or job placement. In such instances, NewU may release a student's personally-identifiable GPA score and transcript showing the student's actual grades only if the requesting organization refuses to make exceptions to their policy, and only upon a written request by the student to NewU authorizing NewU to release actual GPA or grades.

Academic Advising

NewU places a strong emphasis on providing academic support and guidance to each individual student throughout the duration of their studies.

Each faculty holds weekly office hours for students to receive course-related and other academic assistance. Faculty may also schedule individual meetings and consultations with students outside of class time and office hours.

Each student will be assigned a Student Success Manager. Students are required to meet with their Student Success Manager one-on-one at least once a month. These sessions cover academic, career, and resilience building topics and activities. NewU offers career development resources and placement support to all students and monitors progress toward academic degree completion and career development regularly.

Tutoring programs will be organized to support student learning. Tutoring may include faculty-led sessions and peer support as assigned by faculty where appropriate. Tutoring may be offered in some or all courses offered at NewU and may also be organized to support skills the NewU curriculum aims to develop, e.g. academic and/or creative writing and emotional intelligence development. Tutoring sessions may be optional or required toward a NewU course but will not count for additional academic credit outside of official course descriptions.

Special Academic Advising (Probation)

Students will be subject to mandatory academic advising programs should their academic performance indicate the need for such an intervention. Special advising may include individual progress checks and/or additional workshops devised to support student learning and personal development. Please see Academic Standing for details.

Academic Standing

Students are considered in good academic standing if they maintain cumulative GPA above 2.0. NewU aims to promptly identify and support students in need. If the semester GPA or cumulative GPA of a student falls below 1.5, the student will be offered additional mandatory academic advising until cumulative GPA reaches 1.75 at minimum. Special academic advising may be continued for a period of one more semester after this threshold has been passed in order to guarantee continued improvement in the student's individual academic performance.

Academic and Disciplinary Suspension

Academic or disciplinary suspension is a corrective action to signal an inadmissible level of academic performance or student behavior while enrolled at NewU.

A proven and documented instance of plagiarism may lead to academic probation for the following semester. Plagiarism in senior theses or capstone projects will result in cancelation of this final work, non-recognition of credits attempted for this particular work, and/or academic probation.

NewU may un-enroll a student who is in material or repeated breach of the Student Code of Conduct or other university policies.
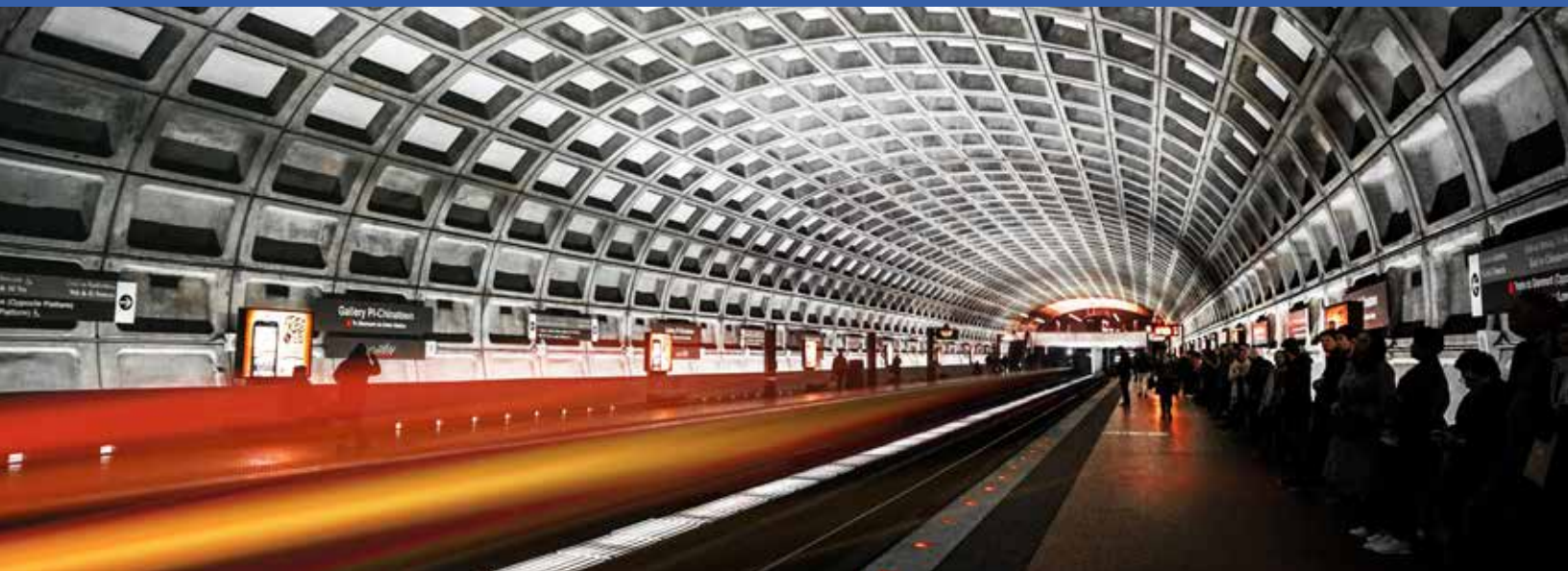
Appeals Process

Any NewU student who is dissatisfied with a decision relating to a particular case of application of an academic policy may submit an appeal in writing before the NewU Chief Academic Officer. The appeal must be received within 10 (ten) calendar days after the incident. Appeals may be sent via email from the student's university email address (registered personal email address in case the university email address has been suspended), regular mail or courier postmarked accordingly, or delivered in person by the appellant.

Appeals will be reviewed and answered in writing by the Chief Academic Officer within 10 (ten) calendar days. The Chief Academic Officer may also initiate an inquiry if needed, or meet the involved parties in order to receive clarifications or attempt to achieve a satisfactory appeal resolution to all parties involved. In case the complexity of an appeal does not allow a response within the allotted time, the Chief Academic Officer may justify an extension of up to 30 (thirty) additional calendar days in writing to the appellant. In the case of force majeure, the Chief Academic Officer will also notify the appellant and inform in writing about the expected (estimated) duration of the delay. If the force majeure prevents the Chief Academic Officer from performing official duties, the deadline for response is extended with the period of duration of the force majeure or its immediate effects or until another university official formally takes over the duties of the Chief Academic Officer.

In the absence of the Chief Academic Officer for a period longer than 10 (ten) calendar days, the Chief Academic Officer will authorize another senior representative of the university to perform the duties related to appeal review and resolution only for the period of the absence.

If the Chief Academic Officer's resolution is not satisfactory to the appellant, the student may appeal to the President, who will render a final resolution on behalf of NewU within 30 (thirty) calendar days of receiving the appeal.

STUDENT RECORDS

NewU utilizes the industry-leading database and cloud storage solutions from Salesforce.com and Google for Education. We implemented the Salesforce Education Data Architecture (EDA) platform, which has unsurpassed security, storage, and redundancy for student records. Those records include, but are not limited to, student name, contact information, demographic information, parent/guardian information, student academic performance, student attendance, student class and program enrollment, student advising, student billing and financial aid, student customer support, and other student records for the purposes of NewU, the Higher Education Licensure Commission, accreditors, and other government and regulatory parties.

NewU maintains student records in perpetuity, even after the student is no longer enrolled. NewU annually evaluates the data security and storage policies and procedures related to student records to ensure data integrity, archival, and preservation.

Student records are recorded, stored, and retrieved only by authorized NewU personnel for legitimate operating purposes and to comply with applicable law. All student data is encrypted while on the Salesforce EDA platform, and accessible only by authorized personnel with credentials issued by NewU.

NewU students may obtain a copy of their academic and financial records at any time by sending an email request to the relevant NewU administrator – the Chief Academic Officer, or a designate, and the Chief Financial Officer, or a designate. NewU strives to provide a truly student-centric service and support, and all requests for such student records should be fulfilled within 3 (three) business days.

NewU complies with the Family Educational and Privacy Act (FERPA) regulations, so a student academic record/transcript and/or the financial history of the student will not be released to parents or other unauthorized parties in cases where the eligible student has not provided written consent to NewU for such records to be released.

STUDENT CONDUCT, RIGHTS AND RESPONSIBILITIES

The University is a community in which intellectual growth, learning from others, mutual tolerance, and respect for freedom of thought and expression are principles of paramount importance. In an environment that promotes the free interchange of ideas, cultural and intellectual diversity, and a wealth of social opportunities, NewU students take advantage of the academic and non-academic opportunities available to them, deepening their intellectual insights through formal instruction, and expanding their educational experience beyond their academic programs. Members of the NewU community participate actively in the greater District of Columbia, state, national, and international communities in which they reside. "Citizens" of the University community include students, faculty, staff and those otherwise affiliated with the University.

Accepting membership into the University community as a student entails an obligation to promote its welfare by assuming the rights and responsibilities listed below. Each individual member of this community is responsible for his or her own actions and is expected to respect the rights of others.

Rights of Student Citizenship

Membership in the University community affords every student certain rights that are essential to the University's educational mission and its character as a community:

a. The right to have access to and participate in the academic and non-academic opportunities afforded by the University, subject to applicable standards or requirements.

b. The right to freedom of thought and expression.

c. The right to be free from discrimination on the basis of race, color, gender, sexual orientation, religion, national or ethnic origin, age, disability, or status as a disabled person.

d. The right to fair University judicial process in the determination of accountability for conduct.

Responsibilities of Student Citizenship

Students are expected to exhibit responsible behavior regardless of time or place. Responsible behavior includes but is not limited to the following obligations:

a. To comply with all provisions of the University's Code of Academic Integrity.

b. To respect the health and safety of others. This precludes acts or threats of physical violence against another person (including sexual violence) and disorderly conduct. This also precludes the possession of dangerous articles (such as firearms, explosive materials, etc.) on University property or at University events without University authorization.

c. To respect the right of fellow students to participate in University organizations and in relationships with other students without fear, threat, or act of hazing.

d. To refrain from conduct towards other students that infringes upon the Rights of Student Citizenship. The University condemns hate speech, epithets, and racial, ethnic, sexual and religious slurs. However, the content of student speech or expression is not by itself a basis for disciplinary action. Student speech may be subject to discipline when it violates applicable laws or University regulations or policies.

e. To refrain from stealing, damaging, defacing, or misusing the property or facilities of the University or of others. This also precludes the disruption of University computing services or interference with the rights of others to use computer resources.

f. To be honest and truthful in dealings with the University, about one's own identity (e.g., name or Social Security number), and in the use of University and other identification.

g. To obtain and maintain adequate health insurance while enrolled at the University.

h. To comply with policies and regulations of the University and its departments (e.g., the University's Guidelines on Open Expression, Drug and Alcohol Policies, Sexual Harassment Policy, etc.).

i. To comply with federal, state and local laws.

Dress Code

The dress code is casual. All students are expected to dress in a manner consistent with good hygiene, safety, and good taste. Please use common sense.

STUDENT GRIEVANCES

The Code of Student Conduct sets forth the responsibility of all students at the University to exhibit responsible behavior regardless of time or place. This responsibility includes, but is not limited to, the obligation to comply with all provisions of the Code of Student Conduct; with all other policies and regulations of the University; and with local, state, and federal laws.

The University disciplinary process may involve the following stages:

- ▶ Bringing a Complaint to the Office of Student Journey
- ▶ Resolving a Complaint by Mediation
- ▶ Investigating a Complaint
- ▶ Resolving Charges by Voluntary Agreement to Sanctions
- ▶ Resolving Charges by Disciplinary Hearing
- ▶ Appealing the Decision of a Hearing Panel
- ▶ Imposing Sanctions on a Student
- ▶ Fulfilling Sanctions Imposed by the University

The Office of Student Journey (OSJ) is the central office responsible for resolving alleged violations of University policies by students. The duties of the OSJ include determining whether complaints warrant action by the OSJ, referring complaints for mediation or resolution by other University offices, investigating complaints, determining whether to charge a student with violations of University policies, resolving complaints by voluntary agreements to sanctions, bringing charges of violations to a disciplinary hearing, presenting evidence at hearings, monitoring and enforcing the fulfillment of sanctions imposed pursuant to voluntary agreements or after disciplinary hearings, maintaining records of all disciplinary matters, providing administrative support for all aspects of the disciplinary process (including hearings), and preparing reports and compiling statistics.

NewU has a comprehensive student conduct policy and grievances procedures available at https://newu.university/policies.

OWNERSHIP AND FACULTY INFORMATION

NewU is a 501(c)(3) nonprofit

Like many of our nation's most prestigious universities, NewU is a private nonprofit institution. NewU Inc. is the nonprofit corporation which operates as NewU University. The organization is registered and based in Washington DC, and is an IRS-approved 501(c)(3) educational nonprofit.

NewU Faculty

The list of current faculty is continuously updated each semester and available on the NewU website at https://newu.university/faculty.

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KEY SCHOOL STAFF

new UNIVERSITY

Stratsi Kulinski | *President*

Mr. Kulinski holds an MBA from the Wharton School at the University of Pennsylvania. He brings over 30 years of experience in broadcast media, technology, finance, and higher education.

Viktoriya Zotova | *Finance*

Dr. Zotova holds a PhD in Business and Management from the Smith School of Business at the University of Maryland. She is also an instructor of analytics at Georgetown University and serves as an external expert at the International Monetary Fund.

Elena Krumova | *Academics*

Dr. Krumova holds a PhD in Sociology from Columbia University. She has managed academic programs and taught at Central European University and Columbia University.

Josh Morrison | *Student Journey*

Mr. Morrison holds an M.S.Ed. in Student Affairs Administration from Indiana University, and is a PhD candidate at Indiana University in the Higher Education program.

Italé Watie | *Student Success*

Ms. Watie holds an M.Ed. focusing on student experiences from Southern Methodist University. She is a PhD candidate at Howard University. She brings over 10 years of experience working with college students.

Nathalie Khouri | *Admissions*

Ms. Khouri manages the admissions team and is responsible for all recruitment and enrollment efforts across all channels for the undergraduate program at NewU.

L.P. | *Digitial Technology*

L.P. holds a BA from the American University in Bulgaria. He leads digital transformation projects for various educational and nonprofit initiatives in Europe, Australia, and the US.

Bilianna Alexander | *Libraries*

Ms. Alexander holds an MLS from Sofia University. She has over 40 years of experience in library management across Europe, Middle East, and the US. She is a charter member of the American International Consortium of Academic Libraries (AMICAL).

GOVERNANCE

Like all responsible nonprofits, NewU has a Board of Directors with the typical roles and responsibilities of a nonprofit governing body. NewU Bylaws are available upon request from the Office of the President.

NewU also has key Officers, per applicable nonprofit law, including President, Secretary, and Treasurer. The majority of NewU Board Members are independent Directors, i.e., they are not employed by or involved in the day-to-day operations of the institution.

The list of current Board Members is available on the NewU website at https://newu.university/about.

At NewU we believe in the principles of shared governance, and welcome input from all key stakeholders, especially students. Faculty and Students elect their respective representatives annually, who then participate in NewU Board meetings. We welcome other students, faculty, and staff to attend Board meetings, which are typically open to the public.

STUDENT RIGHT-TO-KNOW AND CAMPUS SECURITY ACT DISCLOSURES

NewU started offering instruction and actively enrolled our first students in Fall 2022. The University has not received any student complaints or had any security incidents reported on or off campus.

Graduation and placement data will be available after our first cohort of students graduates in 2025.

Although not required, NewU voluntarily reports data to the Department of Education's Integrated Postsecondary Education Data System (IPEDS). NewU also submits an annual data survey to the Washington DC Higher Education Licensure Commission.

ACADEMIC CALENDAR 2023 -2024

Semesters
Orientation: 21 August 2023 – 31 August 2023 (new students only)
Fall Semester: 5 September 2023 – 25 January 2024
Spring Semester: 29 January 2024 – 6 June 2024

Breaks
Winter Break: 15 December 2023 – 7 January 2024
Spring Break: 1 March 2024 – 10 March 2024

Federal Holidays
Labor Day: First Monday of September
Thanksgiving: Fourth Thursday and Friday of November
President's Day: 19 February 2024
Memorial Day: 27 May 2024

CONTACT INFORMATION

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Washington DC, 20005
United States

202.968.1001
apply@newu.university
https://newu.university

HOURS OF OPERATION
NewU campus facilities are available to students, faculty, and staff 24/7 throughout the year,
including holidays.
Administrative offices are open Monday - Thursday 10am - 5pm.

LICENSURE
NewU is licensed to operate by the Higher Education Licensure Commission,
1050 First St NE, Washington, DC 20002, United States