



## Ubiquity BA Student Handbook





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**Welcome by Dr Jim Garrison, President of Ubiquity University**



Ubiquity University seeks to reinvent education as we know it. Traditional academic institutions are caught in the grip of antiquated methods of instruction characterized by rote memorization and an emphasis on social homogenization while charging increasingly high tuition and fees. They are unable to keep pace with a radically changing world, thus creating a crisis in learning not only for the academic institutions themselves but for a whole new generation of global youth for whom the internet and smartphones are the new norm and escalating hypercomplexity and climate change the emerging global context. Ubiquity University enters this dynamic and potentiated situation with an educational approach designed to liberate the human potential of our students. Ubiquity represents a whole new kind of education for a whole new kind of world.

Transforming education by re-designing it for an increasingly hypercomplex world means shifting the basis of education itself. The Renaissance was ignited by shifting the basis of Florentine education away from the Church back to the Greco-Roman civilization, on the basis of which they developed a new kind of learning they called “civic humanism.” Similarly in our day, nothing short of shifting the basis of education away from scientific materialism towards the awareness that we inhabit a *living universe* will suffice to kindle the fires of renewal in the human imagination. What is needed is a fundamental shift of ethos, goals, and methodologies so that new forms of learning can arise within an *integral framework*. This is the challenge that Ubiquity University has been established to address.

Our promise to you as a student is that if you fully immerse yourself in our integral learning system -- comprised of academic study, self mastery exercises, and real-life missions -- you will animate all your different intelligences and thus your highest potential. We have designed our learning system so that you will become professionally competent, self aware, and socially active -- fully capable of playing the game and changing the game. We want to activate your inner genius and we want you to be proactively catalytic in your world. Nothing less will enable you to navigate the future that is coming and thrive.

We welcome you into our global learning community and encourage your active participation and involvement in the many opportunities we provide to deepen your professional and personal development while obtaining an academic degree.

*Jim Garrison, PhD*  
*President*  
*Ubiquity University*

## **The Ubiquity Learning Experience**

Ubiquity’s digital-first BA degree program is designed to equip you to operate in a hyper-complex world - where the speed of change is increasing exponentially, the



interconnectedness of issues is woven ever more tightly, and events anywhere can have dramatic effects everywhere. In eras of change such as ours, business as usual is no longer an option. Our commitment is to equip you to be able to thrive in this reality while contributing to a world that works for everyone.

In order to achieve that, Ubiquity helps you to develop six core competencies. These competencies are divided into three areas: Knowledge Content (the things you are going to study), Personal Qualities (the dimensions in yourself you are going to develop), and Action in the World (how you engage the world). All of your study and program-related activity at Ubiquity will contribute to the development of these core competencies.

## 6 Core Competencies at Ubiquity





### *Critical & Integral Thinking*

The ability to critically assess and value something in its own right and identify its place in relation to everything else in such a way that everything is able to be transcended, yet included in a full embrace of life.

### *Scientific Discipline*

The ability to systematically study the structure and behaviour of the physical and natural world through observation and experiment in such a way that as much of our relevant reality as possible is taken into account.

### *Collaborative Creativity*

The ability to be in the moment and access an impulse to act with others in such a way that each person's passion and ability is maximised for the good of the whole.

### *Personal Leadership*

The ability to steward yourself into meaningful action in the world in such a way that you bring your highest potential to each moment.

### *Social Innovation & Entrepreneurship*

The ability to identify, conceptualise and implement an innovation in society, in such a way that all stakeholders are uplifted.

### *Whole System Design*

The ability to design projects in such a way that all relevant parts and dynamics of the system internally and externally are taken into account.

## **Developing and Demonstrating Changemaker Competence**

Ubiquity's mission is to enable people to develop, demonstrate and deliver changemaker competence. Changemaker competencies are the kinds of qualities and skills needed to assist society at this time in its transition from an unsustainable trajectory to a pathway that is life-affirming and brings out the best of human potential. Each course has a set of competency-based learning outcomes defined that support the six core competencies outlined above so you know what you should be able to do by the end of the course. Likewise, each module within a course has a competency-based learning outcome associated with, it so you know what you are working towards in that specific module.

We frame the breadth of competence needed in this way:



## Ubiquity's Integral Competency Framework



Changemaker competence needs to be developed not only as professional skills, as competence is usually used, but also as inner qualities of the individual, the capacity to relate and collaborate creatively with others, and design and implement initiatives through a whole-system lens.

### **Rigorous and Engaging Assessment**

One of Ubiquity's unique qualities is our ability to assess a wide range of competencies with rigour, while at the same time using the best of gamification to make assessment fun and engaging. We are not so interested in how much you read or how many videos you watch, but rather what have you learned from everything you have done, and how that is relevant to you and your world. It is our commitment to enable you to demonstrate as many competencies as possible, so that you can unlock the related qualifications - from badges through to your BA degree - and add them to your CV and portfolio.

Ubiquity's rigorous and gamified competence framework identifies four different levels of competence, so you and others can track your development in different competence pathways. You can unlock badges at all four levels of competence.



## Ubiquity Competence Learning Journey and Levels

Level (and Learning Journey)		Description
Competence Acquisition	1 <b>Initiate</b> (A journey of Experiencing)	As an <b>Initiate</b> , you have successfully completed a journey of <i>experiencing</i> the core subject matter of the course. You have taken in all the impressions and information in such a way that you can vividly recall it, distinguish within that what seems most interesting and important to you and explain it clearly to others.
	2 <b>Apprentice</b> (A journey of Practising)	As an <b>Apprentice</b> , you have successfully completed a journey of <i>practising</i> applying your new learnings and understandings to specific situations, in such a way that you develop and refine your “hands-on” competence in using the core skills taught in the course.
Competence Application	3 <b>Visionary</b> (A journey of Envisioning)	As a <b>Visionary</b> , you have successfully completed a journey of <i>envisioning</i> how what you are learning is relevant both to your life and to the world and developing that discovery into inspiring ideas and projects you can put into action in the real world.
	4 <b>Changemaker</b> (A journey of Engaging)	As a <b>Changemaker</b> , you have successfully completed a journey of learning to manifest your vision and missions in the world in such a way that they create tangible, sustainable value while you remain continually aware of the impact you are making and adjusting your actions appropriately as you go.



As described above, there are four levels of competence that you can achieve at Ubiquity: Initiate, Apprentice, Visionary and Changemaker. Given that these levels are increasingly challenging as you progress, different types of assessment are needed depending on the level.

Competence Level	Assessment
Experiencing / Initiate Badge	Quizzes and Games
Practising / Apprentice Badge	Creative Assignment
Envisioning / Visionary Badge	Impact Project Definition
Engaging / Changemaker Badge	Impact Implementation

Initiate Level, which is more about taking in and understanding the material, can be assessed through quizzes and short test games. At the Apprentice Level, when you need to show that you can *apply* your learning, Creative Assignments are used for you to demonstrate those competencies, which are assessed by faculty giving you personalised text feedback. At the Visionary Level, you are already starting to apply your learning to



the design of interventions in the real world, and these competencies are assessed through the submission of your mission plan. This is likewise assessed by faculty giving you personalised text feedback. At the Changemaker Level you apply your learning to real world situations. These competencies are assessed through the report you submit, as well as through feedback from your colleagues and stakeholders involved in the project. As you demonstrate different competencies throughout your courses and the programs, you unlock competency-based badges to add to your profile.

## **BA Courses**

A Ubiquity BA Capstone Completion program is composed of 7 study courses (30%), 2 Impact courses and an Impact Project (30%) and 1 Self-Mastery course and your Self-Mastery project (30%). The remaining 10% is for collaboration, as demonstrated in the online interaction, creative assignments and Impact Project.

The study courses are made up of three main groups:

**Core Courses** – this is a set of five courses that you take before you move on to explore more.

**Elective Courses** – these are up to five other courses that you choose from any of the other General Education courses on offer through Ubiquity. This is your chance to create your very own personalised degree, making the combinations that suit you.

### **Core Courses**

*(5 required courses - see course descriptions below)*

- The Foundations of Critical Thinking with Dr. Linda Elder
- Global Forces and Shaping the Future with Dr Paul Ray
- Great Books of World Wisdom Traditions with Dr Jim Garrison
- The Living Universe with Dr Duane Elgin
- Transformational Leadership, Strategy and Governance with Peter Merry

### **General Education Courses**

Once you have completed your core courses, you can choose up to 10 General Education courses to complement your concentration courses. The latest selection of courses is available at [www.ubiquity.courses](http://www.ubiquity.courses).



## Core Course Descriptions:

### **The Foundations of Critical Thinking**

*Instructor: Dr. Linda Elder*

This course will introduce you to the tools the best thinkers use and will exemplify the activities and practice you can use to emulate them. You will then have your destiny as a thinker in your own hands. The only thing that will determine whether you become a better and better thinker is your own willingness to practice. This course will introduce you to the tools of mind that will help you reason well through the problems and issues you face, whether in the classroom, in your personal life, or in your professional life. If you take these ideas seriously, and practice using them, you can take command of the thinking that will command your quality of life.

By the end of this course you should be able to:

- understand the importance of fair-minded critical thinking in the cultivation of fairminded critical societies.
- understand the parts of thinking and how these parts work together in reasoning.
- understand the universal intellectual standards and their importance in human reasoning.
- understand the barriers to critical thinking development and intervene to improve it.
- articulate and exemplify the primary concepts in critical thinking and how they can be used as tools for understanding and improving human reasoning.
- articulate understanding of the problem of media bias and propaganda as a barrier to critical thought in human societies.
- understand ethical reasoning, show understanding of the differences between ethics and other modes of thought, including religion, social ideologies, politics, and the law.
- demonstrate abilities in close reading and substantive writing

### **Global Forces and Shaping the Future**

*Instructor: Dr Paul Ray*



This foundational course takes a planetary scale look at the trends of our time, which are seen in generations, not just months or years. That is because ours is not just an era of change, but a change of eras. That change is marked by a time of a cascade of crises: not only many parallel crises, but often one crisis triggering several others, which trigger or worsen still other crises. The main crisis of our age is climate change, which could kill off most of humanity if we fail to act on it. Climate-related crises are accelerating processes, “happening now, faster and faster” on ever-steeper curves of cost and damage, rather than the slower changes of our past.

*However, it's just hard, not hopeless. We must not despair or be fatalistic, for all these problems can actually be solved with today's technologies, by acting together to generate new social, economic and political solutions. We need to grasp both the pattern of crises and the design of solutions. So, we examine a long list of positive social innovation trends, including planetary integration. Combining positive planetary trends with improving technologies and social mobilization makes it easier to solve climate crisis problems that seem too hard to solve today.*

*We say humanity needs to develop a positive image of our collective future together, to guide us to an emerging planetary-level civilization. We hope that Ubiquity students will lead this change, so we discuss strategies for change as well as what's happening, both positive and negative.*

By the end of this introductory planetary orientation course, students should be able to:

- Express the general outlines of the evolving planetary problematique: the interrelated complex of short term crises and long term problems of the whole planet, especially related to global warming, and be able to reason about potential solutions to them.
- Name and broadly discuss the strategically important technological, economic and social innovations that are now being developed to solve the planetary problematique and its crises.
- Visualize and discuss in broad outline form the shape of the next civilization that might systematically incorporate such innovative solutions at continental or planetary scales.
- Start integrating the above to take a planetary perspective on social and economic issues of the day: a wider and longer term one, and to take a strategic and applied perspective on them.
- Place their own life goals into a larger context than has heretofore been typical of youth, i.e., wider than egocentric, local and national concerns, and using a longer time horizon than just the next few months or years.

## **Great Books of World Wisdom Traditions**

*Instructor: Dr. Jim Garrison*

At the heart of the world wisdom traditions are books that distill the essence of the teachings of the masters down through the ages. Many have no authors, some are



compilations over long periods of time, others reflect teachings of masters who themselves never wrote a word. Socrates and Jesus never wrote any books, for instance, but Plato wrote his *Dialogues* recalling his memory of what Socrates said and the Gospels recount the life of Jesus many decades after Jesus had gone. Other books like the *Iliad*, the *Odyssey*, the *Tao Te Ching* and the *Bhagavad Gita* have legendary authors but appear to be compilations heavily redacted over many centuries. Some books are considered “God’s word” such as the Bible or the Koran and have endured for millennia inspiring countless millions of believers. Others, like the *Zohar*, remain obscure and speak deeply symbolic truths hidden within the layers of the language in the text itself. Still others, like *Black Elk Speaks*, express the essence of a tribal tradition on the brink of extinction and are valued for what is on the verge of being lost. Great books continue to be written by individuals alive today.

At Ubiquity University, we seek to be like the archer pulling back a bow. The farther back the bow is pulled, the further and surer the arrow will fly. Thus while many of our courses are about contemporary issues and areas of study, some, like this one on the Great Books, seek to draw the bow back as far as we can, deep into the human past and around the world, to discern the issues that endure over time, raising challenges that every generation, in their own way, need to fathom and to answer.

The purpose of this course is to expose students to the profound works of our forebears, both in terms of how they framed their challenges and in terms of how they responded. “There is nothing new under the sun,” says the book of Ecclesiastes. Thus, said St. Bernard of Clairvaux, “We all stand as dwarfs on the shoulders of giants.”

If through this course, students grapple with the deep issues common to all humanity and seek to answer the paradoxes and challenges in their own unique way, the essential objective of this course will be well served.

Each year, Dr. Garrison will select six books that he considers “great” and will examine each one, sometimes in dialogue with a specialist in the book at hand.

By the end of the course students should be able to:

- Describe how the authors of the Great Books framed the challenges they faced and responded
- Explore cogently the deeper issues to humanity that run through the Great Books
- Express how their lessons learned from the Great Books relate to their world today

#### *Note on the course structure*

This is a three unit course that meets by phone for 90-minutes every two months (calls are recorded for those who cannot join live). All undergraduate students are required to read ten of the Great Books and participate in the lectures and discussion sessions during their course of study with the university. Great books require time to assimilate so



this course is structured over several years so that students can take the time needed for the deep reflection and discussion each of the Great Books requires.

## Living in a Living Universe

Instructor: Dr Duane Elgin

This foundational course explores three, major questions:

- First, where are we? Are we living within a living system—or a non-living system? Where does the evidence of science point? What are the insights from wisdom traditions?
- Second, who are we *if* we assume we live in a living universe? What is the nature of our identity?
- Third, where are we going? As we awaken into aliveness and a more spacious view of our identity, how does that inform our evolutionary journey?

The idea of a living universe is not a new invention. More than two thousand years ago, Plato said, "The universe is a single living creature that embraces all living creatures within it." However, for the past three hundred years or so, science has viewed the universe as essentially non-living at its foundations and made up of primarily of inert matter and empty space. A non-living view of the universe has led to rampant materialism and global environmental degradation. To transform our planetary crises, we need to move past a paradigm of separation and exploitation and learn to live sustainably on the Earth, in harmony with one another, and in communion with the living universe.

To align our efforts and fulfill our potentials, it is vital for the human family to find a compelling sense of direction for living and growing together. But what vision of humanity's journey has the breadth, depth, and reach to enable humanity to look beyond our many differences and galvanize our efforts in building a promising future?

This integrative vision or great story of humanity's journey is also an old story and can be summarized as: The universe is deeply alive as an evolving and learning system and we humans are on a journey of discovery within it. We are learning to live within a living universe. If we lose sight of where we are (living in a living universe) we profoundly diminish our understanding of who we are (beings of many dimensions) and where we are going (growing into an ever more intimate relationship with the living universe).

By the end of the course students should be able to:

- Provide a broad survey across both science and wisdom traditions and their respective views of the universe, bringing critical thinking into this exploration.
- To see the shift from a non-living to a living universe represents an integral aspect of the "Great Transition" underway in the world.



- To recognize the new skill sets and capacities required for our changing world. Also, to see more clearly the true gifts and great talents that we can each bring to this time of transition.
- To encourage and support each student in exploring a topic or theme of her or his choice with emphasis on the implications of a living or non-living view of the universe.
- To provide students with key resources to deepen their own inquiry into the universe that is our common home.

## **Transformational Leadership, Strategy and Governance**

*Instructor: Peter Merry*

In today's rapidly changing world, learning to lead and design our communities and organizations to ride the turbulence creatively is critical to our ability to make a positive impact. This course covers the subject of evolutionary change, and the implications for us as individual leaders, as well as for our organizational cultures and structures. It combines intellectual rigor with personal challenge, collaboration with creative expression. Students engage with integrative maps of organizational and leadership development, as well as instantly applicable practices for becoming more effective and dynamic as individuals and collectives.

The main subjects covered include:

- Transformation and Change
- The Learning Organization
- Levels of Leadership Development
- Practices for Transformational Leadership
- Personal Effectiveness and Resilience
- Organizational Culture
- Tools for Collaboration
- Levels of Organizational Development
- Creating an Agile Organization
- Practices from the Future

By the end of the course students should be able to:

- Express clearly the nature of evolutionary change as compared to other types of change
- Reflect constructively on their own and others' leadership capacity
- Improve their leadership capacity by taking concrete steps
- Analyze and describe an organization in terms of its level of development and agility
- Choose appropriate implementation tools for large-scale collaboration
- Describe the impact of transformational leadership, strategy and governance in an organization



## Self-Mastery

A core component of the Ubiquity experience is the attention given to students' personal development. We believe that the quality and level of impact of one's work in the world is directly related to how we show up as people. As Bill O'Brien famously said "The success of an intervention is dependent on the inner condition of the intervener". That is why self-mastery is one of the three core components of the Ubiquity degree and counts for one-third of your credits, the other two-thirds being with study and creative collaboration in Impact Projects.

The self-mastery component cuts across all of your study and time at Ubiquity. You are required to take at least 3 self-mastery related courses to support the development of your practice over the course of your degree. It may be that you already have a certain practice for self-mastery that you just want to continue developing, which is fine. You will then report on that practice in the reports discussed below. The self-mastery modules on the Ubiquity platform are opportunities for you to explore different practices and find approaches that work for you.

Each week you are expected to make a short post in that describes the self-mastery work you have done the last week. Your Self-Mastery Mentor will briefly review these posts. Each trimester you also submit a Self-Mastery report that documents (in writing, video or audio) how your self-mastery practice has developed over the trimester, your experience of its impact, and how it relates to your studies and mission change project. This self-mastery report will be assessed by your Mentor and you will receive personalised feedback on it.

Your Mentor will be available to you throughout your time at Ubiquity, to support you when needed and help you to make your study choices.

Partners we are currently working with to provide self-mastery modules include:

- [Integral Institute and their Integral Life Practice kit](#)
- [iAwake technologies](#)
- [UZAZU](#)
- [Kaleo Ching](#)



## Impact Projects

Ubiquity is committed to supporting real change in the world. This either involves you creating a social enterprise from idea-generation through to income generation, in a team of your peers, or engaging in an innovative change project in your community or an organization. In this process you will be supported by an Impact Coach and Ubiquity's Impact! program at the end of which you can pitch for investment / funding or present your project to the stakeholders.

The Impact! program supports you to go from the phase of coming up with a great idea for creating positive change (in the form of a social enterprise or change project) right through to implementation, income and impact. About half-way through you can apply for micro-financing to test out your ideas.

A comprehensive set of learning resources is available and there are also be a number of quizzes to help test your understanding - if you pass, you will unlock badges to add to your profile! You are required to take at least 5 Impact-related courses to support you in the development of your project. At a number of moments during the program, you are asked to submit pieces of work for feedback that help you to develop your project. As in a course, you join a Pod with a small number of other students, which is supervised by a Facilitator. When you submit assignments, you will get feedback from facilitators, as well as from other students in the program.

Every trimester you submit an Impact report that describes how your project experience relates to the courses you are studying and the self-mastery work that you are doing. This will be evaluated by your Facilitator and you will received personalised feedback.

For each module of the program there is a presentation that takes you through the various steps, introduces different resources and give you assignments, which are all about applying your learning to your project. A pdf document enables you to work clearly and smoothly through each module.

We highly recommend that you work in a team on your project, with maybe 2-4 other people. You might bring a team from where you live or work with you into the Impact! program, or you might find team partners from the other people signed up for the program. Grab this opportunity while you can!



## Course Facilitators and Pods

For each course in the BA program, you will be assigned a personal Course Facilitator who is responsible for making sure you can find your way around and feel at home as well as for guiding you through the course. In your courses, you will be in a Pod of 8-12 students which will be facilitated by your Course Facilitator. It is in your Pod that the deeper discussions will take place in the course. Your Course Facilitator will also be the one evaluating your assignments and giving you personalised feedback. There is a course group for interaction with everyone taking the course as well as weekly discussion forums which are likewise open to everyone taking the course at that moment.

Note that should a student enrolled in an academic course continually fail to engage in a course's activities 30 days following the start of the course, then they will be suspended from the course. This makes sure that Course Facilitators can bring their attention and energy to the students who are serious about engaging in a course.

## Course Structure and Assignments

Your BA courses are composed of 14 or 15 modules. Each course takes place over a 15-week trimester period, so you work through one module per week at the same time as others taking the course with you. All of the material is available online so you can decide at what time of day you want to work on your course.

Each month, there will also be live calls with the original faculty member who designed the course, for them to share some of their latest thinking and for you ask questions and engage in a discussion with them. These calls will be recorded so if you cannot make one, then you can listen to it afterwards. The original faculty member will also participate in the course discussion forums.

Your weekly program for a course will be composed of:

- Exploring the learning resources of each module
- Engaging in the assignments (e.g. writing some Reflections on a topic, taking a Quiz, contributing to a Group Discussion)
- Writing your weekly Self-Mastery Reflections

Every trimester (4 months) of the program, you are also expected to:

- Submit the Creative Assignments for the courses you have taken that trimester
- Submit a Self-Mastery report (see the Self-Mastery section above)
- Submit an Impact Project report (see the Impact Project section above)



All of your course interaction takes place on the Ubiquity social learning platform. If you are new to the platform you will receive an orientation and your Course Facilitators will help you to find your way around.

## **Meet-ups**

Even though we have done our best to create an engaging social platform, we know that it is not a replacement for live in-person interaction. We also know that your learning is likely to be far more effective if you can discuss some of the things you are exploring with other students in smaller groups. Here are some ideas for self-organising activities that you could undertake with your peers. We can provide you with some tips for how to make these group activities a success.

- Find other Ubiquity students living near you using the search engine on the platform and arrange to meet up every week or two weeks to discuss the topics you are studying, your self-mastery practices and the projects you are working on. You may find people this way to work together with on your Creative Assignment and Mission project. We are planning to have Ubiquity Ambassadors as contact points in towns and cities around the world - if there isn't one near you, consider offering to be one yourself!
- Propose a skype call or google hangout for your Pod and/or others who speak the same mother-tongue as you to share your experiences of your program and courses. You could make this a one-off event first to see if people appreciate it and then make it more regular if it seems to be of value.



## Frequently Asked Questions

*Q. I can afford \$3K in tuition. I am wondering if I need to make one payment?*

A. You can make one payment or pay in monthly instalments.

*Q. What forms of payment do you accept?*

A. All courses must be paid for in advance through our Paypal system which is accessible worldwide. For those of you who cannot access Paypal, please make arrangements for a bank transfer. You may coordinate this through our Registrar.

*Q. How does Ubiquity University's "One-for-One" Scholarship Program work?*

A. One full-time BA scholarship, of the same program value, will be awarded on behalf of each student who successfully registers for a full-time BA. We will identify the scholarship student via a lottery from our global database of students who are eligible for a Ubiquity University scholarship.

*Q. What are other expenses associated with my studies besides the tuition?*

A. Our goal is to be globally affordable. We do not have any hidden fees so what you see for tuition is exactly what you will need to pay. Our application process is free. Resources are either freely available on our learning platform or elsewhere on the internet, or through our online library.

*Q. What is my time commitment? Per week? Per class?*

A. If you are doing the program full time, with 5 courses per trimester, you would spend about 10 hours a week engaging the learning material and about another 20 hours engaged in exploring other materials and working on your main assignment.

*Q. How much class work do I have to do?*

A. About 2 hours per module.

*Q. How much home-work do I have to do?*

A. About 4 hours per module.

*Q. How will I get my grades?*

A. They will be communicated to you by your personal Course Facilitator

*Q. How do I submit my homework?*

A. Through the online platform - as quizzes for example, or posts.

*Q. How flexible is the homework deadline schedule?*

A. You can work on the homework when you want but you are required to complete tasks and assignments on time so you can unlock the points and move on together with your peers.

*Q. How do I collaborate with my classmates?*

A. You will collaborate on one Creative Assignment per course. You select the team you will work with. During the course you will also be part of a Pod of 8-12 students with a Course Facilitator where you can have deeper exchanges on the content of the course. Ubiquity's social learning platform also enables you to like and comment on other student's posts.



*Q. How do I communicate with my faculty?*

- A. For each course you will have a Course Facilitator in your Pod of 8-12 students, and you can communicate easily and directly with them. There are also monthly live calls with the core faculty member of a course where you can ask questions and interact.

*Q. How do I learn? Do I watch videos?*

- A. There are usually videos to watch that communicate the main content, as well as articles to read. However, much of your learning also happens in interaction with your classmates and Course Facilitators, as well as through the Integration Tasks, such as quizzes, reflections and discussions. Your Impact Project (social enterprise start-up or change project) is where you will learn through practice.

*Q. How long will it take for me to complete my BA?*

- A. If you work on it full time non-stop three trimesters per year, you can be done in 32 months. If you do two trimesters full-time per year, you would be done in four years.

*Q. What if I want to take a break in between?*

- A. That's fine. You can come back to the course at the start of any Trimester in January, May or September.

*Q. What if I don't complete my entire program?*

- A. You will still have all the competency-based badges that you unlocked that you can put on your CV or LinkedIn profile, for example.

*Q. What if I get stuck and I need help?*

- A. You can always ask your Course Facilitator for help. If it is a technical question, they will make sure you are directed to the right person.

*Q. How tech savvy do I need to be to attend the classes?*

- A. The platform has been designed to be very user-friendly. If you are an average user of computers and the internet then you will find it very easy. If you are less used to working online, then it may take a bit of getting used to, but with all the support videos and guidelines, you should be off and running in a flash!

*Q. What if I need technical support?*

- A. There is an easy feedback system for technical challenges that you meet and the tech team will respond to you as soon as they can. You can also always ask your Course Facilitators for help.

*Q. If I get stuck, will someone login to the class with me and walk me through how to navigate?*

- A. Yes, your Course Facilitator will arrange this.