



# General Assembly's Catalog

United States  
Campuses

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2021 Catalog

Certified as True and Correct in Content and Policy.

A handwritten signature in black ink that reads "Jessica Wright".

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## Our Story

General Assembly (GA) is a pioneer in education and career transformation, specializing in today's most in-demand skills: data science, digital marketing, software engineering, design, and product management. The leading source for training, staffing, and career transitions, we foster a flourishing community of professionals pursuing careers they love.

Through innovative training and hiring programs, GA helps companies — including more than 40 of the Fortune 100 — source talent, train teams, and assess skills to identify growth opportunities. Our assessments in digital marketing, data science, and web development enable companies to benchmark their teams' competencies to identify gaps and guide investments in skill development.

What began as a co-working space in 2011 has since grown into an award-winning global learning experience with campuses all over the world and over 50,000 graduates worldwide. We offer full- and part-time programs, in-person and online.

## Mission and Objectives

Our mission is to foster a global community of individuals empowered to pursue the work they love. Our vision is to become a company recognized around the world for building transparent pathways to industry's most transformational work. We do so by:

- Delivering best-in-class, practical education in technology, business, data, and design.
- Providing access to opportunities that build skills, confidence, and freedom in one's career.
- Growing a worldwide network of entrepreneurs, practitioners, and participants who are invested in one another's success.

## Governance

General Assembly is governed by a board of directors, which has approved each course offered in each of General Assembly's locations. A list of owners and board members is attached as Appendix A.

## Approvals

General Assembly is a private institution licensed by the New York State Education Department, Office of Adult Career and Continuing Education Services, Bureau of Proprietary School Supervision, the Massachusetts Office of Private Occupational School Education, the Texas Workforce Commission, the District of Columbia Higher Education Licensure Commission, the Washington Workforce Training and Education Coordinating Board, approved by the Division of Private Business and Vocational Schools for the Illinois Board of Higher Education, approved to operate by the California Bureau for Private Postsecondary Education, approved and regulated by the Colorado Department of Higher Education, Private Occupational School Board, the Arizona State Board for Private Postsecondary Education, approved and regulated by Utah Department of Commerce, Division of Consumer Protection and approved and regulated by the Georgia Nonpublic Postsecondary Education Commission.

General Assembly is a private institution approved to operate by the California Bureau for Private Postsecondary Education. Approval to operate means we are compliant with the minimum standards contained in the California Private Postsecondary Education Act of 2009 (as amended) and Division 7.5 of Title 5 of California Code of Regulations. Additional disclosures required by the California Bureau for Private Postsecondary Education are attached as Appendix D.

Additional disclosures required by the Washington Workforce Training and Education Coordinating Board are attached as Appendix L.

General Assembly is not accredited and does not participate in federal or state financial aid programs except for the following: Selected programs of study at General Assembly are approved by the District of Columbia State Approving Agency, the Illinois Department of Veterans’ Affairs State Approving Agency for VETS, the Georgia Department of Veterans Service, the Workforce Training and Education Coordinating Board – Veterans Education, the Colorado State Approving Agency for Veterans Education & Training, the Massachusetts Department of Higher Education - Veterans Education, the State Approving Agency Workforce Training and Education Coordinating Board, and New York State Division of Veterans’ Affairs, and approved by Utah Department of Commerce, Division of Consumer Protection.

## Facilities and Equipment

All classes are taught at the campus locations identified in Appendix B.

General Assembly’s facilities meet ADA accessibility standards. All campuses are equipped with dedicated classrooms, student lounge space, private conference rooms for group work and one-on-one meetings with instructional staff, on-floor restrooms, and a full kitchen for Immersive student use. GA does not provide equipment for student use or loan. Students must have access to a laptop to with an up-to-date operating system and wireless Internet capability to bring to class each day. This is required for all of our courses, as further described in our Admissions Policy.

Equipment at each campus includes: desks, chairs, tables, projectors, projector screens, iMac 24-inch monitors, video camera, TVs, audio equipment, whiteboards, HDMI cables, DVI <> HDMI adapters, and couches.

## Holidays

General Assembly is closed on the following federal holidays: New Year’s Day, Memorial Day, Independence Day, Labor Day, Thanksgiving Day, and Christmas Day. Instructors may choose to reschedule class on the following dates with advance notice to students: Martin Luther King Day, Presidents Day, Columbus Day, Veterans Day, the day after Thanksgiving, the day after Christmas Day. Opportunities will be provided to make up any material missed.

For a full list of holidays observed by each campus, see the below table:

Date	Holiday	Campuses Observing
January 01, 2021	New Year’s Day	New York City, Washington D.C., Boston, Atlanta, Chicago, Denver, Seattle, Los Angeles, San Francisco, Austin, Salt Lake City, Phoenix
January 18, 2021	MLK Day	New York City, Washington D.C., Boston, Atlanta, Chicago, Denver, Seattle, Los Angeles, San Francisco, Austin, Salt Lake City, Phoenix
February 15, 2021	President’s Day	New York City, Washington D.C., Boston, Atlanta, Chicago, Denver, Seattle, Los Angeles, San Francisco, Austin, Salt Lake City, Phoenix
May 31, 2021	Memorial Day	New York City, Washington D.C., Boston, Atlanta, Chicago, Denver, Seattle, Los Angeles, San Francisco, Austin, Salt Lake City, Phoenix
June 18, 2021	Juneteenth	New York City, Washington D.C., Boston, Atlanta, Chicago, Denver, Seattle, Los Angeles, San Francisco, Austin, Salt Lake City, Phoenix
July 5, 2021	Independence Day Observed	New York City, Washington D.C., Boston, Atlanta, Chicago, Denver, Seattle, Los Angeles, San Francisco, Austin, Salt Lake City, Phoenix
September 6, 2021	Labor Day	New York City, Washington D.C., Boston, Atlanta, Chicago, Denver, Seattle, Los Angeles, San Francisco, Austin, Salt Lake City, Phoenix
November 11, 2021	Veterans Day	New York City, Washington D.C., Boston, Atlanta, Chicago, Denver, Seattle, Los Angeles, San Francisco, Austin, Salt Lake City, Phoenix

November 24, 2021	Day before Thanksgiving	New York City, Washington D.C., Boston, Atlanta, Chicago, Denver, Seattle, Los Angeles, San Francisco, Austin, Salt Lake City, Phoenix
November 25, 2021	Thanksgiving Day	New York City, Washington D.C., Boston, Atlanta, Chicago, Denver, Seattle, Los Angeles, San Francisco, Austin, Salt Lake City, Phoenix
November 26, 2021	Day after Thanksgiving	New York City, Washington D.C., Boston, Atlanta, Chicago, Denver, Seattle, Los Angeles, San Francisco, Austin, Salt Lake City, Phoenix
December 24, 2021	Christmas Eve	New York City, Washington D.C., Boston, Atlanta, Chicago, Denver, Seattle, Los Angeles, San Francisco, Austin, Salt Lake City, Phoenix
December 25, 2021	Christmas Day	New York City, Washington D.C., Boston, Atlanta, Chicago, Denver, Seattle, Los Angeles, San Francisco, Austin, Salt Lake City, Phoenix
December 27, 2021	Christmas Holidays	New York City, Washington D.C., Boston, Atlanta, Chicago, Denver, Seattle, Los Angeles, San Francisco, Austin, Salt Lake City, Phoenix
December 28, 2021	Christmas Holidays	New York City, Washington D.C., Boston, Atlanta, Chicago, Denver, Seattle, Los Angeles, San Francisco, Austin, Salt Lake City, Phoenix
December 29, 2021	Christmas Holidays	New York City, Washington D.C., Boston, Atlanta, Chicago, Denver, Seattle, Los Angeles, San Francisco, Austin, Salt Lake City, Phoenix
December 30, 2021	Christmas Holidays	New York City, Washington D.C., Boston, Atlanta, Chicago, Denver, Seattle, Los Angeles, San Francisco, Austin, Salt Lake City, Phoenix
December 31, 2021	New Year's Eve	New York City, Washington D.C., Boston, Atlanta, Chicago, Denver, Seattle, Los Angeles, San Francisco, Austin, Salt Lake City, Phoenix

## Hours

### Class Hours\*

Monday–Friday, 8 a.m.–10 p.m.

Saturday–Sunday, 9 a.m.–5 p.m.

\*Hours may vary by location.

### Administration Hours

Monday–Friday, 9 a.m.–6 p.m.

### Enrollment Period

Courses are offered on a rolling basis, and enrollment is open. For all courses, the admissions deadline is 24 hours prior to the first class meeting. The only exception is in the case of reenrollment. If an admitted student requests to enroll in a different session before the course begins, approval may be granted pending availability.

## Courses Offered

There are two categories of courses offered at GA: Immersive and non-Immersive. GA’s Immersive courses are designed to prepare students for a new career in their field of study. Non-Immersive courses are designed to help students level up in a skill set and create an initial portfolio of work in their field of study. Non-Immersive courses are not geared for career transitioning and may be designated as “avocational.” In some states, avocational, or non-occupational, courses are not intended to provide instruction that will result in the student’s acquisition of occupational skills for a particular job. General Assembly’s courses are not designed to lead to positions in a profession requiring state licensure.

General Assembly offers the following courses. Availability at each location may vary. General Assembly provides a student/instructor ratio to sufficiently support the number of students enrolled and maintain quality of instruction. Class sizes vary based on facilities of individual campuses.

Certificates of completion are issued within seven days of the end of the course.

Courses Offered	Course Length (Instructional Hours)	Course offered in the following formats	
		Part-time	Full-time
<b>Immersive Courses</b>			
Data Science Immersive	480 hours / 12 weeks		X
Data Science Immersive Remote	480 hours / 12 weeks or 24 weeks	X	X
Software Engineering Immersive	480 hours / 12 weeks or 24 weeks	X	X
Software Engineering Immersive Remote	420 hours / 12 weeks or 24 weeks	X	X
User Experience Design Immersive	480 hours / 12 weeks or 24 weeks	X	X
User Experience Design Immersive Remote	480 hours / 12 weeks or 24 weeks	X	X
<b>Non-Immersive Courses</b>		In-person	Online
Cybersecurity for Developers	40 hours / 1 or 10 weeks	X	X
Data Analytics	40 hours / 1 or 10 weeks	X	X
Data Science	60 hours / 10 weeks	X	X
Digital Marketing	40 hours / 1 or 10 weeks	X	X
Front-End Web Development	60 hours / 10 weeks	X	X
JavaScript Development	60 hours / 10 weeks	X	X
Product Management	40 hours / 1 or 10 weeks	X	X
Python Programming	40 hours / 1 or 10 weeks	X	X
React Development	40 hours / 1 or 10 weeks	X	X
User Experience Design	40 hours / 1 or 10 weeks	X	X
Visual Design	32 hours / 1 or 8 weeks	X	X

## Admissions Policy and Procedure

### Entrance Requirements and Enrollment Dates

Admission into any General Assembly course, except for those offered in Georgia, requires that the student have a high school diploma or equivalent (General Education Diploma — GED) or a diploma from an institution of higher education accredited by an accrediting association recognized by the U.S. Department of Education. Admission into any General Assembly course in Georgia requires that the student be 18 years or older. General Assembly does not admit ability-to-benefit students.

### International Students and English Language Services

Upon acceptance, the admissions representative will send each student a public link on the GA website where students can re. General Assembly also does not vouch for student status or any associated charges. General Assembly does not offer English as a Second Language instruction. All instruction occurs in English. English language proficiency is documented by:

1. The Admissions interview.
2. Receipt of prior education documentation, as stated in the Admissions Policy.
3. Receipt of Test of English as a Foreign Language (TOEFL) examination score of an 80 or higher for the Internet-based test and 550 or higher for the paper-based test.

### Course-Specific Admissions Requirements

Admissions decisions are also based on the following:

Course	Course-Specific Admissions Requirements
Cybersecurity for Developers & Cybersecurity for Developers Remote	<ul style="list-style-type: none"> <li>• JavaScript programming experience.</li> <li>• Some experience with SQL and building web applications.</li> </ul>
Data Science & Data Science Remote	<ul style="list-style-type: none"> <li>• Basic statistics experience.</li> <li>• Familiarity with programming fundamentals and Python programming language.</li> </ul>
Data Science Immersive & Data Science Immersive Remote	<ul style="list-style-type: none"> <li>• Basic computer literacy, basic statistics experience, familiarity with programming fundamentals and python programming.</li> <li>• Diagnostic assessment.</li> </ul>
JavaScript Development & JavaScript Development Remote	<ul style="list-style-type: none"> <li>• Exposure to HTML, CSS, and JavaScript.</li> </ul>
React Development & React Development Remote	<ul style="list-style-type: none"> <li>• Familiarity with HTML and the Document Object Model (DOM).</li> <li>• Working JavaScript ability with basic programming concepts, especially functions, objects, arrays, and classes.</li> </ul>
Software Engineering Immersive & Software Engineering Immersive Remote	<ul style="list-style-type: none"> <li>• Basic HTML, CSS, and JavaScript Experience</li> <li>• Diagnostic Assessment</li> </ul>
User Experience Design Immersive & User Experience Design Immersive Remote	<ul style="list-style-type: none"> <li>• Diagnostic Assessment</li> </ul>

### Required Equipment

All General Assembly students are required to have access to a laptop to bring to each class session. For most courses, Mac laptops are preferred but not required, as instructors will be using Mac laptops and may not be able to provide as much support with certain technical issues to students using PCs.

For our Software Engineering Immersive and Software Engineering Immersive Remote courses, all students are required to use Mac laptops.

To run all of the programs necessary for these courses, we require Software Engineering Immersive students to be able to run Mac OS X 10.8 Mountain Lion. Mac is built on a UNIX kernel, which means that it shares many similarities with Linux. We will allow the use of Linux only if students have previous experience with it and they are able to provide their own IT support. We do not support the use of Windows laptops, as Windows does not run in a UNIX environment.

There is no one “ideal” developer environment, and many skilled developers have different opinions on whether Windows, Mac OS, or Linux is more efficient. However, because of the difference between these environments, it’s important for us to maintain a consistent level of support in the classroom. Our experience shows that, when students use differing environments, the overall pace of the course is affected.

## **Distance Education Asynchronous Courses**

At General Assembly, there are no online courses where the instruction is not offered in real time.

## **Distance Education Synchronous Courses**

At General Assembly, online courses where the instruction is offered in real time are called remote programs. For students in remote courses, the following system and technical requirements apply:

### **Internet**

High-speed internet at a recommended speed of 50 megabits per second (Mbps) upload and download. If the student will be the only one using the internet, 25 Mbps upload and download will be acceptable. A wired Ethernet connection is highly recommended, as momentary gaps in Wi-Fi connection can cause video to skip or pause.

### **Computer**

Both Macs and PCs are acceptable.

2 GHz processor speed and 4 GB RAM are required (8 GB RAM is strongly recommended).

### **Additional Hardware**

An external monitor is strongly recommended.

All necessary cables to connect computer with additional external monitor (normally HDMI cable and adapter, if necessary) are required.

### **Dedicated Workspace**

Students need a dedicated, quiet workspace (i.e., a desk and chair where you can sit for the whole class), preferably in a private room away from roommates, family members, etc. For students in Remote courses, the following support services apply:

### **Class Archiving**

Each session of a Remote course will be archived. Instructor presentations and all the subsequent comments and feedback will be saved so that students can go back and revisit past lessons. Instructors will also be hashtagging concepts throughout the class so a student can use the search functionality to revisit specific content. To supplement the lesson history, we will also be recording the session’s audio. At the end of each lesson, students will be provided with a link to the recording.

## **Information Exchange, Privacy, and Safety**

All information students provide to General Assembly is stored on secure servers. All information provided or transactions conducted will be encrypted using SSL technology.

## Troubleshooting

General Assembly staff are online and available throughout the day and commit to responding to queries from students, instructors, and staff. For Remote students, all class sessions are recorded and can be viewed later if anything was missed as a result of a faulty internet connection.

## Admissions Procedure

Our Admissions process is designed to elicit the core traits we've seen help students succeed in and after the program:

After you submit an application, we review it and move select applicants forward to a phone interview. During this interview, we'll learn more about your background, and you'll have the chance to ask questions. If the phone interview is successful, we'll move you on to a diagnostic assessment and/or pre-admit work (if applicable to your chosen course).

Once you have completed all requisite steps in this process, you will receive confirmation of your admission from your Admissions representative. Each prospective student must provide documentation of prior education as outlined in the Admissions Policy for their course of interest and, as applicable, documentation of the following experience:

Course	Course-Specific Admissions Requirements
Cybersecurity for Developers & Cybersecurity for Developers Remote	<ul style="list-style-type: none"> <li>JavaScript programming experience.</li> <li>Some experience with SQL and building web applications.</li> </ul>
Data Science & Data Science Remote	<ul style="list-style-type: none"> <li>Basic statistics experience.</li> <li>Familiarity with programming fundamentals and Python programming language.</li> </ul>
Data Science Immersive & Data Science Immersive Remote	<ul style="list-style-type: none"> <li>Basic computer literacy, basic statistics experience, familiarity with programming fundamentals and python programming.</li> <li>Diagnostic assessment.</li> </ul>
JavaScript Development & JavaScript Development Remote	<ul style="list-style-type: none"> <li>Exposure to HTML, CSS, and JavaScript.</li> </ul>
React Development & React Development Remote	<ul style="list-style-type: none"> <li>Familiarity with HTML and the Document Object Model (DOM).</li> <li>Working JavaScript ability with basic programming concepts, especially functions, objects, arrays, and classes.</li> </ul>
Software Engineering Immersive & Software Engineering Immersive Remote	<ul style="list-style-type: none"> <li>Basic HTML, CSS, and JavaScript Experience</li> <li>Diagnostic Assessment</li> </ul>
User Experience Design Immersive & User Experience Design Immersive Remote	<ul style="list-style-type: none"> <li>Diagnostic Assessment</li> </ul>

Upon acceptance, your admissions representative will send you a public link on the GA website where you can review and/or the catalog. In order to enroll, you must sign an Enrollment Agreement. A copy of the completed enrollment agreement and a copy of the school catalog will be sent to the student upon enrollment.

General Assembly does not and will not provide any commission, bonus, or other incentive payment based directly or indirectly on success in securing enrollment or financial aid to any persons or entities engaged in any student recruiting or Admissions activities or in making decisions regarding the award of student financial assistance.

## **Pre-Work Requirements**

Pre-course assignments are required for the following programs:

- Data Analytics
- Digital Marketing
- Data Science
- Data Science Immersive
- Front-End Web Development
- JavaScript Development
- Product Management
- Python Programming
- React Development
- Software Engineering Immersive
- Software Engineering Immersive Remote
- User Experience Design
- User Experience Design Immersive

Pre-work is up to 80 hours of preparatory assignments we give to students after they've been accepted and enroll in the program. It is designed to introduce you to many of the topics you'll touch upon during the course. Completion is mandatory and ensures a baseline level of knowledge among students in a cohort. Mastery of each subject is not expected, but we hope you are excited by what you uncover and inspired dig further.

If a student is unable to complete the pre-work prior to the first day of the course and seeks to cancel their enrollment, they should refer to the Cancellation Policy.

## **Admissions Deadline**

For all courses, the Admissions deadline is 24 hours prior to the first class meeting. The only exception is in the case of reenrollment. If an admitted student requests to enroll in a different session before the course begins, approval may be granted pending availability.

## **Foreign Transcript Evaluation**

All foreign transcripts and degrees must be evaluated and translated to meet U.S. equivalency.

## **Admission Denials**

Applicants seeking admission to General Assembly are required to submit accurate and complete information requested during the admissions process. Applicants who fail to do so shall be denied admission.

Any applicant or student found to have falsified information on an admissions document or to have given false information relating to admissions to General Assembly will be denied admission or expelled if already in attendance.

General Assembly reserves the right to deny admission or readmission to any applicant or student who is disruptive to the educational environment. If an applicant or student violates General Assembly's code of conduct, including but not limited to engaging in threatening, abusive, or dangerous behavior towards any staff member,

student, or other member of the General Assembly community, such applicant or student may be prohibited from enrollment in another course and may be subject to other discipline.

In the event a student is denied admission due to violation of code of conduct, General Assembly will notify the student in writing of the prohibited act and the penalty.

Applicants who receive a negative admissions decision for code of conduct violations must wait at least one year to reapply.

### **Other College or University Transfer Agreements**

General Assembly has not entered into transfer or articulation agreements with any other college or university. General Assembly does not guarantee the transferability of its credits to any other institution unless there is a written agreement with that institution.

### **VA 85/15 Rule**

General Assembly will limit student enrollment to 85% veteran enrollment per cohort. In the event that a veteran wishes to enroll in a course that has already reached the 85% cap, they may do so but will not be eligible for VA funding. Chapter 35 and 31 students may still enroll if the 85% cap has been realized.

### **Transfer of Previous Credit and Prior Credit Policy**

General Assembly courses are not credit-bearing. While General Assembly will review prior hours, credit, and experience, General Assembly does not typically accept hours or credits from other institutions through transfer of credit, challenge examinations, achievement tests, or experiential learning. Courses taken at General Assembly are unlikely to count as transfer credits at another institution.

Credit for Prior Learning (38 CFR 21.4254(c)(3)). The school maintains a written record of the previous education and training of the GI Bill® recipient and grants credits appropriately, with the training period shortened proportionately. Prior related education and/or military experience of veteran students will be reviewed on a case-by-case, individual basis and appropriate credits will be awarded.

### **Course Descriptions and Objectives**

Each General Assembly course culminates in a final project, which will be evaluated. Information regarding the requirements for completion for all programs is provided under Academic Policies. All course time is composed of lecture hours.

Consistent with our mission, General Assembly conducts industry research as well as interacts with corporate partners to determine skills that are in high demand and create and continuously improve our programs.

### **Cybersecurity for Developers**

*Non-Immersive, On-campus & Online (40 hours / 1 or 10 weeks)*

This course introduces students to core concepts in web security. By the end of the program, they will be able to implement security features on the front- or back-end to safeguard user information and protect against common modes of attack, including forgery and injection.

This course provides professionals with the skills they need to gain awareness of common flaws and pitfalls and build more secure applications in the future. Students will learn to identify, characterize, and protect against threats.

#### **Unit 1: Intro to Cybersecurity for Web Applications**

Topics covered include: cybersecurity, application security, front-end versus back-end responsibilities, third-party applications/libraries/frameworks, introduction to CORS and other (security) HTTP headers.

### Unit 2: Front-End Security

Topics covered include: client XSS demonstration (“JavaScript injection”), cookie hijacking, HTML injection, CSRF, IFrames, and clickjacking.

### Unit 3: Back-End Security

Topics covered include: SQL injection, data encryption and permissions, shell injection, encryption basics, database permissions, and shell injection prevention.

By the end of this course, students will be able to:

- Learn about some of the most common ways that web applications are left vulnerable to attack.
- Add input validation to a web front-end in order to sanitize data for the back-end.
- Define security policies to protect against cross-site scripting (XSS) and cross-site request forgery (CSRF).
- Implement a secure cookie policy on the front-end.
- Learn about how injection attacks work on the front- and back-ends.
- Use encryption, authentication, and structured authorization to protect sensitive user data.
- Implement OAuth and single sign-on (SSO).

## Data Analytics

*Non-Immersive, On-campus & Online (40 hours / 1 or 10 weeks)*

Data is now an integral part of every organization. To be successful in today’s data-driven world, every employee should know how to analyze data, interpret it, and make defensible recommendations. In this course, you will learn how to use data to guide and inform your organization when making critical business decisions.

You’ll practice collecting, cleaning, and analyzing data using Excel and SQL. Additionally, you’ll learn to create data dashboards and various visualizations to communicate insights using Excel and Tableau. This course culminates in a presentation in which you’ll share the results of your own analysis on a data set with your classmates and instructional team.

### Unit 1: Interpretation

Practice using Excel to conduct basic data cleaning, aggregation, analysis, and visualization.

### Unit 2: Querying and Organizing Data in SQL

Use SQL to conduct advanced data querying, cleaning, and aggregation.

### Unit 3: Visualization

Leverage Tableau to visualize and map data, and connect data across Excel, SQL, and Tableau.

By the end of this course, students will be able to:

- Explain the value of data.
- Utilize statistics to describe a data set and validate its analysis.
- Clean data sets using Excel’s core functionality.
- Analyze data sets using visualizations and PivotTables in Excel.
- Create basic SQL queries from databases.
- Create a local SQL database.
- Import data into a local SQL database.

- Create complex queries using JOINS and other advanced SQL functionality.
- Aggregate and analyze data using efficient SQL queries.
- Build compelling and clear visualizations in Tableau.
- Deliver effective presentations with data.

## Data Science

*Non-Immersive On-campus & Online (60 hours / 10 weeks)*

Ever wonder how the Netflix recommendation engine works? Or how Amazon determines which items “you may also like?” All of this is made possible by training a computer to learn using the large amounts of data that exist in these systems.

This course offers a practical introduction to the interdisciplinary field of data science and machine learning, which exist at the intersection of computer science, statistics, and business. You’ll learn to use the Python programming language to help you acquire, parse, and model your data. A significant portion of the course will involve hands-on training in fundamental modeling techniques and machine learning algorithms. These enable you to build robust predictive models of real-world data and test their validity. You’ll also gain practice communicating your results, as well as insight into how to build more intelligent systems that take advantage of the data you have.

### Unit 1: Data Foundations

Discover the fundamentals of evidential science by executing basic functions in Python.

### Unit 2: Working With Data

Practice exploratory data analysis for cleaning and aggregating data, and understand the basic statistical testing values of your data.

### Unit 3: Data Science Modeling

Branch from traditional statistics into machine learning and explore supervised learning techniques including classification and regression.

### Unit 4: Data Science Applications

Learn and implement core machine learning models to evaluate complex problems.

By the end of the course, students will be able to:

- Perform exploratory data analysis with powerful programmatic tools, Python, and command line.
- Build and refine machine learning models to predict patterns from data sets.
- Learn the language of data scientists to contribute as part of a data science team.
- Communicate data-driven insights to a non-technical audience.

## Data Science Immersive

*Immersive, Full-time, On-campus (480 hours / 12 weeks)*

With the current century dubbed as the “Information Age,” it’s no surprise that data science has quickly become one of the most sought-after skills in the tech industry. From dating apps, to eCommerce sites, to public policy problems, people are using data to solve and innovate around the world’s business and social problems.

Data scientists and analysts sit at the intersection of statistics, technology, and business. Their job is to take large data sets and analyze them using different types of models and algorithms to gain insights and predict trends. This

knowledge is pertinent for every industry — whether it’s used by businesses, nonprofits, or government organizations, data helps us make better decisions.

In this 12-week course, students apply statistics, programming, data analytics, and modeling skills in different real-world contexts, mastering the skills they need to launch a data science career.

Course Outline					
Subject	Subject Title	Lecture	Lab*	Ext	Total
Unit 1	Fundamentals	20	20		40
Unit 2	Exploratory Data Analysis	16	24		40
Unit 3	Classical Statistical Modeling	65	35		100
Unit 4	Machine Learning Models	120	100		220
Unit 5	Advanced Topics and Trends	20	60		80
TOTAL		241	239		480

\*Instructor-led lab consists of working on unit projects to apply what is learned during lecture to build a portfolio.

#### Unit 1: Fundamentals

Subject Hours: 40 (20 lecture hours, 20 lab hours)

Prerequisites: Prescribed pre-work (there is no additional charge for pre-work)

Subject Description: Get acquainted with essential data science tools and techniques, working in a programming environment to gather, organize, and share projects and data with Git and UNIX.

#### Unit 2: Exploratory Data Analysis

Subject Hours: 40 (16 lecture hours, 24 lab hours)

Prerequisites: Unit 1

Subject Description: Perform exploratory data analysis. Generate visual and statistical analyses, using Python and its associated libraries and tools to approach problems in fields like finance, marketing, and public policy.

#### Unit 3: Classical Statistical Modeling

Subject Hours: 100 (65 lecture hours, 35 lab hours)

Prerequisites: Unit 2

Subject Description: Explore effective study design and model evaluation and optimization, implementing linear and logistic regression, and classification models. Collect and connect external data to add nuance to your models using web scraping and APIs.

#### Unit 4: Machine Learning Models

Subject Hours: 220 (120 lecture hours, 100 lab hours)

Prerequisites: Unit 3

Subject Description: Build machine learning models. Explore the differences between supervised and unsupervised learning via clustering, natural language processing, and neural networks.

## Unit 5: Advanced Topics and Trends

Subject Hours: 80 (20 lecture hours, 60 lab hours)

Prerequisites: Unit 4

Subject Description: Dive deeper into recommender systems, neural networks, and computer vision models, implementing what you've learned to productize models.

By the end of the course, students will be able to:

- Collect, extract, query, clean, and aggregate data for analysis.
- Perform visual and statistical analysis on data using Python and its associated libraries and tools.
- Build, implement, and evaluate data science problems using appropriate machine learning models and algorithms.
- Use appropriate data visualization tools to communicate findings.
- Present clear and reproducible reports to stakeholders.
- Identify big data problems and understand how distributed systems and parallel computing technologies are solving these challenges.
- Apply question, modeling, and validation problem-solving processes to data sets from various industries to gain insight into real-world problems and solutions.

## Data Science Immersive Remote

*Immersive, Full-time, Online (480 hours / 12 weeks) and Immersive, Part-time, Online (480 hours / 24 weeks)*

With the current century dubbed as the “Information Age,” it’s no surprise that data science has quickly become one of the most sought-after skills in the tech industry. From dating apps to eCommerce sites, to public policy problems, people are using data to solve and innovate around the world’s business and social problems.

Data scientists and analysts sit at the intersection of statistics, technology, and business. Their job is to take large data sets and analyze them using different types of models and algorithms to gain insights and predict trends. This knowledge is pertinent for every industry — whether it’s used by businesses, nonprofits, or government organizations, data helps us make better decisions.

In this course, students apply statistics, programming, data analytics, and modeling skills in different real-world contexts, mastering the skills they need to launch a data science.

### Unit 1: Fundamentals

Get acquainted with essential data science tools and techniques, working in a programming environment to gather, organize, and share projects and data with Git and UNIX.

### Unit 2: Exploratory Data Analysis

Perform exploratory data analysis. Generate visual and statistical analyses, using Python and its associated libraries and tools to approach problems in fields like finance, marketing, and public policy.

### Unit 3: Classical Statistical Modeling

Explore effective study design and model evaluation and optimization, implementing linear and logistic regression, and classification models. Collect and connect external data to add nuance to your models using web scraping and APIs.

### Unit 4: Machine Learning Models

Build machine learning models. Explore the differences between supervised and unsupervised learning via clustering, natural language processing, and neural networks.

## Unit 5: Advanced Topics and Trends

Dive deeper into recommender systems, neural networks, and computer vision models, implementing what you've learned to productize models.

By the end of the course, students will be able to:

- Collect, extract, query, clean, and aggregate data for analysis.
- Perform visual and statistical analysis on data using Python and its associated libraries and tools.
- Build, implement, and evaluate data science problems using appropriate machine learning models and algorithms.
- Communicate findings through data visualization, creating clear and reproducible reports to stakeholders.
- Identify big data problems and understand how distributed systems and parallel computing technologies are solving these challenges.
- Apply question, modeling, and validation problem-solving processes to data sets from various industries to gain insight into real-world problems and solutions.

## Digital Marketing

*Non-Immersive On-campus & Online (40 hours / 1 or 10 weeks)*

Digital marketing involves so much more than writing clever Instagram captions. It's a true competitive advantage that leads businesses to profit, and it's the future of the marketing profession.

In this course, you will get hands-on experience with Facebook Ads, Google AdWords, Google Analytics, and conducting SEO research and optimization. You'll also dive into the world of metrics and learn to measure the success of your campaigns.

The course provides students with a solid foundation in marketing fundamentals — from segmenting a market to developing customer insight — and combines it with hands-on training in creating engaging content, as well as paid and unpaid tactics for acquiring and retaining users.

### Unit 1: Objective-First Marketing

Topics covered include: the Objective-First Framework, developing a campaign strategy, and single-, multi-, and omni-channel marketing.

### Unit 2: Customer Insights

Topics covered include: customer personas and empathy maps.

### Unit 3: Social Media

Topics covered include: ad campaigns, target customer groups, and performance analysis.

### Unit 4: Paid Search

Topics covered include: optimal bidding types for paid search campaigns.

### Unit 5: SEO and Content Strategy

Topics covered include: keyword search and content strategy.

### Unit 6: Google Analytics

Topics covered include: audience, acquisition, behavior, and conversion.

#### Unit 7: Measurement

Topics covered include: attribution in optimization and the pros and cons of different models.

#### Unit 8: Testing

Topics covered include: A/B tests for Facebook, AdWords, and websites.

#### Unit 9: Email Marketing

Topics covered include: ESP and CRM data and personalized email campaigns.

#### Unit 10: Digital Advertising

Topics covered include: data collection, cookies, and ads.

By the end of the course, students will be able to:

- Use a full arsenal of digital marketing tools, including Google AdWords, Facebook, and Google Analytics.
- Design and execute comprehensive marketing plans across a variety of modern digital channels — social, search, email, paid advertising, etc.
- Analyze the success of digital marketing campaigns using Google Analytics.

## Front-End Web Development

*Non-Immersive, On-campus & Online (60 hours / 10 weeks)*

This course introduces students to the basics of programming for the web using HTML, CSS, and JavaScript. Designed for beginners, it teaches students how to build the visual and interactive components of a website. Students will learn how to create the structural foundation of a site (HTML), style it (CSS), and add logic to control its behavior (JavaScript) through the core languages that make up the web. They will also gain an understanding of how the web works and how to customize their sites using their own designs and ideas.

#### Unit 1: HTML and CSS Basics

An introduction to building static webpages using HTML and CSS.

#### Unit 2: Responsive Design

Take a developer's approach to problem-solving, coding responsive sites for mobile and the web.

#### Unit 3: Adding Interactivity with JavaScript

Power dynamic websites, incorporating animations, dropdowns, and more.

#### Unit 4: Advanced Concepts

Build websites and program interactive solutions using HTML, CSS, and JavaScript best practices.

By the end of this course, students will be able to:

- Explain how the web works.
- Create the structure and style of a website using HTML and CSS.
- Apply interactivity to a site using programming fundamentals in JavaScript.
- Host a website on a server.
- Communicate the basic technical vocabulary with front-end web developers.

## JavaScript Development

*Non-Immersive On-campus & Online (60 hours / 10 weeks)*

JavaScript has enjoyed tremendous growth over the past few years, both in its utility as a technology and value as a skill in the job market. JavaScript has long been the only programming language that can be run natively in a web browser. It is now also being used to program everything from servers to mobile devices to microcontrollers. Interest in and demand for JavaScript skills continue to increase and show few signs of slowing down in the future.

JavaScript Development teaches students a set of intermediate front-end development skills using JavaScript, jQuery, Git and GitHub, and the command line. For their final project, students will build a modern, single-page web application that utilizes industry best practices.

### Unit 1: Fundamentals of JavaScript

Learn the fundamentals of JavaScript and object-oriented programming by working with JavaScript on the command line.

### Unit 2: The Browser and APIs

Use JavaScript to interact with web browsers, the DOM, and APIs.

### Unit 3: Persisting Data and Advanced Topics

Understand advanced programming topics and persist user data via a back-end service provider.

### Unit 4: Building and Deploying Your App

Work on your final project and learn how to deploy your app to the web.

By the end of this course, students will be able to:

- Work with JavaScript, jQuery, web browsers, and the DOM.
- Learn the fundamentals of JavaScript frameworks and libraries.
- Apply essential principles of object-oriented programming and learn how they apply to other object-oriented programming languages.
- Consume data from APIs and persist data using a back-end-as-a-service provider, such as Parse or Firebase.
- Build a modern, single-page application using common design patterns.

## Product Management

*Non-Immersive, On-campus & Online (40 hours / 1 or 10 weeks)*

Taking an idea and turning it into a product that changes people's daily lives requires a certain discipline: the ability to consider and balance business requirements, user needs, and technical obstacles. That's where product managers come in. Product managers are often described as the voice of the user, ensuring that every business decision or technical consideration maps back to solving a customer problem.

Product managers understand their users, their market, and their organizations better than anyone, allowing them to create products and features that succeed in the real world. In this course, students will explore the different processes and skills required to guide product development from ideation through execution and iteration in an Agile development environment.

### Unit 1: Introduction to Product Management

Discover the role of product management and its varied responsibilities during each phase of the product development cycle.

#### Unit 2: Product Discovery Process

Understand business needs, the market and competitive landscape, and user needs to identify opportunities.

#### Unit 3: Defining Product Features

Validate assumptions with prototypes from the UX team, prioritize features based on value to the business and plan upcoming work using a roadmap, epics and user stories.

#### Unit 4: Agile with Developers

Get to know various development methodologies and common Agile terminology while working hand-in-hand with the development team.

#### Unit 5: Continuous Discovery

Gather customer insights on an ongoing basis and use data to manage the health of your product.

#### Unit 6: Stakeholder Management

Develop communication strategies for dealing with different stakeholders.

#### Unit 7: Presentation

Present your final project and discuss how you can grow in your current role or a new product management role.

By the end of this course, students will be able to:

- Clearly define the role of a product manager.
- Effectively determine key risks and assumptions surrounding a given product in order to prioritize research and discovery work.
- Navigate the customer development process by conducting effective user interviews and developing user personas.
- Prioritize features based on criteria, such as business goals, level of effort, and impact on the user.
- Implement agile best practices to manage team workflow and continuously deliver value to users.
- Gather user feedback via MVPs, interviews, experiments and testing in order to validate hypotheses.
- Speak fluently with developers, designers and other stakeholders regarding priorities, requirements and workflows.
- Measure a product's success and track its life cycle using metrics and OKRs.
- Act as a squad leader to drive collaboration and productivity on a product team.

## **Python Programming**

*Non-Immersive On-campus & Online (40 hours / 1 or 10 weeks)*

This course introduces students to programming in Python. Learn programming fundamentals and build an application in this project-based, hands-on course. Apply your knowledge to special topics like data analysis or web applications. Students will leave able to confidently code in Python, having created their own custom web applications.

This course provides professionals with the know-how needed to program in Python — no prior coding experience required. Python is a popular, well-supported, and “readable” programming language that anyone from a manager

to an analyst can leverage to their advantage. Whether you have experience in programming or are looking to get started for the first time, this course will put you on the fast track to honing your skills.

#### Unit 1: Programming and Python Fundamentals

Topics covered include: an introduction to programming with variables.

#### Unit 2: Control Flow

Topics covered include: control flow introduction, logical comparison, Boolean conditionals, lists and list operations, for and while loops, and functions and functional arguments.

#### Unit 3: Object-Oriented Programming Introduction

Topics covered include: an introduction to object-oriented programming, dictionaries, sets, classes and class instance variables, and inheritance.

#### Unit 4: Common Python Troubleshooting

Topics covered include: variable scope, debugging principles and techniques, and intermediate variables.

#### Unit 5: Intermediate Python

Topics covered include: an introduction to intermediate Python, file I/O, user input, code abstraction (itertools, list comprehensions), modules and libraries, and APIs.

#### Unit 6: Special Topic: Introduction to Web Applications or Data Science

Data science topics covered include: an introduction to Python for data science, Pandas introduction, data visualization, plotting with Pandas, and Pandas best practices.

Web application topics covered include: an introduction to Python for web development, Flask, Flask routing, Flask templates, and Flask requests.

#### Unit 7: Python Project

Topics covered include: Review/Q&A, building a project in class, and a course summary.

By the end of this course, students will be able to:

- Understand and apply programming fundamentals and Python basics.
- Build a Python program and incorporate increasing complexity.
- Explain the basics of object-oriented programming.
- Troubleshoot Python code.
- Add scripting, modules, and APIs to Python programs.

## React Development

*Non-Immersive On-campus & Online (40 hours / 1 or 10 weeks)*

The React framework was built to solve one main problem: handling large applications with data that changes over time. This course introduces students to React, the front-end JavaScript library, and its popular accompanying package, React Router. By the end of this course, students will have built a functioning web application and compiled a series of projects into a portfolio.

This course provides professionals with the skills needed to develop applications using React. We begin with basics of React, such as components, JSX, props, and state to build a basic functioning app. Then, we dive into more fundamental concepts like unidirectional flow to truly understand how React works and what else we can use it to accomplish.

### Unit 1: Key React Concepts

Explore React fundamentals, rendering components, and passing props.

### Unit 2: React State

Differentiate between props and state, create and change state in a component, describe the flow of methods in a component, identify the triggers for rerendering of a component, contrast class components with functional components, define unidirectional flow, and diagram data in a component hierarchy.

### Unit 3: Underlying Concepts

Rewrite class components into functional components, define the main categories of the component life cycle, identify general methods in each category of the component life cycle, and contrast imperative and declarative programming.

### Unit 4: APIs and Heroku

Describe what an API is and why we might use one, call APIs using `fetch()` and API keys, describe Heroku, deploy an app on Heroku, and set up a CORS proxy on Heroku.

### Unit 5: React Router

Compare historical and modern browser history mechanics, define routing, describe React Router's main features and history, use React Router to map URLs to components, and leverage React Router to create links to different components.

### Unit 6: Applied Practice

Build a Tic Tac Toe game, confidently find and apply features from documentation, and create an ATM application.

By the end of this course, students will be able to:

- Build a functioning web application with React.
- Create multi-page web applications using React Router.
- Call upon an application programming interface (API) in a react application.
- Host a React app on Heroku to share with the world.

## Software Engineering Immersive

*Immersive, Full-time, On-campus (480 hours / 12 weeks) & Immersive, Part-time, On-campus (480 hours / 24 weeks)*

There's never been a better time to start a career as a software engineer. In fact, the U.S. Bureau of Labor Statistics predicts that employment growth in this sector will top 24 percent between 2016 and 2026. From startups to Fortune 500 companies, there is a growing demand for software engineers who can creatively solve problems and implement robust, sustainable solutions.

This in-person Immersive course provides students with a breadth of software engineering skills, enabling them to build full-stack web applications, and embark on a path toward a software engineering career. Students graduate with a solid base of fundamental computer science and programming knowledge, experience with specific languages and frameworks that are popular today, and a flexible outlook that is comfortable and eager to tackle new technologies in a fast-moving and ever-changing industry.

Because we're focused on preparing our students for a career in technology, we want each graduate to leave the program with a body of work they can use in their job search to discuss and demonstrate what they are capable of contributing to a company.

Course Outline					
Subject	Subject Title	Lecture	Lab*	Ext	Total
Unit 1	Front End Development	48	112		160
Unit 2	Full Stack Development	38.5	81.5		120
Unit 3	Front End Frameworks	32.5	71.5		104
Unit 4	API's and Full Stack Development	17.5	78.5		96
TOTAL		136.5	343.5		480

\*Instructor-led lab consists of working on unit projects to apply what is learned during lecture to build a portfolio.

### Unit 1: Front End Development

Subject Hours: 160 hours (48 lecture hours, 112 lab hours)

Prerequisites: Prescribed pre-work (there is no additional charge for pre-work)

Subject Description: Discover what it takes to build the web you want to see through hands-on training in the essentials of front-end development. Explore core programming concepts that are applicable in any language, and find out what day-to-day life as a professional developer is like.

### Unit 2: Full Stack Development

Subject Hours: 120 hours (38.5 lecture hours, 81.5 lab hours)

Prerequisites: Unit 1

Subject Description: Learn to build full-stack web applications, deepening your knowledge of client-facing and server-side development. Expand your repertoire of programming languages and start coding collaboratively.

### Unit 3: Front End Frameworks

Subject Hours: 104 hours (32.5 lecture hours, 71.5 lab hours)

Prerequisites: Unit 2

Subject Description: Hone your programming skills by learning to build full-stack applications that leverage the capabilities of third-party APIs and single page applications. Through pair programming and group collaboration, you'll gain hands-on experience executing a real-world workflow

### Unit 4: API's and Full Stack Development

Subject Hours: 96 hours (17.5 lecture hours, 78.5 lab hours)

Prerequisites: Unit 3

Subject Description: Gain expertise with the modern web development tools and frameworks you'll use on the job as a software engineer. Get creative with a cumulative final project, building a full-stack application using technology you choose.

By the end of this course, students will be able to:

- Coding webpages using Hypertext Markup Language (HTML), Cascading Style Sheets (CSS), and JavaScript
- Programming fundamentals and software engineering best practices.
- Version control and collaborative software development with Git and GitHub.

- Developing full-stack applications with in-demand technologies such as Ruby on Rails, Python with Django, and Express with Node.js.
- Building full-stack applications by leveraging common design and architectural patterns like model–view– controller (MVC) and Representational State Transfer (REST).
- Safely modeling and storing data in SQL and NoSQL databases.
- Consuming and integrating third-party application programming interfaces (APIs) in an application.
- Front-end web application development with modern JavaScript frameworks such as React.
- Deploying applications to the web via cloud-based hosting
- Implementing common data structures encountered in technical interview situations, such as Linked Lists and Trees.
- Solving algorithm challenges and analyzing the computational complexity of algorithms using Big O notation.

## Software Engineering Immersive Remote

*Immersive, Full-time, Online (420 hours / 12 weeks) & Immersive, Part-time, Online (420 hours / 24 weeks)*

There’s never been a better time to start a career as a software engineer. In fact, the U.S. Bureau of Labor Statistics predicts that employment growth in this sector will top 24 percent between 2016 and 2026. From startups to Fortune 500 companies, there is a growing demand for software engineers who can creatively solve problems and implement robust, sustainable solutions.

This online Immersive course provides students with a breadth of software engineering skills, enabling them to build full-stack web applications, and embark on a path toward a software engineering career. Students graduate with a solid base of fundamental computer science and programming knowledge, experience with specific languages and frameworks that are popular today, and a flexible outlook that is comfortable and eager to tackle new technologies in a fast-moving and ever-changing industry.

Because we’re focused on preparing our students for a career in technology, we want each graduate to leave the program with a body of work they can use in their job search to discuss and demonstrate what they are capable of contributing to a company.

### Unit 1: Front End Development

Discover what it takes to build the web you want to see through hands-on training in the essentials of front-end development. Explore core programming concepts that are applicable in any language, and find out what day-to- day life as a professional developer is like.

### Unit 2: Full Stack Development

Learn to build full-stack web applications, deepening your knowledge of client-facing and server-side development. Expand your repertoire of programming languages and start coding collaboratively.

### Unit 3: Front End Frameworks

Hone your programming skills by learning to build full-stack applications that leverage the capabilities of third- party APIs and single page applications. Through pair programming and group collaboration, you’ll gain hands-on experience executing a real-world workflow.

## Unit 4: API's and Full Stack Development

Gain expertise with the modern web development tools and frameworks you'll use on the job as a software engineer. Get creative with a cumulative final project, building a full-stack application using technology you choose.

By the end of this course, students will be able to:

- Coding webpages using Hypertext Markup Language (HTML), Cascading Style Sheets (CSS), and JavaScript
- Programming fundamentals and software engineering best practices.
- Version control and collaborative software development with Git and GitHub.
- Developing full-stack applications with in-demand technologies such as Ruby on Rails, Python with Django, and Express with Node.js.
- Building full-stack applications by leveraging common design and architectural patterns like model–view–controller (MVC) and Representational State Transfer (REST).
- Safely modeling and storing data in SQL and NoSQL databases.
- Consuming and integrating third-party application programming interfaces (APIs) in an application.
- Front-end web application development with modern JavaScript frameworks such as React.
- Deploying applications to the web via cloud-based hosting.
- Implementing common data structures encountered in technical interview situations, such as Linked Lists and Trees.
- Solving algorithm challenges and analyzing the computational complexity of algorithms using Big O notation.

## User Experience Design

*Non-Immersive On-campus & Online (40 hours / 1 or 10 weeks)*

Translate user wants and needs into intuitive digital experiences that power revenue, loyalty, and product success. Build confidence and credibility to tackle complex design problems on the job.

Learn the tools and techniques to design products that are equal parts useful, functional, and delightful. Focusing on both theoretical frameworks and practical applications, students in General Assembly's User Experience Design course will develop a portfolio project of their choosing — receiving expert feedback along the way

### Introduction to UX Design

- Get acquainted with the course and expectations.
- Discuss the discipline of UX design and the design process.

### User Research

- Explain why user research is important in the UX design process.
- Describe various user research methods.
- Determine when user interviews are beneficial to the design process.
- Practice conducting user interviews and writing problem statements.

### Insights and Personas

- Explain the importance and purpose of synthesizing research in UX design.
- Use affinity mapping to identify insights and actionable steps.
- Create personas and user scenarios based on synthesized research insights.

### Sketching

- Explain the purpose of ideation and sketching in the UX process.
- Use “How might we...” statements to shift from identifying problems to ideating solutions.
- Apply sketching conventions to effectively communicate a user interface.
- Practice techniques to rapidly sketch and provide peer-to-peer critique.

### Feature Prioritization

- Discuss the factors that inform feature prioritization and the tensions between them.
- Practice using the 2x2 matrix and the MoSCoW method to prioritize features.
- Determine which features to include in an MVP.

### Maps and Flows

- Conduct a task analysis.
- Explain the value of storyboards, journey maps, and user flows in the UX process.
- Practice documenting and creating user flows based on relevant scenarios.

### Wireframing

- Connect user flows to wireframes using wireflows.
- Explain what wireframes are and why they’re useful in the design process.
- Determine which wireframe fidelity to make based on a scenario.
- Identify the types and qualities of navigation that drive a strong user experience.

### Wireframes to Prototypes

- Explain the purpose prototypes serve in the design process.
- Connect digital wireframes to create an interactive prototype.

### Usability Testing

- Explain the purpose of usability testing.
- Practice planning and conducting a usability test.
- Discuss how to analyze test findings and generate a usability report.

### Project Demo and Critique

- Explain why critiques are beneficial to the design process.
- Apply best practices for giving and receiving feedback during a critique.
- Participate in a retrospective.

### Visual Design

- Explain how visual design impacts the user experience.
- Identify key visual elements for improving a layout.
- Apply visual design tools such as typography, color, and imagery to wireframes and prototypes.

### Design Systems and Patterns

- Explain the impact of design systems and pattern libraries on businesses, users, and design.
- Identify patterns used in existing products.
- Practice gathering and creating components for a style guide.

#### Leveling Up Testing and Usability Advanced User Research

- Determine the appropriate research method and deliverable based on audience and time available.
- Conduct additional usability tests to improve a prototype.
- Practice analyzing and reporting test results.

#### Design for Behavior and Emotion

- Define decision fatigue and simplicity in design.
- Use the Hook Model to create value-based behavior change.
- Explain the importance of eliciting emotion from users.

#### Your Personal Brand as a Designer

- Analyze brand personalities.
- Create the artifacts of a personal brand.

#### Your Portfolio and Career

- Describe what portfolios are and their purpose in the industry.
- Outline a case study to support a portfolio.
- Determine the audience and usability of a UX portfolio.
- Discuss portfolio site- builder and hosting options.

#### Flexible Sessions

- Flexible sessions are designed to allow your instructor to tailor the topic based on the needs of your class. Possible topics include motion design, designing for emotion, and diversity and ethics in design.

#### Final Presentations

- Present the decision-making process of your design work.
- Provide and receive feedback and suggestions for improvement.

By the end of this course, students will be able to:

- Discover how to identify, ideate, articulate, and develop design solutions for UX challenges.
- Describe how UX designers work with product managers, developers, and visual designers.
- Explore the current UX design landscape through relevant, real-world examples.
- Develop and document personas, journey maps, user flows, and annotated wireframes.
- Utilize industry-standard tools to propose and refine design decisions.

## User Experience Design Immersive

*Immersive, Full-time, On-campus (480 hours / 12 weeks) & Immersive, Part-time, On-campus (480 hours / 24 weeks)*

We are constantly surrounded by user experiences — from elevator buttons to the latest mobile app. Each and every one of these experiences has been designed with a great deal of thought devoted to how we interact with objects, find information or exchange ideas. At the same time, we're also surrounded by unique problems, struggles, and needless complexity — all of which can be solved by great design.

A user experience designer is able to think outside the realm of what's "possible" in order to create experiences that both address the needs of customers and bring them joy and delight. This requires a great deal of empathy, imagination, and skill.

Our User Experience Design Immersive course is designed to have students living and breathing user experience design. Made up of sessions delivered by top practitioners, portfolio-building workshops, and events that immerse students in the UX community, UXDI was made for those who are seriously looking to enter the world of user experience.

This immersive course will prepare students to think like designers and approach problems strategically in order to create the next generation of great apps, websites, and digital products.

Course Outline					
Subject	Subject Title	Lecture	Lab*	Ext	Total
Unit 1	UX Foundations	28	52		80
Unit 2	UI Foundations	30	50		80
Unit 3	Design Iteration and Development	26	54		80
Unit 4	Working with a Product Team	30	50		80
Unit 5	UX in the Real World	24	96		120
Unit 6	UX Career Planning	13	27		40
<b>TOTAL</b>		<b>151</b>	<b>329</b>		<b>480</b>

\*Instructor-led lab consists of working on unit projects to apply what is learned during lecture to build a portfolio.

#### Unit 1: UX Foundations

Subject Hours: 80 hours (28 lecture hours, 52 lab hours)

Prerequisites: Prescribed pre-work (there is no additional charge for pre-work)

Subject Description: Build foundational knowledge of UX methodology. Explore the full range of the design process, from research to testing, including design thinking and rapid prototyping as key concepts.

#### Unit 2: UI Foundations

Subject Hours: 80 hours (30 lecture hours, 50 lab hours)

Prerequisites: Unit 1: UX Foundations

Subject Description: Explore how to bring delight and function to users through combining the worlds of UX and UI. Design screens, pages and visual elements that enable users to interact with products in an intuitive way

#### Unit 3: Design Iteration and Development

Subject Hours: 80 hours (26 lecture hours, 54 lab hours)

Prerequisites: Unit 2: UI Foundations

Subject Description: Dive deeper into core UX methodology to compound your learning. Expand and apply the entire design process of user research, ideation, prototyping, interaction design, interface design, and usability testing.

#### Unit 4: Working with a Product Team

Subject Hours: 80 hours (30 lecture hours, 50 lab hours)

Prerequisites: Unit 3: Design Iteration and Development

Subject Description: Learn how to work in an agile development environment, simulating the handoff points between product managers and developers. Build on interpersonal skills in creative confidence and conversational storytelling to develop your portfolio and get industry ready.

#### Unit 5: UX in the Real World

Subject Hours: 120 hours (24 lecture hours, 96 lab hours)

Prerequisites: Unit 4: Working with a Product Team

Subject Description: Translate the culmination of your design skills into a professional client engagement. Students work with real-world clients to deliver UX research and designs for an app, website, or product in a three-week design sprint.

#### Unit 6: UX Career Planning

Subject Hours: 40 hours (13 lecture hours, 27 lab hours)

Prerequisites: Unit 5: UX in the Real World

Subject Description: Get yourself industry ready and take your designs to the next level. Explore the basics of service design, design operations and design leadership to advise stakeholders on how to change operating procedures and workflows to deliver on new product experiences. Explore the traits that make you unique as a designer and continue preparation for starting your UX Career.

By the end of this course, students will be able to:

- Identify and implement the most effective methods of user research to gain a deeper understanding of what users want and need.
- Leverage the tenets of information architecture to organize content for the greatest user benefit.
- Use interaction design techniques to craft a dynamic digital product that behaves intuitively.
- Apply the fundamentals of visual design to bring delight and function to users.
- Conduct usability testing to make product experiences more accessible for diverse user populations and environments.
- Utilize the fundamentals of HTML and CSS to create a webpage and have a better understanding of working with developers.
- Produce design documentation to articulate design decisions to clients and stakeholders.
- Use industry-standard digital design tools to generate wireframes and prototypes.
- Evaluate business requirements and technical constraints, and employ product management techniques to design products that can be successfully launched.
- Work within a design system and team of fellow designers and programmers to solve business challenges and address user needs, creating polished, functional products and prototypes.
- Understand the basics of service design to advise stakeholders on how to change operating procedures and workflows to deliver on new product experiences.

## User Experience Design Immersive Remote

Immersive, Full-time, Online (480 hours / 12 weeks) & Immersive, Part-time, Online (480 hours / 24 weeks)

We are constantly surrounded by user experiences — from elevator buttons to the latest mobile app. Each and every one of these experiences has been designed with a great deal of thought devoted to how we interact with objects, find information or exchange ideas. At the same time, we're also surrounded by unique problems, struggles, and needless complexity — all of which can be solved by great design.

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This immersive course will prepare students to think like designers and approach problems strategically in order to create the next generation of great apps, websites, and digital products.

#### Unit 1: UX Foundations

Build foundational knowledge of UX methodology. Explore the full range of the design process, from research to testing, including design thinking and rapid prototyping as key concepts.

#### Unit 2: UI Foundations

Explore how to bring delight and function to users through combining the worlds of UX and UI. Design screens, pages and visual elements that enable users to interact with products in an intuitive way.

#### Unit 3: Design Iteration and Development

Dive deeper into core UX methodology to compound your learning. Expand and apply the entire design process of user research, ideation, prototyping, interaction design, interface design, and usability testing.

#### Unit 4: Working with a Product Team

Learn how to work in an agile development environment, simulating the handoff points between product managers and developers. Build on interpersonal skills in creative confidence and conversational storytelling to develop your portfolio and get industry ready.

#### Unit 5: UX in the Real World

Translate the culmination of your design skills into a professional client engagement. Students work with real-world clients to deliver UX research and designs for an app, website, or product in a three-week design sprint.

#### Unit 6: UX Career Planning

Get yourself industry ready and take your designs to the next level. Explore the basics of service design, design operations and design leadership to advise stakeholders on how to change operating procedures and workflows to deliver on new product experiences. Explore the traits that make you unique as a designer and continue preparation for starting your UX Career.

By the end of this course, students will be able to:

- Identify and implement the most effective methods of user research to gain a deeper understanding of what users want and need.
- Leverage the tenets of information architecture to organize content for the greatest user benefit.
- Use interaction design techniques to craft a dynamic digital product that behaves intuitively.
- Apply the fundamentals of visual design to bring delight and function to users.
- Conduct usability testing to make product experiences more accessible for diverse user populations and environments.
- Utilize the fundamentals of HTML and CSS to create a webpage and have a better understanding of working with developers.
- Produce design documentation to articulate design decisions to clients and stakeholders.

- Use industry-standard digital design tools to generate wireframes and prototypes.
- Evaluate business requirements and technical constraints, and employ product management techniques to design products that can be successfully launched.
- Work within a design system and team of fellow designers and programmers to solve business challenges and address user needs, creating polished, functional products and prototypes.
- Understand the basics of service design to advise stakeholders on how to change operating procedures and workflows to deliver on new product experiences.

## Visual Design

*Non-Immersive, On-campus & Online (32 hours / 8 weeks)*

Gain the vocabulary and tools to tackle diverse design challenges on the job. Kickstart your portfolio and create beautiful designs for the web.

General Assembly's Visual Design course helps you explore the art and science of visual communication and the process of creating beautiful digital products. Create a production ready composition for a responsive webpage, conveying your vision through typography, layout, and color. You'll learn to give and receive design critique and implement feedback to improve your designs.

### Introduction to Visual Design

- Meet instructors and classmates.
- Get acquainted with the course and expectations.
- Discuss the discipline of visual design and the design process.

### Brand and User Research

- Explain the overall purpose of design research.
- Practice asking and evaluating user interview questions.
- Develop a persona based on brand and user research.

### From Research to Moodboards

- Explain common approaches to competitive research.
- Conduct a comparative analysis to make a design recommendation.
- Practice interpreting and creating mood boards for different brands.

### Content Strategy for Visual Designers

- Describe the main components of content strategy.
- Explain why content strategy is important and relevant to visual designers.
- Create an inventory to identify and prioritize brand content.

### Layout and Composition

- Identify the anatomy of a webpage.
- Apply navigation and visual hierarchy to a layout.
- Practice sketching low-fidelity wireframes on paper.

### Responsive Grids and UI Patterns

- Analyze the contrast, repetition, alignment, proximity of a web layout.
- Practice designing on a responsive grid.
- Identify UI design patterns on mobile and desktop screens.

### Introduction to Typography

- Discuss the importance of typography in visual design.
- Define key terms related to typography.

- Practice selecting and pairing typefaces for a design project.

#### Typography Decisions

- Analyze key characteristics of effective typefaces.
- Apply best practices for arranging and styling text.
- Create high-fidelity wireframes.

#### Introduction to Imagery

- Describe the impact of imagery in any design.
- Identify how to use photography, illustrations, and icons most effectively.

#### Incorporating Imagery

- Identify key considerations for adding imagery to wireframes.
- Practice sourcing and exporting images.
- Fix common image issues.

#### Introduction to Color Theory

- Explain color theory and its related vocabulary.
- Make appropriate color choices for a brand or product.
- Select a color palette to bring a composition to life.

#### Applying Color

- Apply color to a composition or user interface using the 60-30-10 approach.
- Explain accessibility considerations for selecting and applying colors.
- Participate in a design critique for the final project.

#### Flexible Sessions

- Flexible sessions are designed to allow your instructor to tailor the topic based on the needs of your class. Possible topics include motion design, interaction design, and design ethics.

#### Final Presentations

- Present the decision-making process of your design work.
- Provide and receive feedback and suggestions for improvement.

By the end of this course, students will be able to:

- Take on challenging design problems, come up with creative solutions, and mock them up in production-ready detail.
- Apply the fundamentals of layout, typography, and color theory to create a landing page that you can use as a portfolio piece.
- Use industry-standard tools to design high-fidelity compositions.
- Use the technical vocabulary required to communicate with visual and user interface designers.

## Academic Policies

### Homework

Students in some courses may be required to spend up to 20 hours outside of class per week working on homework/projects.

## Hours

Course length is measured in hours. One hour of instructional time is defined as a 60-minute period.

## Standards of Progress

General Assembly measures student progress through frequent homework assignments and in-depth projects. Students are graded on a pass/fail basis. To receive a passing grade, students must:

- Receive a passing grade on 80% of all homework assignments. Homework is graded on the basis of completion. To receive a passing grade on a homework assignment, students must complete 100% of the minimum tasks specified in that assignment.
- Maintain consistent attendance as outlined in the Attendance section below. A passing grade in attendance will be given to students with no more absences than the amount allowed, which varies by program.
- Receive a passing grade on all course projects and complete any assigned assessments as applicable. Students are informally evaluated by instructors every two weeks. Students are formally evaluated for progress toward completion at the following point, at which they will receive a written progress report:

Course Length	Evaluation Point
32 hours / 1 week	16 hours / .5 week
32 hours / 8 weeks	16 hours / 4 weeks
40 hours / 1 week	20 hours / .5 weeks
40 hours / 10 weeks	20 hours / 5 weeks
60 hours / 10 weeks	30 hours / 5 weeks
400 hours / 10 weeks	200 hours / 5 weeks
420 hours / 12 weeks	210 hours / 6 weeks
480 hours / 24 weeks	240 hours / 12 weeks

General Assembly does not have a cumulative final test or examination required for the completion of any of the courses. A statement will be furnished to students regarding satisfactory or unsatisfactory progress.

## Grading System

Students are graded on an academic grading system. Incomplete grades are final.

Grade	Definition
4.0	Exceeds expectations
3.0	Meets expectations
2.0	Does not meet expectations
1.0	Incomplete

## Unsatisfactory Academic Progress

General Assembly does not provide a probation option. If a student is not making progress at the point of evaluation as stated above in the Standards of Progress policy, they are dismissed from the program. Students dismissed for unsatisfactory academic progress may reenter General Assembly subject to approval by the regional director.

## Attendance

Attendance is taken by teachers 15 minutes after class begins and 15 minutes prior to class ending. Any student who arrives to class more than 15 minutes late will be marked tardy, and any student who is not present 15 minutes prior to class ending will be marked early departure. Three late arrivals and/or early departures will constitute one absence.

A class meeting is defined as the instructional hours provided on one calendar day. Students who miss more than the excused absence policies outlined below for the type of course they are taking may be withdrawn (please refer to the Withdrawal Policy).

Examples of excused absences include but are not limited to: student illness, death/critical illness of a family member or a significant other, critical life emergency, and religious observance. General Assembly may allow a greater number of excused absences in exceptional circumstances. Unexcused absences are not permitted except in exceptional circumstances. Examples of mitigating circumstances are:

- An illness or death in the student's immediate family
- An unavoidable change in the student's conditions of employment
- An unavoidable geographical transfer resulting from the student's employment
- Immediate family or financial obligations beyond the control of the student that require him or her to suspend pursuit of the program of education to obtain employment
- Unanticipated active military service, including active duty for training.
- Unanticipated difficulties with childcare arrangements the student has made for the period during which he or she is attending classes.

General Assembly does not provide an interruption option.

### Immersive Course

With prior approval from General Assembly:

- Students in full-time, non-flex immersive programs are permitted to miss up to three excused class meetings.
- Students in part-time, flex immersive programs are permitted to miss up to twenty four instructional hours in total.
- Students receiving G.I. Bill® benefits who miss more than three class meetings will be terminated from the G.I. Bill® program. This change in student enrollment status will be reported to the Department of Veterans Affairs (VA) within 30 days of the veteran's last date of attendance.

### Non-immersive Courses

With prior approval from General Assembly, students in part-time courses are permitted to miss up to three excused class meetings. Students in weekend classes are permitted to miss one excused class meeting.

Students in 1-week courses must attend every class.

## Religious Accommodation Policy

General Assembly will make good faith efforts to provide reasonable religious accommodations to students who have sincerely held religious practices or beliefs that conflict with a scheduled course session or requirement. Students requesting a religious accommodation should make the request, in writing, to their instructor and student services team with as much advance notice as possible.

Being absent from class or other educational responsibilities does not excuse students from keeping up with any information shared or expectations set during the missed class. Students will still be required to meet all graduation requirements in order to successfully complete the course with a Certificate of Completion. Students are responsible for obtaining materials and information provided during any class missed. The student shall work with the instructor to determine a schedule for making up missed work.

## **Leave of Absence Policy**

A leave of absence is a temporary interruption in a student's study. Non-immersive programs are too short to make a leave of absence practical. For immersive programs, a leave of absence is only granted in extenuating circumstances, such as an accident, prolonged illness, maternity leave, or the death of a relative. The school director is expected to review the student's request, preferably in person with the student requesting the leave. All leaves of absence must be requested and approved in writing.

If the student fails to return on the agreed upon date, the student will be dismissed and a refund calculation performed. Experience has shown that most students do not return from a leave of absence.

For Arizona students, there is no leave of absence.

## **Transfer**

Admission to a General Assembly program is non-transferable. Students who wish to change programs must elect to withdraw from their current program and then reapply for and enroll in the course of their choosing. Should a student elect to withdraw and then reapply for enrollment in another course more than one time, regional director approval is required for acceptance. Coursework earned at the Washington, D.C., location may be transferred to locations outside of D.C. as part of an existing program offered by General Assembly, per regional director approval.

## **Make-Up Work**

Students who miss coursework because of an absence that was approved prior to its occurrence are responsible for making up missed coursework by the last scheduled day of their course in order to receive a passing grade.

Students are encouraged to attend weekly office hours and schedule timely one-on-one meetings with instructors to review missed content.

In-person classes are generally not taped, archived, or offered on alternative schedules for students who miss classes.

## **Extensions**

Under extenuating circumstances, instructors may grant an extension on a project or allow a student to re-submit a project. Any resubmissions or extensions granted must be made in writing between the student and the instructor and local student experience team.

## **Completion**

A certificate of completion is issued within seven days of the end of the course to each student who has successfully fulfilled General Assembly's requirements of obtaining a passing grade.

Tuition must be paid in full by the end of the course to receive a certificate of completion, unless other arrangements have been made with your Admissions representative before the course starts. So long as they have successfully fulfilled General Assembly's requirements of obtaining a "pass" in the course, students who finance their GA course with their GI Bill® benefit will not be penalized or refused a certificate of completion if tuition payments from Department of Veterans Affairs are delayed.

## **Student Rights**

Students have the right to equal opportunity education and an educational experience free from discrimination or harassment based on sex, gender identity and/or expression, race, color, religion, ancestry, national origin, marital status, veteran or military status, sexual orientation, medical condition, genetic information, or the presence of any sensory, mental, or physical disability, or the use of a trained guide dog or service animal by a person with a disability, or other categories protected by law of the states in which we operate.

Students have the right to view their own academic records.

Students have the right to cancel or withdraw from their course, per General Assembly's Cancellation, Withdrawal, and Refund Policy.

Students have the right to file a grievance, per General Assembly's Grievance Procedure.

## **Student Conduct and Dismissal**

General Assembly is a community of learners. Should a student be disruptive to the community, they may be asked to leave. Examples of disruption include, but are not limited to, aggression or threats toward other students, instructors, or staff; illegal activities conducted or discussed on or around campus; the failure to observe classroom or campus conduct standards set forth by instructors or staff; or other behavior identified as disruptive to the learning environment of other students by instructors or staff. Students may also be withdrawn for academic violations, per General Assembly's Withdrawal Policy below.

General Assembly has a zero-tolerance policy towards plagiarism and cheating. It is destructive to classroom culture, and exhibits a clear lack of respect for classmates, instructors, the company, and the greater community. Any work considered to have been plagiarized will not be accepted and will not count toward graduation requirements. If a project exhibits evidence of plagiarism or cheating, the student will not be able to display the project at a GA-sponsored class "science fair" or "meet & greet." This zero tolerance policy extends to plagiarism, dishonesty, and /or cheating while participating in General Assembly's Outcomes employment assistance services following successful course completion. Any student found plagiarizing or attempting to plagiarize will be disciplined accordingly (including but not limited to removal from class, discontinuance of Outcomes employment assistance and/or revocation of Certificate of Completion).

Students are to treat all members of the staff and other students with respect and dignity. A student who is caught cheating; willfully destroying school property; attending school under the influence of illegal and recreational drugs and/or alcohol; or exhibiting disruptive, insubordinate, boisterous, obscene, vulgar, or disrespectful behavior may be dismissed and prohibited from reenrollment in another course. Students dismissed due to disruptive and/or disrespectful conduct will not be readmitted to General Assembly. Prior to disciplining or dismissing a student for violations of student conduct, the campus director shall provide the student with a written description of the violation and the disciplinary action and provide the student with a reasonable opportunity to respond and/or request additional information from the school.

General Assembly is committed to taking all reasonable steps to ensure the students have the opportunity to successfully complete their programs and has a commitment to ensure that within this general framework that all students are treated fairly and equitably. Students who do not support the academic and ethical goals of General Assembly for themselves and their fellow students may be subject to penalties, up to and including expulsion and the conditions under which a student may be expelled with cause can be found in Appendix H.

Nothing in the policy prevents students in Washington State from contacting the Workforce Board at 360-709-4600 at any time with a concern or complaint.

## Equal Opportunity

General Assembly is an equal opportunity organization and does not discriminate based on sex, gender identity and/or expression, race, color, religion, ancestry, national origin, marital status, veteran or military status, sexual orientation, medical condition, genetic information, or the presence of any sensory, mental, or physical disability, or the use of a trained guide dog or service animal by a person with a disability, or other categories protected by law of the states in which we operate.

General Assembly strictly prohibits and does not tolerate sexual harassment or other unlawful harassment (including verbal, physical, or visual conduct) based on protected status. Individuals who believe they have been subject to or witnessed conduct that violates this policy should immediately notify the regional director. All complaints will be investigated and prompt corrective action will be taken, as appropriate. Interim measures may be taken, as appropriate, when a complaint is made. General Assembly prohibits retaliation against any individual who raises concerns under this policy or participates in an investigation. General Assembly will conduct its courses, services, and activities consistent with applicable federal, state, and local laws and regulations. Students who seek accommodations related to a disability should contact their producer or regional director.

General Assembly provides reasonable accommodations to individuals who desire to participate in our educational programs.

## Diversity and Inclusion Values Statement

General Assembly abides by a diversity and inclusion values statement. Our entire community upholds this commitment, and we maintain shared responsibility across our global campuses to live these values. General Assembly strives to make the future of tech as vibrant as the world it inhabits through a global commitment to diversity and inclusion.

At General Assembly, we are diverse. We foster an international community comprising different backgrounds, experiences, identities, and perspectives. We work to ensure that everyone has a place at the table at General Assembly, regardless of race, gender, gender identity, gender expression, age, sexual orientation, disability status, religious affiliation, socioeconomic status, or political persuasion. We consistently leverage the diverse experiences of our community members to transform the narrative of diversity within the tech, data, business, and design communities. We also strive to ensure that the GA community is not just a reflection of the world today, but of the world we want to see in the future.

At General Assembly, we are inclusive. We celebrate and welcome diversity unbound by social hierarchies, and collectively work to foster mutual respect, empathy, and common cause. We provide welcoming spaces for growth conversation and empowerment on our campuses and strive to build greater cultural competence within our community. We also commit to supporting opportunities beyond our walls to promote access, break down barriers, and empower future generations of leaders in the tech industry.

## Student Services

### Academic Advising & Counseling

Academic advising and counseling may be initiated by school personnel or the student when the need is identified.

### Housing

General Assembly does not provide student housing.

### Library

Enrolled students will have unrestricted access to a digital library of course-specific learning resources and tools, available 24 hours per day, 7 days per week via our learning management platform. This also includes access to all

of the curriculum, support materials, and online community relevant to a student’s program of study. All resources included in the platform are available to students without additional charge while enrolled. Due to the rapidly changing nature of the content of the curriculum for our programs, maintaining a digital library allows us to continually modify and upgrade the available materials so that enrolled students have access to the most current information available.

## Employment Assistance

The General Assembly Outcomes Team is dedicated to seeing full-time students take control of their career aspirations and goals by helping to communicate their skills, make valuable connections, and identify ideal career opportunities. Outcomes programming, designed to teach job search strategy, is interwoven into our Immersive courses. Job search support is also available to all graduates of full-time programs who choose to opt-in to it by meeting the requirements outlined below.

In order to become a job seeker, a student must meet the following requirements, which are taught throughout the course:

- Resume.
- Digital presence (GA Profile and LinkedIn).
- Professional project/portfolio.
- Shareable way of tracking the job search.
- Attendance and participation in all Outcomes programming.

Being a job seeker at General Assembly grants you access to skill building and programming that will enhance your ability to take control of your job search. This includes:

- Hiring events.
- Employer referrals.
- GA Profiles and job board.
- Career development events and exposure to industry professionals, such as mock interviews, portfolio reviews, studio tours, and panels.
- One-on-one support and office hours.

General Assembly cannot and does not guarantee employment or salary. Student completion and job placement information for certain campuses is provided at <https://generalassemb.ly/regulatory-information> in accordance with state law requirements, if any.

## Student Records

Student transcripts with official grades and descriptions of courses offered are maintained permanently. All other school and student records will be maintained electronically for 60 years from the student’s date of completion or withdrawal.

These records will include the following: student attendance records, which reflect any leaves of absence (including information about the status of the leave), dates of completion (anticipated and actual), and dates students received diplomas or certificates; student’s signed enrollment contract, as well as any addendums, extensions, or amendments to that contract; documents reflecting payments made by or on behalf of students records and dates of any payments, including payment/refund calculations governed by the state-specific policy; progress reports that provide students with appropriate reports of progress at least once during the program or course; copies of any student complaints and school disciplinary reports; and certificates of completion.

Students may view their own academic records. Students who seek to view their own records should contact the Regional Director.

General Assembly will take reasonable steps to protect the privacy of personal information contained in student records.

## Grievance Procedure

### Internal Grievance Procedure

When a concern occurs, the student is asked to discuss the concern directly with their faculty member, who will attempt to resolve the situation. If a resolution does not occur, the student or faculty member should provide a written description of the concern to the regional director, who will investigate the complaint and provide a prompt written response. General Assembly attempts to resolve all complaints within 30 days. The regional director's decision is final. No student will be subject to unfair action and/or treatment by any General Assembly official as a result of the initiation of a complaint.

### External Grievance Procedures

#### Arizona

If the city lead or designee fail to or unacceptably address the grievance, the student may file a complaint with the Arizona State Board for Private Postsecondary Education. The student must contact the State Board for further details. The State Board address is 1740 W. Adams, Ste. 3008, Phoenix, AZ 85007, Phoenix, AZ 85007, phone 602-542-5709, website address: [www.ppse.az.gov](http://www.ppse.az.gov).

#### California

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 toll-free or by completing a complaint form, which can be obtained on the bureau's website: [www.bppe.ca.gov](http://www.bppe.ca.gov).

#### Colorado

Attempting to resolve any issue with the School first is strongly encouraged. Complaints may be filed at any time online with the Division of Private Occupational Schools (DPOS) within two years from the student's last date of attendance at <http://higher.ed.colorado.gov/dpos>, 303-862-3001.

#### Georgia

Students may appeal final institutional decisions regarding complaints to the Georgia Nonpublic Postsecondary Education Commission, 2082 East Exchange Place, Suite 220, Tucker, GA 30084, (770) 414-3300, <https://gnpec.georgia.gov/student-resources>.

#### Illinois

Complaints against General Assembly may be registered with the Illinois Board of Higher Education, 1 N. Old State Capitol Plaza, Suite 333, Springfield, Illinois 62701-1377 or at [www.ibhe.org](http://www.ibhe.org).

#### Massachusetts

Any student may contact the Division of Professional Licensure's Occupational School Education at any time regarding their complaint at 1000 Washington Street, Suite 710, Boston, MA 02118-6100, [occupational.schools@mass.gov](mailto:occupational.schools@mass.gov) OR 617-701-8719, [www.mass.gov/dpl/schools](http://www.mass.gov/dpl/schools). Per 230 CMR 15.07(2) a school shall respond to written student complaints in writing within ten days from when the complaint was submitted to the school.

#### Utah

Complaints may also be filed with the Utah Department of Commerce Division of Consumer Protection.

## Washington

Inquiries or complaints regarding General Assembly may be made to the Washington Workforce Training and Education Coordinating Board. Nothing in this process prevents a student from contacting the Washington State Workforce Training and Education Coordinating Board at any time. This school is licensed under Chapter 28C.10 RCW. Inquiries or complaints regarding this private vocational school may be made to the: Workforce Board, 128 10th Ave. SW, Box 43105, Olympia, Washington 98504, (360) 709-4600, [pvsa@wtb.wa.gov](mailto:pvsa@wtb.wa.gov), [wtb.wa.gov](http://wtb.wa.gov).

## Washington, D.C.

Any grievance affecting General Assembly's license issued by the D.C. Higher Education Licensure Commission may be submitted to the commission if not resolved by the school. The D.C. Higher Education Licensure Commission is the agency of last resort in the grievance process.

## Cancellation, Withdrawal & Refund Policy

General Assembly's Cancellation, Withdrawal, and Refund Policy may vary by state. Please review both the following and the state specific policies that apply to your campus location. In the event there is any discrepancy between the general policy and the state-specific policy, the state-specific policy will govern.

### General Assembly's Right to Cancel

1. General Assembly reserves the right to cancel or postpone a course date or to change a course location at any time. Except in cases of force majeure, you will be entitled, at your discretion, to attend the course at the proposed later date or to receive a full refund of any course fees you have already paid to attend the course on the original date and/or location.
2. General Assembly reserves the right to cancel an enrollment based on conduct violations prior to course start date. If you display threatening, abusive, or dangerous behavior toward us or any of our staff or personnel, then we reserve the right to refuse to allow you to continue taking the course. In such circumstances, you will not be entitled to a refund of any fees paid except as mandated by your state's refund policy, and we reserve the right to prevent you from taking any course in the future if we feel that is necessary for the protection of our staff or personnel.
3. General Assembly reserves the right to cancel an enrollment if a student has failed to complete the pre-work required for course participation.
4. General Assembly reserves the right to cancel an enrollment or disenroll a student for delinquent past-due balances. Students who finance their GA course with their GI Bill® benefit will not be canceled or disenrolled if tuition payments from Department of Veterans Affairs are delayed.
5. After April 1, 2017, if a School allows a student to begin participation in a Program while an initial award for financial aid, including student loans, is pending, and the student subsequently is denied some or all of that student loan or financial aid amount, the School shall offer that student in writing an opportunity to terminate the enrollment agreement with a full refund of all Monies Paid, less actual reasonable administrative costs as defined under M.G.L. c. 255, § 13K.
6. In addition to the requirements of M.G.L. c. 255, § 13K, for programs beginning after April 1, 2017, prior to the completion of five school days or five percent of the Program, whichever occurs first, a School shall afford a student the opportunity to withdraw with a full refund of all Monies Paid, less (1) actual reasonable administrative costs as defined under M.G.L. c. 255, § 13K; and (2) actual reasonable costs of non-reusable supplies or Equipment where a School reasonably provided the student with the supplies or Equipment, so long as the student receives the refund to which they are entitled under M.G.L. c. 255, § 13K. Provided, however, that this provision shall not apply to: (1) Programs not subject to division approval; and (2) Programs 80 hours or less in duration and \$2,000 in total cost.

## Student's Right to Cancel

1. You have the right to cancel your course of instruction, without any penalty or obligation, through attendance at the first class session (or as defined below) or seven days after enrollment, whichever comes later. Students not accepted to the school are entitled to all monies paid.
2. Cancellation is effective when the student provides a written notice of cancellation at the address of attendance stated on their enrollment agreement. This can be done by email or by hand delivery. The written notice of cancellation, if sent by mail, is effective when deposited in the mail properly addressed with proper postage. The notification is effective when General Assembly receives notice or the date the notice is mailed, whichever is sooner.
3. The written notice of cancellation need not take any particular form and, however expressed, it is effective if it shows that the student no longer wishes to be bound by the Enrollment Agreement.
4. If the Enrollment Agreement is canceled, the school will refund the student any money they paid, less a registration or application fee specified below in the Tuition and Fees chart. Students receiving educational benefits from the Department of Veterans Affairs will be refunded the amount of the registration fee in excess of \$10.

Colorado, Massachusetts, Georgia, and Washington students will be refunded the registration or application fee if cancellation occurs within five business days (excluding Sundays and holidays) after the Enrollment Agreement is signed or an initial payment is made and the student has not attended the first class session.

- a. In Georgia, state guidance dictates that students who cancel their enrollment agreement within three (3) business days of signing the agreement, will receive a full refund of tuition and fees, including a full refund of nonrefundable fees. Nonrefundable fees will also be fully refunded within three (3) business days of making a payment, prior to the first day of class, if an Enrollment Agreement is not signed. General Assembly's cancellation policy is more generous. You have the right to cancel your course of instruction, without any penalty or obligation, through attendance at the first class session or seven days after enrollment, whichever comes later. Students will be refunded the registration or application fee if cancellation occurs within five business days (excluding Sundays and holidays) after the Enrollment Agreement is signed or an initial payment is made and the student has not attended the first class session.
- b. In Utah, there exists a three-business-day cooling-off period during which time the student may rescind the contract and receive a refund of all money paid. Per Utah Administrative Code R152-34-8(3)(a):
  - i. A three-business-day cooling-off period during which time the student may rescind the contract and receive a refund of all money paid. The cooling-off period may not end prior to midnight of the third business day after the latest of the following days:
    1. the day the student signs an enrollment agreement;
    2. the day the student pays the institution an initial deposit or first payment toward tuition and fees; or
    3. the day that the student first visits the institution, if the program lasts more than 30 consecutive calendar days.

## Withdrawal

Students may withdraw from the course at any time after the cancellation period (described above) and refunds are determined in accordance with the Refund Policy stated below.

For the purpose of determining a refund under this section, a student shall be deemed to have withdrawn from a course when any of the following occurs:

- The student notifies General Assembly in writing of the student's withdrawal or as of the last date of attendance, whichever is later. The failure of a student to immediately notify General Assembly in writing of the student's intent to withdraw may delay any applicable refund of tuition to the student.
- General Assembly terminates the student's enrollment for failure to maintain satisfactory progress; failure to abide by the rules and regulations; absences in excess of maximum set forth by General Assembly; and/ or failure to meet financial obligations to General Assembly. In these cases, the official termination date of enrollment shall be the student's last day in class. If a student has been withdrawn for failure to maintain satisfactory progress or for violations of General Assembly's Attendance Policy, the student can only be readmitted with the approval of the regional director into a future instance of the course after final grades have been issued for the original course.
- The student has failed to attend class for three class meetings without prior approval.\*

Students who withdraw due to an emergency, such as personal or family illness or national service, may be reenrolled into another General Assembly course following approval by the regional director.

\*Washington rules provide that when a student, without notice, fails to attend classes for 30 days, the date of the student's termination is the last date of recorded attendance.

## Refund Policy

All refunds will be paid within 30 days of withdrawal. Refunds will be less a registration fee (described in the below Tuition and Fees section), except for students who are receiving educational benefits from the Department of Veterans Affairs, for whom the amount of the registration fee or application fee in excess of \$10 may be subject to proration per the VA Prorated Refund Policy.

If any portion of the tuition was paid from the proceeds of a loan or third party, the refund shall be sent to the lender, third party or, if applicable, to the state or federal agency that guaranteed or reinsured the loan. Any amount of the refund in excess of the unpaid balance of the loan shall be first used to repay any student financial aid programs from which the student received benefits, in proportion to the amount of the benefits received, and any remaining amount shall be paid to the student.

If you get a student loan or other approved financing, you are responsible for the repaying the loan amount plus any interest, less the amount of any refund. If you choose to finance your program through an income share agreement (ISA), you are responsible for paying the ISA funding amount pursuant to the terms of your ISA, less the amount of any refund.

Students who choose to fund their tuition pursuant to an income share agreement should consult their income share agreement for more information about the application of their refund policy. General Assembly does not participate in federal or state financial aid programs. Refund policies vary by state, as described below:

### Arizona Students

In the case of students withdrawing after commencement of classes, refunds are determined based on the proration of tuition and percentage of program completed at withdrawal, up until 50% of the program. Students are responsible for 100% of the tuition for a course if they complete more than 50% of the course, even if they do not complete the entire course.

The amount of the refund shall be calculated based on the date the student notifies General Assembly in writing of the student's withdrawal or as of the last date of attendance, whichever is later.

All refunds will be paid within 30 days of withdrawal. For the purposes of determining the date of withdrawal, the date shall be the earliest of (i) the date on which the student gives written notice to General Assembly or (ii) the date on which the student is deemed to have withdrawn.

Student is entitled to upon withdrawal/termination	Refund
Within first 10% or less	90%, less cancellation charge
More than 10% and less than or equal to 20%	80%, less cancellation charge
More than 20% and less than or equal to 30%	70%, less cancellation charge
More than 30% and less than or equal to 40%	60%, less cancellation charge
More than 40% and less than or equal to 50%	50%, less cancellation charge
More than 50%	No refund

### California Students

If you withdraw, you will receive a pro rata refund if you have completed 60% or less of your course through the last day of attendance. You will be responsible for 100% of the tuition for your course if you complete more than 60% of the course, even if you do not complete the entire course.

For the purpose of determining the amount of the refund, the date of the student’s withdrawal shall be deemed the last date of recorded attendance. The amount owed equals the daily charge for the course (total institutional charge, minus non-refundable fees, divided by the number of days in the course), multiplied by the number of days scheduled to attend prior to withdrawal.

### Colorado Students

Students not accepted to the school are entitled to all monies paid. Students who cancel this contract by notifying the school within five business days (excluding Sundays and holidays) after the Enrollment Agreement is signed or an initial payment is made and the student has not attended the first class session will be entitled a full refund of all tuition and fees paid.

In the case of students withdrawing after commencement of classes, the school will retain the cancellation charge plus a percentage of tuition and fees, which, as described in the tables below, is based on the percentage of contact hours attended in the program or standalone course. The refund is based on the official date of termination or withdrawal.

Postponement of a starting date, whether at the request of the school or the student, requires a written agreement signed by the student and the school. The agreement must set forth both:

- a) Whether the postponement is for the convenience of the school or the student.
- b) The deadline for the new start date, beyond which the start date will not be postponed.

If the course is not commenced or the student fails to attend by the new start date set forth in the agreement, the student will be entitled to an appropriate refund of prepaid tuition and fees within 30 days of the deadline in accordance with the school’s refund policy and all applicable laws and rules concerning the Private Occupational Education Act of 1981. Generally, General Assembly does not permit postponement of start dates. Students must instead withdraw and reenroll in a course of their choosing.

*Classroom Students:*

Student is entitled to upon withdrawal/termination	Refund
Within first 10% of program	90%, less cancellation charge
After 10% but within first 25% of program	75%, less cancellation charge
After 25% but within first 50% of program	50%, less cancellation charge
After 50% but within first 75% of program	25%, less cancellation charge
After 75% of program	No refund

*Data Science Immersive Remote and Software Engineering Immersive Remote (Full-Time) Students:*

Student is entitled to upon withdrawal/termination	Refund
Within first 10% of program (Lessons 1 –6)	90%, less cancellation charge
After 10% but within first 25% of program (Lessons 7–15)	75%, less cancellation charge
After 25% but within first 50% of program (Lessons 16–30)	50%, less cancellation charge
After 50% but within first 75% of program (Lessons 31–45)	25%, less cancellation charge
After 75% of program (Lesson 46; if paid in full, cancellation charge is not applicable.)	No refund

*Software Engineering Immersive Remote (Part-Time or Flex) Students:*

Student is entitled to upon withdrawal/termination	Refund
Within first 10% of program (Lessons 1 –11)	90%, less cancellation charge
After 10% but within first 25% of program (Lessons 12–27)	75%, less cancellation charge
After 25% but within first 50% of program (Lessons 28–54)	50%, less cancellation charge
After 50% but within first 75% of program (Lessons 55–81)	25%, less cancellation charge
After 75% of program (Lesson 82; if paid in full, cancellation charge is not applicable.)	No refund

*User Experience Design Immersive Remote (Full-Time) Students:*

Student is entitled to upon withdrawal/termination	Refund
Within first 10% of program (Lessons 1 –9)	90%, less cancellation charge
After 10% but within first 25% of program (Lessons 10–21)	75%, less cancellation charge
After 25% but within first 50% of program (Lessons 22–42)	50%, less cancellation charge
After 50% but within first 75% of program (Lessons 43–63)	25%, less cancellation charge
After 75% of program (Lesson 64; if paid in full, cancellation charge is not applicable.)	No refund

*User Experience Design Immersive Remote (Part-Time or Flex) Students:*

Student is entitled to upon withdrawal/termination	Refund
Within first 10% of program (Lessons 1 –11)	90%, less cancellation charge
After 10% but within first 25% of program (Lessons 12-27)	75%, less cancellation charge
After 25% but within first 50% of program (Lessons 28-54)	50%, less cancellation charge
After 50% but within first 75% of program (Lessons 55-81)	25%, less cancellation charge
After 75% of program (Lesson 82; if paid in full, cancellation charge is not applicable.)	No refund

*Cybersecurity for Developers Remote, Data Analytics Remote, Digital Marketing Remote, Product Management Remote, Python Programming Remote, React Development Remote, and User Experience Design Remote Students:*

Student is entitled to upon withdrawal/termination	Refund
Within first 10% of program (Lessons 1–2)	90%, less cancellation charge
After 10% but within first 25% of program (Lessons 3–5)	75%, less cancellation charge
After 25% but within first 50% of program (Lessons 6–8)	50%, less cancellation charge
After 50% but within first 75% of program (Lessons 9–14)	25%, less cancellation charge
After 75% of program (After Lesson 14; if paid in full, cancellation charge is not applicable.)	No refund

*Data Science Remote, Front-End Web Development Remote, and JavaScript Development Remote Students:*

Student is entitled to upon withdrawal/termination	Refund
Within first 10% of program (Lessons 1–2)	90%, less cancellation charge
After 10% but within first 25% of program (Lessons 3–5)	75%, less cancellation charge
After 25% but within first 50% of program (Lessons 6–10)	50%, less cancellation charge
After 50% but within first 75% of program (Lessons 11–15)	25%, less cancellation charge
After 75% of program (After Lesson 15; if paid in full, cancellation charge is not applicable.)	No refund

*Visual Design Remote Students:*

Student is entitled to upon withdrawal/termination	Refund
Within first 10% of program (Lesson 1–2)	90%, less cancellation charge
After 10% but within first 25% of program (Lessons 3–4)	75%, less cancellation charge
After 25% but within first 50% of program (Lessons 5–8)	50%, less cancellation charge
After 50% but within first 75% of program (Lessons 9–12)	25%, less cancellation charge
After 75% of program (After Lesson 12; if paid in full, cancellation charge is not applicable.)	No refund

1. The student may cancel this contract at any time prior to the fifth business day (excluding Sundays and holidays) after the enrollment agreement is signed or an initial payment is made and the student has not attended the first class session.
2. All refunds will be made within 30 days from the date of termination. The official date of termination or withdrawal of a student shall be determined in one of the following manners:

- a) The date on which the school receives notice of the student’s intention to discontinue the training program.
  - b) The date on which the student violates published school policy, which provides for termination.
  - c) Should a student fail to return from an excused leave of absence, the effective date of termination for a student on an extended leave of absence or a leave of absence is the earlier of the date the school determines the student is not returning or the day following the expected return date.
3. The student will receive a full refund of tuition and fees paid if the school discontinues a program or standalone course within a period of time a student could have reasonably completed it, except that this provision shall not apply in the event the school ceases operation.
  4. The policy for granting credit for previous training shall not impact the refund policy.

VA Refund Policy for Colorado Students in Non-Accredited Courses in accordance with VA Regulation 21.4255-1: Students not accepted by the school and students who cancel the contract by notifying the school within three business days are entitled to a full refund of all tuition and fees paid. If any students withdraw after three business days, but before commencement of classes, are entitled to a full refund of all tuition and fees paid including the registration fee in excess of \$10.

In the case of students withdrawing after commencement of classes, the school will retain a cancellation fee plus a percentage of tuition and fees, which is based on the percentage of contact hours attended, as described in the table below. The refund is based on the last date of recorded attendance.

*Refund Table for Veteran Student(s)*

Student is entitled to upon withdrawal/termination	Refund
10% program completed	90% refunded
20% program completed	80% refunded
30% program completed	70% refunded
40% program completed	60% refunded
50% program completed	50% refunded
60% program completed	40% refunded
70% program completed	30% refunded
80% program completed	20% refunded
90% program completed	10% refunded

The student may cancel this contract at any time prior to close of the third business day after signing the enrollment agreement.

The official date of termination for refund purposes is the last date of recorded attendance. All refunds will be made within 30 days from the date of termination.

The student will receive a full refund of tuition and fees paid if the school discontinues a course/program within a period of time a student could have reasonably completed it, except that this provision shall not apply in the event the school ceases operation.

Complaints, which cannot be resolved by direction negotiation between the student and the school, may be filed with the Division of Private Occupational Schools. of the Colorado Department of Higher Education The Division shall not consider any claim that is filed more than two years after the date the student discontinues his/her training at the school.

**Georgia Students**

Refunds are determined based on the proration of tuition and percentage of program completed at withdrawal, up until 50% of the program. You will be responsible for 100% of the tuition for your course if you complete more than 50% of the course, even if you do not complete the entire course.

The amount of the refund shall be calculated based on the last day of student attendance.

*VA Prorated Refund Policy for Georgia students:*

Pro Rata Refund (38 CFR 21.4254(c)(13), 21.455): We will refund the unused portion of prepaid tuition and fees on a pro rata basis. The exact proration will be determined on the ratio of the number of days of instruction completed by the student to the total number of instructional days in the course. Any amount in excess of \$10 for an enrollment fee or registration fee will also be prorated.

**Illinois Students**

Refunds are determined based on the proration of tuition and percentage of program completed at withdrawal, up until 50% of the program. You will be responsible for 100% of the tuition for your course if you complete more than 50% of the course, even if you do not complete the entire course. The amount of the refund shall be calculated based on the last day of student attendance.

*VA Prorated Refund Policy for Chicago Students:*

All tuition is subject to the following pro-rata refund policy and will be paid no later than 40 days from date of cancellation. In case of non-refundable deposits, all deposits are refundable for students receiving Ch.33 – G. I. Bill® benefits.

Student is entitled to upon withdrawal/termination	Refund
In excess of 5–10%	15%
In excess of 10–15%	20%
In excess of 15–20%	25%
In excess of 20–25%	30%
In excess of 25–30%	35%
In excess of 30–35%	40%
In excess of 35–40%	45%
In excess of 40–45%	50%
In excess of 45–50%	55%
In excess of 50–55%	60%
In excess of 55–60%	65%
In excess of 60–65%	70%
In excess of 65–70%	75%
In excess of 70–75%	80%
In excess of 75–80%	85%
In excess of 80–85%	90%
In excess of 85–90%	95%
In excess of 90%	100%

These policies apply to all approved programs offered by General Assembly.

### Massachusetts Students

If you withdraw prior to the fourth quarter of a course, you will receive a pro rata refund. Tuition liability is divided by quarters in the course and determined according to the following schedule:

#### *Student Tuition Liability*

Student is entitled to upon withdrawal/termination	Refund
During the cancellation period (attendance at the first class session or the fifth calendar day after enrollment, whichever is later)	100% of tuition
During Quarter 1 and after the cancellation period	75% of tuition
During Quarter 2	50% of tuition
During Quarter 3	25% of tuition
During Quarter 4	No refund granted

For the purposes of determining the date of withdrawal, the date shall be the earliest of:

- The date on which the student gives written notice to General Assembly.
- The date on which the student is deemed to have withdrawn.

#### *Refund Law*

M.G.L. Chapter 255, Section 13K provides the following:

1. You may terminate this agreement at any time.
2. If you terminate this agreement within five days, you will receive a refund of all monies paid, provided that you have not commenced the program.
3. If you subsequently terminate this agreement prior to the commencement of the program, you will receive a refund of all monies paid, less the actual reasonable administrative costs described in Paragraph 7.
4. If you terminate this agreement during the first quarter of the program, you will receive a refund of at least 75% of the tuition, less the actual reasonable administrative costs described in Paragraph 7.
5. If you terminate this agreement during the second quarter of the program, you will receive a refund of at least 50% of the tuition, less the actual reasonable administrative costs described in Paragraph 7.
6. If you terminate this agreement during the third quarter of the program, you will receive a refund of at least 25% of the tuition, less the actual reasonable administrative costs described in Paragraph 7.
7. If you terminate this agreement after the initial five-day period, you will be responsible for actual reasonable administrative costs incurred by the school to enroll you and to process your application, which administrative costs shall not exceed \$50 or 5% of the contract price, whichever is less. A list of such administrative costs is attached hereto and made a part of this agreement.
8. If you wish to terminate this agreement, you must inform the school in writing of your termination, which will become effective on the day such writing is mailed.
9. The school is not obligated to provide any refund if you terminate this agreement during the fourth quarter of the program.

230 CMR 15.04 (7) and (8) provides the following:

(7) If a student withdraws from a Program in accordance with the School's withdrawal policy, the School shall:

- (a) treat the withdrawal as a termination of the enrollment contract, effective immediately;
- (b) complete a refund calculation for the student, including all fees and payments, in a form acceptable to the division; and
- (c) provide the calculation and any refund to the student within 45 days of the effective date of the termination

(8) If a student stops attending School but does not withdraw in accordance with the School's withdrawal policy, the School shall:

- (a) for purposes of any payments due from the student or refund due to the student, treat the student's nonattendance as a termination of the enrollment contract, effective no later than the last date of attendance or last participation in an instructional activity;
- (b) determine the effective date of the termination within 30 days after the end of the period of enrollment, the term, or the Program, whichever is earliest;
- (c) complete a refund calculation for the student, including all fees and payments, in a form acceptable to the division; and
- (d) provide the calculation and any refund to the student within 45 days from the date the School determines the effective date of termination under 230 CMR 15.04(8)(b).

*VA Prorated Refund Policy for Massachusetts students:*

General Assembly agrees that if a veteran student fails to enter the course, withdraws, or is discontinued at any time prior to completion of the course, the unused portion of paid tuition, fees, and other charges will be refunded or the debt for such tuition, fees, and other charges will be canceled on a prorated basis, as follows:

1. You may terminate this agreement at any time.
2. If you subsequently terminate this agreement prior to the commencement of the program, you will receive a refund of all monies paid.
3. If you terminate this agreement after commencement of the program, you will receive a refund on a prorated basis. Please see below:
4. The pro-rated amount represents the total tuition and fees that the completed portion of the course/program bears to the total length of the program.
5. If you wish to terminate this agreement, you must inform the school in writing of your termination, which will become effective on the day such writing is mailed/emailed.

Administrative Costs Equal: \$50.00

Utah Students

Refunds are determined based on the proration of tuition and percentage of program completed at withdrawal, up until 40% of the program. If a student withdraws after completing 40% of the program, no refund of tuition shall be made. All refunds are less the registration fee. The amount of the refund shall be calculated based on the last day of student attendance.

## Washington Students

### Offline Courses

1. The school must refund all money paid if the applicant is not accepted. This includes instances where a starting class is canceled by the school.
2. The school must refund all money paid if the applicant cancels within five business days (excluding Sundays and holidays) after the day the contract is signed or an initial payment is made, as long as the applicant has not begun training.
3. The school may retain an established registration fee equal to 10% of the total tuition cost, or \$100, whichever is less, if the applicant cancels after the fifth business day after signing the contract or making an initial payment. A “registration fee” is any fee charged by a school to process student applications and establish a student record system.
4. If training is terminated after the student enters classes, the school may retain the registration fee established under (3) of this subsection, plus a percentage of the total tuition as described in the following table:

#### Student Tuition Liability

Amount of Training	Refund
0–10%	90% of tuition
11–25%	75% of tuition
26–50%	50% of tuition
> 50%	No refund granted

5. When calculating refunds, the official date of a student’s termination is the last day of recorded attendance, either:
  - a. When the school receives notice of the student’s intention to discontinue the training program.
  - b. When the student is terminated for a violation of a published school policy which provides for termination.
  - c. When a student, without notice, fails to attend classes for 30 calendar days.
6. All refunds must be paid within 30 calendar days of the student’s official termination date.

### Online Courses

1. A student may request cancellation in any manner.
2. The following is a minimum refund policy for distance education courses without mandatory resident training:
  - a. An applicant may cancel up to five business days after signing the Enrollment Agreement. In the event of a dispute over timely notice, the burden to prove service rests on the applicant.
  - b. If a student cancels after the fifth calendar day but before the school receives the first completed lesson, the school may keep only a registration fee of either \$50 or an amount equal to 15% of the tuition (in no case is the school entitled to keep a registration fee greater than \$150).
  - c. After the school receives the student’s first completed lesson and until the student completes half the total number of lessons in the program, the school is entitled to keep the registration fee and a percentage of the total tuition as described in the following table:

Amount of Training	Refund
0–10%	90% of tuition
11–25%	75% of tuition
26–50%	50% of tuition
> 50%	No refund granted

Calculate the amount of the course completed by dividing the number of lesson assignments contained in the program by the number of completed lessons received from the student.

*Combination online and offline courses:*

1. The following is a minimum refund policy for a distance education program that includes mandatory resident training courses.
  - Tuition for the distance education and resident portions of the program must be stated separately on the enrollment agreement. The total of the two is the price of the program.
  - For settlement of the distance education portion of the combination program, the provisions of the table in the Online Courses subsection of this section apply.
  - For the resident portion of the program, beginning with the first resident class session if the student requests a cancellation, the provisions of the table in the Offline Courses subsection of this section apply.

Calculate the amount of resident training completed by dividing the total number of training days provided in the resident training program by the number of instructional days the student attends resident training.

A distance education student who cancels after paying full tuition is entitled to receive all course materials, including kits and equipment.

*VA Prorated Refund Policy (38 CFR 21.4254(c)(13), 21.455 for Washington Students*

General Assembly agrees that if a veteran student fails to enter the course, withdraws, or is discontinued at any time prior to completion of the course, the unused portion of paid tuition, fees, and other charges will be refunded or the debt for such tuition, fees, and other charges will be canceled on a prorated basis as follows:

1. **Registration Fee**  
An established registration fee in an amount not to exceed \$10 need not be subject to proration. Where the established registration fee is more than \$10, the amount in excess of \$10 will be subject to proration.
2. **Breakage Fee**  
Where the school has a breakage fee, it may provide for the retention of only the exact amount of breakage with the remaining part, if any, to be refunded.
3. **Consumable Instruction Supplies**  
Where the school makes a separate charge for consumable instructional supplies, as distinguished from laboratory fees, the exact amount of the charges for supplies consumed may be retained, but any remaining part must be refunded.
4. **Books, Supplies, and Equipment**
  - a. The school will make a refund in full for the amount of the charge for unissued books, supplies, and equipment when:
    - i. The school furnishes the books, supplies, and equipment.
    - ii. The school includes their costs in the total charge payable to the school for the course.
    - iii. The veteran or eligible person withdraws or is discontinued before completing the course.

- b. The veteran or eligible person may dispose of issued items at their discretion even if they were included in the total charge payable to the school for the course.
- 5. **Tuition and Other Charges**  
Where the school either has or adopts an established policy for the refund of the unused portion of tuition, fees, and other charges subject to proration, which is more favorable to the veteran or eligible person than the approximate pro rata basis as provided in this subparagraph, such established policy will be applicable. Otherwise, the school may charge a sum which does not vary more than 10% from the exact pro rata portion of such tuition, fees, and other charges that the length of the completed portion of the course bears to its total length. The exact proration will be determined on the ratio of the number of days of instruction completed by the student to the total number of instructional days in the course.
- 6. **Prompt Refund**  
In the event that the veteran, spouse, surviving spouse, or child fails to enter the course, withdraws, or is discontinued there from at any time prior to completion of the course, the unused portion of the tuition, fees, and other charges paid by the individual shall be refunded promptly. Any institution which fails to forward any refund due within 30 days after such a change shall be deemed, prima facie, to have failed to make a prompt refund, as required by this subparagraph.

**Washington, D.C. Students**

If you withdraw, you will receive a pro rata refund if you have completed 60% or less of your course through the last week of attendance. You will be responsible for 100% of the tuition for your course if you complete more than 60% of the course, even if you do not complete the entire course.

The proration will be determined by the ratio of lessons in series of instruction completed by the student to the total number of lessons of instruction offered.

*VA Prorated Refund Policy for Washington, D.C. Students*

General Assembly agrees that if a veteran student fails to enter the course, withdraws, or is discontinued at any time prior to completion of the course, the unused portion of paid tuition, fees, and other charges will be refunded or the debt for such tuition, fees, and other charges will be canceled on a prorated basis as follows:

- 1. **Registration Fee**  
An established registration fee in an amount not to exceed \$10 need not be subject to proration. Where the established registration fee is more than \$10, the amount in excess of \$10 will be subject to proration.
- 2. **Breakage Fee**  
Where the school has a breakage fee, it may provide for the retention of only the exact amount of breakage with the remaining part, if any, to be refunded.
- 3. **Consumable Instruction Supplies**  
Where the school makes a separate charge for consumable instructional supplies, as distinguished from laboratory fees, the exact amount of the charges for supplies consumed may be retained, but any remaining part must be refunded.
- 4. **Books, Supplies, and Equipment**
  - a. The school will make a refund in full for the amount of the charge for unissued books, supplies, and equipment when:
    - i. The school furnishes the books, supplies, and equipment.
    - ii. The school includes their costs in the total charge payable to the school for the course.
    - iii. The veteran or eligible person withdraws or is discontinued before completing the course.

- b. The veteran or eligible person may dispose of issued items at their discretion even if they were included in the total charge payable to the school for the course.

5. Tuition and Other Charges

Where the school either has or adopts an established policy for the refund of the unused portion of tuition, fees, and other charges subject to proration, which is more favorable to the veteran or eligible person than the approximate pro rata basis as provided in this subparagraph, such established policy will be applicable. Otherwise, the school may charge a sum which does not vary more than 10% from the exact pro rata portion of such tuition, fees, and other charges that the length of the completed portion of the course bears to its total length. The exact proration will be determined on the ratio of the number of days of instruction completed by the student to the total number of instructional days in the course.

6. Prompt Refund

In the event that the veteran, spouse, surviving spouse, or child fails to enter the course, withdraws, or is discontinued there from at any time prior to completion of the course, the unused portion of the tuition, fees, and other charges paid by the individual shall be refunded promptly. Any institution which fails to forward any refund due within 30 days after such a change shall be deemed, prima facie, to have failed to make a prompt refund, as required by this subparagraph.

  
 \_\_\_\_\_  
 Jessica Wright, School Certifying Official

October 27, 2021  
 Date

## Tuition and Fees

### Payment Policy

Unless otherwise agreed to in a private lending or financing agreement and as approved by General Assembly, all students pay an upfront payment of \$250 upon 24 hours of enrollment. Students (excluding students in Washington, D.C.) are required to pay the remaining full balance at least seven days prior to the course start date or upon enrollment, whichever is later. For students based in Washington, D.C., students are required to pay the remaining full balance seven days after the course start date. Students who have tuition and fees fully covered by their GI Bill® benefit are not subject to pay the \$250 upfront payment fee.

Students are allowed to request a payment plan unless a student is enrolled in a 1-week course. These payment plans must be approved by General Assembly during enrollment. If a student is partially paying for a course and a third party is paying the remainder of the course, students can request to participate in a payment plan for their portion of course costs, which, if approved by General Assembly, will be documented in a payment schedule.

Payment in full is a graduation requirement and certificates of completion will be withheld until full balance is paid. Students who finance their GA course with their GI Bill® benefit will not be penalized or refused a certificate of completion if tuition payments from Department of Veterans Affairs are delayed. If a student holds an outstanding balance after the course end date, a one-time \$75 late fee will be applied and a 1.5% interest charge on the total due will be applied each month thereafter. Students will incur a \$25 fee for declined transactions or returned checks.

General Assembly may, in its sole discretion, refer a student’s account to a collection agency without further notice to the student in the event the student is in default in any payment due. To the extent permitted by applicable law, the student agrees to pay all costs incurred by General Assembly in collecting the balance due.

Payment Plan	Upfront Payment (Registration and Fee)	Payment Installments and Schedule
1/2 Payment Option	All students pay an upfront payment of \$250 upon 24 hours of enrollment.	1/2 due seven days before course start date* 1/2 due a month after previous invoice date
1/3 Payment Option  (Not available to students enrolled in courses less than 10 weeks in length.)	All students pay an upfront payment of \$250 upon 24 hours of enrollment.	1/3 due 7 days before course start date* 1/3 due a month** after previous invoice date 1/3 due a month** after previous invoice date
1/4 Payment Option  (Not available to students enrolled in courses less than 10 weeks in length.)	All students pay 1/4 of the total tuition (which includes the \$250 due upon enrollment charge) within 24 hours of enrollment.	1/4 due 7 days after course start date 1/4 due three weeks after previous invoice date 1/4 due three weeks after previous invoice date

Students enrolled in 1-week courses are not eligible for any payment plans.

Enrolling after the initial installment due date will require payment of any tuition due at the time of enrollment.

*\*For students based in Washington, D.C., first payment is due seven days after course start date. For Utah students enrolled in 24 week courses, pre-payments of full tuition paid by the end of the first day of class is capped at \$5,000, with the balance due by week 17.*

*\*\* For students based in Washington, D.C., 1/3 payment is due three weeks after previous invoice date. For Utah students enrolled in 24 week courses, pre-payments of full tuition paid by the end of the first day of class is capped at \$5,000, with the balance due by week 17.*

### Third-Party Sponsor Payment Policy

A third-party sponsor payment form must be completed to provide authorization for General Assembly to bill a student’s third party for all or part of their educational expenses.

The following terms and conditions apply to the student for third-party sponsor payment:

- Third-party sponsor payments are not conditional on student performance in or completion of a course. It is the student’s responsibility to provide their third-party sponsor the correct information concerning tuition and fees and any other information needed by the third-party sponsor. This is especially true if there are any changes to any charges after the original authorization form is submitted.
- Third-party sponsorship does not relieve a student from any financial responsibility. The student is ultimately responsible for their educational costs. If a third-party sponsorship amount is changed or cancelled, for any reason, the student is responsible for unpaid amounts due to General Assembly. Future sponsorships are not allowed until current sponsorships are paid in full. A student cannot enroll in future courses or receive a certificate of completion until all charges on their account are paid in full.
- Students will be assessed a late-fee (as outlined above) if they fail to make timely payments for all charges not covered by their third-party.
- Department of Veterans Affairs (VA) funding is not subject to this policy.

### Income Share Agreement Policy

Students in select programs may meet the eligibility criteria and elect to participate in a deferred tuition arrangement (also referred to as an income share agreement or “ISA”), whereby the student agrees to enroll in the program and to pay tuition plus an additional charge upon completion of the course after finding a job.

An ISA requires a student to pay a fixed percentage of earned income each month for a fixed period of time, with the total payment capped at the tuition for the program plus, for those students whose earnings are sufficiently high, additional amounts (as with finance charges for loans, these extra amounts generally defray administrative costs and the risk of non-payment). Monthly payments are recalculated when earned income changes, based on information provided by the graduate, such as an updated pay stub. During any months that earned income is below a certain threshold, the graduate will be placed in a deferment status and will not make payments.

Each ISA has a payment term, which includes a grace period following completion of the program. Students electing to participate in an ISA have the option of prepaying the ISA in full at any time by paying an amount equal to the payment cap less all previous monthly payments and plus any outstanding fees, even if the time that the student was allotted to pay tuition after completion of his or her program has not yet expired.

A student’s monthly payments end upon the earliest to occur of: (i) the date the required number of monthly payments are made; (ii) the date the graduate has paid the amount of the payment cap; or (iii) after the end of the payment term, which may be extended by any deferments for up to 48 months.

If a student withdraws from their program, the tuition will be pro-rated pursuant to General Assembly’s refund policy and consistent with applicable state refund laws. The corresponding payment cap amount will also be pro-rated in accordance with the same formula stated in the refund policy.

The full terms and conditions of a student’s deferred tuition arrangement will be set forth in an ISA signed by the student and General Assembly. Students who finance their GA course in part with their GI Bill® benefit are ineligible for Income Share Agreements and may not use ISAs to cover the remaining tuition liability.

## Tuition and Fees

California Students				
Course	Registration Fee Non-Refundable	Student Tuition Recovery Fund* (Non-Refundable)	Tuition	Total Cost**
Cybersecurity for Developers & Cybersecurity for Remote	\$100	\$0.50	\$3,850	\$3,952
Data Analytics & Data Analytics Remote	\$100	\$0.50	\$3,850	\$3,952
Digital Marketing & Digital Marketing Remote	\$100	\$0.50	\$3,850	\$3,952
Data Science & Data Science Remote	\$100	\$0.50	\$15,850	\$15,958
Data Science Immersive & Data Science Immersive Remote	\$100	\$0.50	\$15,850	\$15,958
Front-End Web Development & Front-End Web Development Remote	\$100	\$0.50	\$3,850	\$3,952
JavaScript Development & JavaScript Development Remote	\$100	\$0.50	\$3,850	\$3,952
Product Management & Product Management Remote	\$100	\$0.50	\$3,850	\$3,952

Python Programming & Python Programming Remote	\$100	\$0.50	\$3,850	\$3,952
React Development & React Development Remote	\$100	\$0.50	\$3,850	\$3,952
Software Engineering Immersive & Software Engineering Immersive Remote	\$100	\$0.50	\$15,850	\$15,958
User Experience Design & User Experience Design Remote	\$100	\$0.50	\$3,850	\$3,952
User Experience Design Immersive & User Experience Design Immersive Remote	\$100	\$0.50	\$15,850	\$15,958
Visual Design & Visual Design Remote	\$100	\$0.50	\$2,700	\$2,801.50
<p>*STRF: \$0.50 for every \$1,000 of tuition rounded to the nearest \$1,000.                      **Total charges are the same for a period of attendance and the entire educational program.                      Please see Appendix D for information regarding the Student Tuition Recovery Fund.</p>				

Washington DC Students			
Course	Registration Fee* (Non-Refundable)	Tuition	Total Cost**
Cybersecurity for Developers & Cybersecurity for Remote	\$100	\$3,850	\$3,950
Data Analytics & Data Analytics Remote	\$100	\$3,850	\$3,950
Digital Marketing & Digital Marketing Remote	\$100	\$3,850	\$3,950
Data Science & Data Science Remote	\$100	\$3,850	\$3,950
Data Science Immersive & Data Science Immersive Remote	\$100	\$15,850	\$15,950
Front-End Web Development & Front-End Web Development Remote	\$100	\$3,850	\$3,950
JavaScript Development & JavaScript Development Remote	\$100	\$3,850	\$3,950
Product Management & Product Management Remote	\$100	\$3,850	\$3,950
Python Programming & Python Programming Remote	\$100	\$3,850	\$3,950
React Development & React Development Remote	\$100	\$3,850	\$3,950
Software Engineering Immersive & Software Engineering Immersive Remote	\$100	\$15,850	\$15,950
User Experience Design & User Experience Design Remote	\$100	\$3,850	\$3,950
User Experience Design Immersive &	\$100	\$15,850	\$15,950

User Experience Design Immersive Remote			
Visual Design & Visual Design Remote	\$100	\$2,700	\$2,800
<p>*Registration fee may be refundable under the terms of state's refund policies.                  **Charges for the period of attendance and the entire course.</p>			

**Arizona, Colorado, Georgia, Illinois, Utah and Washington Students**

Course	Registration Fee* (Non-Refundable)	Tuition	Total Cost**
Cybersecurity for Developers & Cybersecurity for Remote	\$100	\$3,850	\$3,950
Data Analytics & Data Analytics Remote	\$100	\$3,850	\$3,950
Digital Marketing & Digital Marketing Remote	\$100	\$3,850	\$3,950
Data Science & Data Science Remote	\$100	\$3,850	\$3,950
Data Science Immersive & Data Science Immersive Remote	\$100	\$15,850	\$15,950
Front-End Web Development & Front-End Web Development Remote	\$100	\$3,850	\$3,950
JavaScript Development & JavaScript Development Remote	\$100	\$3,850	\$3,950
Product Management & Product Management Remote	\$100	\$3,850	\$3,950
Python Programming & Python Programming Remote	\$100	\$3,850	\$3,950
React Development & React Development Remote	\$100	\$3,850	\$3,950
Software Engineering Immersive & Software Engineering Immersive Remote	\$100	\$15,850	\$15,950
User Experience Design & User Experience Design Remote	\$100	\$3,850	\$3,950
User Experience Design Immersive & User Experience Design Immersive Remote	\$100	\$15,950	\$15,850
Visual Design & Visual Design Remote	\$100	\$2,700	\$2,800
<p>*Registration fee may be refundable under the terms of state's refund policies.                  **Charges for the period of attendance and the entire course.</p>			

Massachusetts Students			
Course	Registration Fee* (Non-Refundable)	Tuition	Total Cost**
Cybersecurity for Developers & Cybersecurity for Remote	\$50	\$3,900	\$3,950
Data Analytics & Data Analytics Remote	\$50	\$3,900	\$3,950
Digital Marketing & Digital Marketing Remote	\$50	\$3,900	\$3,950
Data Science & Data Science Remote	\$50	\$3,900	\$3,950
Data Science Immersive & Data Science Immersive Remote	\$50	\$15,900	\$15,950
Front-End Web Development & Front-End Web Development Remote	\$50	\$3,900	\$3,950
JavaScript Development & JavaScript Development Remote	\$50	\$3,900	\$3,950
Product Management & Product Management Remote	\$50	\$3,900	\$3,950
Python Programming & Python Programming Remote	\$50	\$3,900	\$3,950
React Development & React Development Remote	\$50	\$3,900	\$3,950
Software Engineering Immersive & Software Engineering Immersive Remote	\$50	\$15,900	\$15,950
User Experience Design & User Experience Design Remote	\$50	\$3,900	\$3,950
User Experience Design Immersive & User Experience Design Immersive Remote	\$50	\$15,900	\$15,950
Visual Design & Visual Design Remote	\$50	\$2,750	\$2,800

\*The registration fee is refundable if the cancellation is effective within five days after enrollment and the student has not attended the first class session.

\*\*Charges for the period of attendance and the entire course.

## Financial Assistance

General Assembly is not accredited by an accrediting agency recognized by the United States Department of Education (USDE) and General Assembly does not participate in federal or state financial student financial aid programs except for the following:

Selected programs of study at General Assembly are approved by the Workforce Training and Education Coordinating Board's State Approving Agency (WTECB/SAA), the District of Columbia State Approving Agency, the Illinois Department of Veterans' Affairs State Approving Agency for VETS, the Georgia Department of Veterans

Service, the Colorado State Approving Agency for Veterans Education & Training, the Massachusetts Department of Higher Education - Veterans Education, and the New York State Division of Veterans' Affairs for the enrollment of those eligible to receive benefits under Title 38 and Title 10, USC.

We do not provide institutional financing. We do provide information on a range of financing options through independent, private funding sources, which you can read more about at

<https://generalassemb.ly/apply/financing-your-education>.

## Loans

If a student receives a loan to pay for the educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund. General Assembly does not offer institutional loans to its students. If the student receives federal student financial aid funds, the student is entitled to a refund of the money not paid from federal financial aid funds.

## Legal Considerations

### Terms of Service & Privacy Policy

By signing this agreement, you agree to General Assembly's Terms of Service at [https://generalassemb.ly/terms\\_of\\_service](https://generalassemb.ly/terms_of_service) and Privacy Policy at [https://generalassemb.ly/privacy\\_policy](https://generalassemb.ly/privacy_policy).

### Force Majeure

General Assembly's duties and obligations under this enrollment agreement may be suspended indefinitely without notice during all periods in which the school is closed due to any force majeure events, including, but not limited to: earthquake, fire, flooding, war, governmental action, act of terrorism, epidemic, pandemic, state of emergency, or any other event beyond General Assembly's control.

General Assembly has developed a contingency instruction plan to deliver remote instruction as soon as is safe under the circumstances. If such a force majeure event occurs, General Assembly's duties and obligations in this Enrollment Agreement may be postponed for a period of time until the General Assembly can deliver its contingency course instruction or until such time as General Assembly, in its sole discretion, may safely reopen.

In the event that General Assembly is closed for a period of time or must deliver coursework remotely due to an event under this clause, you agree that General Assembly is under no obligation to cancel, waive, or refund, any portion of tuition that is owed or paid to General Assembly.

### Personal Property

General Assembly does not assume responsibility for the loss or theft of personal belongings and students are advised not to carry valuables and large amounts of cash with them when they come to a campus. Students are expected to exercise reasonable care to safeguard personal items of value brought to campus. Such items should never be left unattended or in plain view. Any item may be disallowed if staff determines it is a potential health or safety risk for staff or other students. Articles of personal property found on campus should be returned to the owner if known or turned in to a staff member. Inquiries regarding lost property should be directed to the Regional Director.

### Intellectual Property

General Assembly Intellectual Property

General Assembly programs and all intellectual property related thereto including but not limited to coursework, project descriptions, exercises, learning experiences, solutions, example projects, material stored in General Assembly's private git repositories, or other training materials are the exclusive property of General Assembly unless noted otherwise. Enrolled students shall have the right to use, study, share (copy), and modify all course

work, including any projects performed by an enrolled student, for the sole purpose of personal training and education. In no event shall the authors or copyright holders be liable for any claim, damages, or other liability.

#### General Assembly Proprietary Materials

Materials provided or furnished electronically or otherwise, by General Assembly during the course of or in furtherance of student participation belong to General Assembly and/or its licensors. Students have no right to retain the materials and General Assembly reserves the rights to all materials. Students may reproduce, disseminate materials or use materials only during the course of or participation in a course.

## Media Release

Students grant to General Assembly and its affiliates, successors and assigns, and their respective licensees, advertising agencies, third-party partners and the employees, officers, directors and agents of each and all of them, the right and permission with respect to any testimonial (written or oral), photographs, film, video or other images, or sound recordings of Student as such may be embodied in any photos, video recordings, audiotapes, digital images, to use such materials on a perpetual, worldwide basis, and in any medium or format whatsoever now existing or hereafter created, including, but not limited to, in and on the internet, and for any purpose, including, but not limited to, advertising, program and teacher improvement, promotional or educational materials, public relations, publicity, packaging and promotion of General Assembly and its businesses, products and services, without further consent from or royalty, payment or other compensation to Student.

## Consumer Information

As a prospective student, you are encouraged to review this catalog prior to signing an Enrollment Agreement. Students will be provided with a public link (<https://generalassemb.ly/regulatory-information>) to the General Assembly website where they can download a PDF version of the catalog before receiving an Enrollment Agreement. The catalog will remain available at this link.

General Assembly has never filed a bankruptcy petition that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec. 1101 et seq.), operated as a debtor in possession, or had a petition of bankruptcy filed against it under federal law.

Information about General Assembly is published in this catalog that contains a description of policies, procedures, and other information about the school. The catalog will be reviewed and updated at a minimum annually. General Assembly reserves the right to change any provision of the catalog at any time. These changes will not adversely affect currently enrolled students and will be vetted by the state regulatory agencies, as applicable. Notice of changes will be communicated in a revised catalog, an addendum or supplement to the catalog, or other written format with an effective date. Students are expected to read and be familiar with the information contained in the catalog, in any revisions, supplements, and addenda to the catalog, and with all school policies. By enrolling at General Assembly, the student agrees to abide by the terms stated in the catalog and all school policies.

Please be advised that State Education Departments separately approve all programs offered, and may independently approve all teaching personnel. Therefore, it is possible that programs listed in the school's catalog may not be approved for the student's location at the time that a student enrolls in the school or teaching personnel listed in the catalog may have changed. It is again recommended that the student check with the school to determine if there are any changes in the programs offered or the teaching personnel listed in the catalog. Additional consumer information, including student data disclosures required by state law in California and Illinois, can be found on General Assembly's website at <https://generalassemb.ly/regulatory-information>, as available.

This catalog is certified as true and correct for content and policy.



Scott Zaloom, Senior Vice President of Consumer Operations

October 27, 2021

Date

## Appendix A: Ownership, Management, and Faculty

### Board of Directors

Lisa Lewin  
Sergio Picarelli  
Phillipp Lustenberger

### Ownership

General Assembly is owned by General Assembly Space, Inc., a wholly-owned subsidiary of Adecco, Inc.

### Regional Directors & City Leads

Shadie Shafii, B.S., Los Angeles  
\*Ramon Solis Lara, B.A., Washington, D.C.  
\*Brennan Mendez, Seattle  
Ramon Solis Lara, B.A., Chicago  
\*Adele McCarthy-Beauvais, MBA, Denver  
\*VA point of contact on campus

Ali Pisano, M.S., San Francisco  
\*Macia Batista, B.S., New York  
\*Denise Foss, M.A., Atlanta  
John Madigan, J.D., Austin- Interim Director  
Benjamin Grimmig, MBA, Salt Lake City

### Management

Lisa Lewin, MBA, Chief Executive Officer  
Scott Zaloom, Senior Vice President Consumer Operations

Philipp Lustenberger, MBA, Chief Financial Officer  
Laura Youngblom, MBA, VP of Admissions

### Duties

General Assembly is governed by a board of directors.

The chief executive officer has overall responsibility to implement strategic goals and objectives of the organization. The chief executive officer develops and implements all strategic planning in accordance with the institution's mission and objectives to provide the highest quality of education and services.

The president is responsible for the management of campus education across all of General Assembly's campuses.

The regional directors own strategic planning and forecasting for their locations, supervise local education operations, supervise campus operations oversee local marketing functions, and grow and manage Outcomes and alumni offerings.

### VA School Certifying Official

Jessica Wright, sco@ga.co

### Faculty

See Appendix D (California). Faculty biographies can be found on our website:

<https://generalassemb.ly/locations>.

## Appendix B: Locations

### **New York**

10 East 21st St.  
New York, NY 10010  
[hello@generalassemb.ly](mailto:hello@generalassemb.ly)  
1-917-722-0237

### **Washington, D.C.**

509 7th Street NW, 3rd Floor  
Washington, D.C. 20004  
[dc@generalassemb.ly](mailto:dc@generalassemb.ly)  
1-202-517-1777

### **Massachusetts**

125 Summer St.  
Boston, MA 02110  
[boston@generalassemb.ly](mailto:boston@generalassemb.ly)  
1-617-207-6245

### **Texas**

915 Broadway 3rd FL  
New York, NY 10010  
[austin@generalassemb.ly](mailto:austin@generalassemb.ly)  
1-917-722-0237

### **Washington**

1218 Third Ave., Suite 300  
Seattle, WA 98101  
[seattle@generalassemb.ly](mailto:seattle@generalassemb.ly)  
1-206-258-7033

### **Georgia**

675 Ponce De Leon Ave. NE  
Atlanta, GA 30308  
[atlanta@generalassemb.ly](mailto:atlanta@generalassemb.ly)  
1-404-334-7858

### **Illinois**

444 N. Wabash Ave., 5th Floor  
Chicago, IL 60611  
[chicago@generalassemb.ly](mailto:chicago@generalassemb.ly)  
1-312-248-6213

### **Colorado**

3858 Walnut St.  
Denver, CO 80205  
[denver@generalassemb.ly](mailto:denver@generalassemb.ly)  
1-303-963-9936

### **Utah**

650 S 500 W  
Salt Lake City, UT 84101  
[slc@generalassemb.ly](mailto:slc@generalassemb.ly)  
202-525-8500

### **California**

225 Bush St., 5th floor  
San Francisco, CA 94104  
[sf@generalassemb.ly](mailto:sf@generalassemb.ly)  
1-213-263-4147

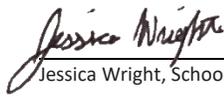
360 E. 2nd St.  
Los Angeles, CA 90012  
[la@generalassemb.ly](mailto:la@generalassemb.ly)  
1-213-263-4147

### **Administrative and Headquarters**

915 Broadway, 3<sup>rd</sup> floor  
New York, NY 10010

## Appendix C: Schedules and Faculty for GI Bill® Campuses

I certify this copy to be true and correct as to content and policy.



\_\_\_\_\_  
Jessica Wright, School Certifying Official

October 27, 2021  
Date

### Colorado

General Assembly employs both full- and part-time faculty. Biographies for all faculty teaching upcoming courses are available under the course description on GA’s website. The following faculty will be teaching courses starting in January 2021. Additional faculty will be hired throughout the year.

Course	Instructor Name
Data Science Immersive	Noelle Brown
User Experience Design Immersive	Nick Anderson

Academic Calendar/Class Schedule				
Course	Start Date	End Date	Times	Holidays
User Experience Design Immersive	1/11/2021	4/6/2021	Monday–Friday, 9 a.m.–5 p.m.	1/18, 2/15
User Experience Design Immersive	1/19/2021	4/13/2021	Monday–Friday, 9 a.m.–5 p.m.	2/15
User Experience Design Immersive	1/25/2021	4/19/2021	Monday–Friday, 9 a.m.–5 p.m.	2/15
Data Science Immersive	1/25/2021	4/19/2021	Monday–Friday, 9 a.m.–5 p.m.	2/15
User Experience Design Immersive	2/1/2021	4/26/2021	Monday–Friday, 9 a.m.–5 p.m.	2/15
User Experience Design Immersive	2/8/2021	5/3/2021	Monday–Friday, 9 a.m.–5 p.m.	2/15
Data Science Immersive	2/8/2021	5/3/2021	Monday–Friday, 9 a.m.–5 p.m.	2/15
User Experience Design Immersive	2/22/2021	5/14/2021	Monday–Friday, 9 a.m.–5 p.m.	n/a
Data Science Immersive	2/22/2021	5/14/2021	Monday–Friday, 9 a.m.–5 p.m.	n/a
User Experience Design Immersive	3/1/2021	5/21/2021	Monday–Friday, 9 a.m.–5 p.m.	n/a
User Experience Design Immersive	3/8/2021	5/28/2021	Monday–Friday, 9 a.m.–5 p.m.	n/a
User Experience Design Immersive	3/15/2021	6/7/2021	Monday–Friday, 9 a.m.–5 p.m.	5/31
Data Science Immersive	3/22/2021	6/14/2021	Monday–Friday, 9 a.m.–5 p.m.	5/31
User Experience Design Immersive	3/29/2021	6/22/2021	Monday–Friday, 9 a.m.–5 p.m.	5/31, 6/18

## Georgia

General Assembly employs both full- and part-time faculty. Biographies for all faculty teaching upcoming courses are available under the course description on GA's website. The following faculty will be teaching courses starting in January 2021. Additional faculty will be hired throughout the year.

Course	Instructor Name
Data Science Immersive	Caroline Schmidt
User Experience Design Immersive	Jeffrey Preston
Software Engineering Immersive	Brandon Moody

Academic Calendar/Class Schedule				
Course	Start Date	End Date	Times	Holidays
User Experience Design Immersive	1/11/2021	4/6/2021	Monday–Friday, 9 a.m.–5 p.m.	1/18, 2/15
User Experience Design Immersive	1/19/2021	4/13/2021	Monday–Friday, 9 a.m.–5 p.m.	2/15
User Experience Design Immersive	1/25/2021	4/19/2021	Monday–Friday, 9 a.m.–5 p.m.	2/15
Data Science Immersive	1/25/2021	4/19/2021	Monday–Friday, 9 a.m.–5 p.m.	2/15
User Experience Design Immersive	2/1/2021	4/26/2021	Monday–Friday, 9 a.m.–5 p.m.	2/15
User Experience Design Immersive	2/8/2021	5/3/2021	Monday–Friday, 9 a.m.–5 p.m.	2/15
Data Science Immersive	2/8/2021	5/3/2021	Monday–Friday, 9 a.m.–5 p.m.	2/15
User Experience Design Immersive	2/22/2021	5/14/2021	Monday–Friday, 9 a.m.–5 p.m.	n/a
Data Science Immersive	2/22/2021	5/14/2021	Monday–Friday, 9 a.m.–5 p.m.	n/a
User Experience Design Immersive	3/1/2021	5/21/2021	Monday–Friday, 9 a.m.–5 p.m.	n/a
User Experience Design Immersive	3/8/2021	5/28/2021	Monday–Friday, 9 a.m.–5 p.m.	n/a
User Experience Design Immersive	3/15/2021	6/7/2021	Monday–Friday, 9 a.m.–5 p.m.	5/31
Data Science Immersive	3/22/2021	6/14/2021	Monday–Friday, 9 a.m.–5 p.m.	5/31
User Experience Design Immersive	3/29/2021	6/22/2021	Monday–Friday, 9 a.m.–5 p.m.	5/31, 6/18

## Illinois

General Assembly employs both full- and part-time faculty. Biographies for all faculty teaching upcoming courses are available under the course description on GA's website. The following faculty will be teaching courses starting in January 2021. Additional faculty will be hired throughout the year.

Course	Instructor Name
Data Science Immersive	Brendan McDonnell
User Experience Design Immersive	Kyle Carbone
Software Engineering Immersive	Reuben Ayres

Academic Calendar/Class Schedule				
Course	Start Date	End Date	Times	Holidays
User Experience Design Immersive	1/11/2021	4/6/2021	Monday–Friday, 9 a.m.–5 p.m.	1/18, 2/15
User Experience Design Immersive	1/19/2021	4/13/2021	Monday–Friday, 9 a.m.–5 p.m.	2/15
User Experience Design Immersive	1/25/2021	4/19/2021	Monday–Friday, 9 a.m.–5 p.m.	2/15
Data Science Immersive	1/25/2021	4/19/2021	Monday–Friday, 9 a.m.–5 p.m.	2/15
User Experience Design Immersive	2/1/2021	4/26/2021	Monday–Friday, 9 a.m.–5 p.m.	2/15
User Experience Design Immersive	2/8/2021	5/3/2021	Monday–Friday, 9 a.m.–5 p.m.	2/15
Data Science Immersive	2/8/2021	5/3/2021	Monday–Friday, 9 a.m.–5 p.m.	2/15
User Experience Design Immersive	2/22/2021	5/14/2021	Monday–Friday, 9 a.m.–5 p.m.	n/a
Data Science Immersive	2/22/2021	5/14/2021	Monday–Friday, 9 a.m.–5 p.m.	n/a
User Experience Design Immersive	3/1/2021	5/21/2021	Monday–Friday, 9 a.m.–5 p.m.	n/a
User Experience Design Immersive	3/8/2021	5/28/2021	Monday–Friday, 9 a.m.–5 p.m.	n/a
User Experience Design Immersive	3/15/2021	6/7/2021	Monday–Friday, 9 a.m.–5 p.m.	5/31
Data Science Immersive	3/22/2021	6/14/2021	Monday–Friday, 9 a.m.–5 p.m.	5/31
User Experience Design Immersive	3/29/2021	6/22/2021	Monday–Friday, 9 a.m.–5 p.m.	5/31, 6/18

## Massachusetts

General Assembly employs both full- and part-time faculty. Biographies for all faculty teaching upcoming courses are available under the course description on GA's website. The following faculty will be teaching courses starting in January 2021. Additional faculty will be hired throughout the year.

Course	Instructor Name
Data Science Immersive	William Sutton
User Experience Design Immersive	Jason Reynolds
Software Engineering Immersive	Michael Finneran

Academic Calendar/Class Schedule				
Course	Start Date	End Date	Times	Holidays
User Experience Design Immersive	1/11/2021	4/6/2021	Monday–Friday, 9 a.m.–5 p.m.	1/18, 2/15
User Experience Design Immersive	1/19/2021	4/13/2021	Monday–Friday, 9 a.m.–5 p.m.	2/15
User Experience Design Immersive	1/25/2021	4/19/2021	Monday–Friday, 9 a.m.–5 p.m.	2/15
Data Science Immersive	1/25/2021	4/19/2021	Monday–Friday, 9 a.m.–5 p.m.	2/15
User Experience Design Immersive	2/1/2021	4/26/2021	Monday–Friday, 9 a.m.–5 p.m.	2/15
User Experience Design Immersive	2/8/2021	5/3/2021	Monday–Friday, 9 a.m.–5 p.m.	2/15
Data Science Immersive	2/8/2021	5/3/2021	Monday–Friday, 9 a.m.–5 p.m.	2/15
User Experience Design Immersive	2/22/2021	5/14/2021	Monday–Friday, 9 a.m.–5 p.m.	n/a
Data Science Immersive	2/22/2021	5/14/2021	Monday–Friday, 9 a.m.–5 p.m.	n/a
User Experience Design Immersive	3/1/2021	5/21/2021	Monday–Friday, 9 a.m.–5 p.m.	n/a
User Experience Design Immersive	3/8/2021	5/28/2021	Monday–Friday, 9 a.m.–5 p.m.	n/a
User Experience Design Immersive	3/15/2021	6/7/2021	Monday–Friday, 9 a.m.–5 p.m.	5/31
Data Science Immersive	3/22/2021	6/14/2021	Monday–Friday, 9 a.m.–5 p.m.	5/31
User Experience Design Immersive	3/29/2021	6/22/2021	Monday–Friday, 9 a.m.–5 p.m.	5/31, 6/18

## Washington

General Assembly employs both full- and part-time faculty. Biographies for all faculty teaching upcoming courses are available under the course description on GA’s website. The following faculty will be teaching courses starting in January 2021. Additional faculty will be hired throughout the year.

General Assembly employs both full- and part-time faculty. Biographies for all faculty teaching upcoming courses are available under the course description on GA’s website. The following faculty will be teaching G.I. Bill approved courses starting in January 2021. Additional faculty will be hired throughout the year.

Course	Instructor Name
Brandi Butler	Software Engineering Immersive
Riley Davis	Data Science Immersive
Steven Peters	Software Engineering Immersive
Charles Rice	Data Science Immersive
Todd Tibbetts	User Experience Design Immersive
Anna Zocher	Software Engineering Immersive

Academic Calendar/Class Schedule				
Course	Start Date	End Date	Times	Holidays
User Experience Design Immersive	1/11/2021	4/6/2021	Monday–Friday, 9 a.m.–5 p.m.	1/18, 2/15
User Experience Design Immersive	1/19/2021	4/13/2021	Monday–Friday, 9 a.m.–5 p.m.	2/15
User Experience Design Immersive	1/25/2021	4/19/2021	Monday–Friday, 9 a.m.–5 p.m.	2/15
Data Science Immersive	1/25/2021	4/19/2021	Monday–Friday, 9 a.m.–5 p.m.	2/15
User Experience Design Immersive	2/1/2021	4/26/2021	Monday–Friday, 9 a.m.–5 p.m.	2/15
User Experience Design Immersive	2/8/2021	5/3/2021	Monday–Friday, 9 a.m.–5 p.m.	2/15
Data Science Immersive	2/8/2021	5/3/2021	Monday–Friday, 9 a.m.–5 p.m.	2/15
User Experience Design Immersive	2/22/2021	5/14/2021	Monday–Friday, 9 a.m.–5 p.m.	n/a
Data Science Immersive	2/22/2021	5/14/2021	Monday–Friday, 9 a.m.–5 p.m.	n/a
User Experience Design Immersive	3/1/2021	5/21/2021	Monday–Friday, 9 a.m.–5 p.m.	n/a
User Experience Design Immersive	3/8/2021	5/28/2021	Monday–Friday, 9 a.m.–5 p.m.	n/a
User Experience Design Immersive	3/15/2021	6/7/2021	Monday–Friday, 9 a.m.–5 p.m.	5/31
Data Science Immersive	3/22/2021	6/14/2021	Monday–Friday, 9 a.m.–5 p.m.	5/31
User Experience Design Immersive	3/29/2021	6/22/2021	Monday–Friday, 9 a.m.–5 p.m.	5/31, 6/18

## Washington, D.C. Faculty

General Assembly employs both full- and part-time faculty. Biographies for all faculty teaching upcoming courses are available under the course description on GA's website. The following faculty will be teaching courses starting in January 2021. Additional faculty will be hired throughout the year.

Course	Instructor Name
Data Science Immersive	Adi Bronshtein
User Experience Design Immersive	Zachary Thomas
User Experience Design Immersive	Guillermo (Javi) Calderon
Software Engineering Immersive	Zachary (Zakk) Fleischmann
Software Engineering Immersive	Hammad Malik

Academic Calendar/Class Schedule				
Course	Start Date	End Date	Times	Holidays
User Experience Design Immersive	1/11/2021	4/6/2021	Monday–Friday, 9 a.m.–5 p.m.	1/18, 2/15
User Experience Design Immersive	1/19/2021	4/13/2021	Monday–Friday, 9 a.m.–5 p.m.	2/15
User Experience Design Immersive	1/25/2021	4/19/2021	Monday–Friday, 9 a.m.–5 p.m.	2/15
Data Science Immersive	1/25/2021	4/19/2021	Monday–Friday, 9 a.m.–5 p.m.	2/15
User Experience Design Immersive	2/1/2021	4/26/2021	Monday–Friday, 9 a.m.–5 p.m.	2/15
Software Engineering Immersive	2/1/2021	4/26/2021	Monday–Friday, 9 a.m.–5 p.m.	2/15
User Experience Design Immersive	2/8/2021	5/3/2021	Monday–Friday, 9 a.m.–5 p.m.	2/15
Data Science Immersive	2/8/2021	5/3/2021	Monday–Friday, 9 a.m.–5 p.m.	2/15
User Experience Design Immersive	2/22/2021	5/14/2021	Monday–Friday, 9 a.m.–5 p.m.	n/a
Data Science Immersive	2/22/2021	5/14/2021	Monday–Friday, 9 a.m.–5 p.m.	n/a
User Experience Design Immersive	3/1/2021	5/21/2021	Monday–Friday, 9 a.m.–5 p.m.	n/a
User Experience Design Immersive	3/8/2021	5/28/2021	Monday–Friday, 9 a.m.–5 p.m.	n/a
User Experience Design Immersive	3/15/2021	6/7/2021	Monday–Friday, 9 a.m.–5 p.m.	5/31
Data Science Immersive	3/22/2021	6/14/2021	Monday–Friday, 9 a.m.–5 p.m.	5/31
User Experience Design Immersive	3/29/2021	6/22/2021	Monday–Friday, 9 a.m.–5 p.m.	5/31, 6/18

## Appendix D: Specific Disclosures Required by the California Bureau for Private Postsecondary Education

### Faculty

General Assembly employs both full- and part-time faculty. Biographies for all faculty teaching upcoming courses are available under the course description on GA's website. The following faculty will be teaching courses beginning in January 2021. Additional faculty will be hired throughout the year.

San Francisco				
Instructor	Course	Degree	Institution	Years of Experience
Adam Jones	Data Science	PhD, Neuroscience and Cognitive Science	University of Maryland, College Park, The University of Montana	7
Alexandra Sanne	Data Analytics	Master's, Systems Engineering	George Washington University	4
Alicia Morga	Digital Marketing	JD	Stanford Law School	15
BingYune Chen	Data Science & Data Analytics	Master Public Health BS Bioengineering	UC Berkeley	15
Brock Whitbread-Cole	Software Engineering Immersive	BA, Journalism	Wilfred Laurier University	7
Catherine Batacan	User Experience Design	BS, Graphic Communication	CA Polytechnic State University	23
Clara Simpatica	User Experience Design Immersive	BFA, Computer Art	School of Visual Arts	16
Cody Morgan	Digital Marketing	-Digital Marketing	General Assembly	5
Colleen Graneto	Product Management	BS, Miami University	Finance, International Business, Entrepreneurship	15
Craig Sakuma	Data Analytics, Python Programming	MBA	U Penn, Wharton	20
David Hoang	User Experience Design	BFA Visual Arts	Central Washington University	11
Eddie Shieh	User Experience Design	Master of Fine Arts BA Studio Art	Academy of Art University, University of Maryland, College Park	13

Hareem Mannan	User Experience Design		University of Maryland	4
Isha Arora	Software Engineering Immersive	B.Tech, Computer Science MS Computer Software Engineering"	College of Engineering Roorkee International Technological University"	12
Jennifer Kumura	User Experience Design Immersive	BS, Human Centered Design & Engineering	University of Washington, Seattle	7
Jillian Kim	Data Science	BA Biochemistry	University of Washington	4
John Bartlett	Product Management	Executive Management Business Management	Babson College Lesley University	30
Joshua Bernhard	Data Science	"MS Statistics BA Mathematics"	Iowa State University Wartburg College	7
Kai Zhao	Data Science Immersive	MS, Environmental Engineering	University of California, Berkeley	12
Kenneth Bushman	Software Engineering Immersive	Full Stack Web Development-	General Assembly	13
Larissa Muramoto	Front-End Web Development	BA Economics with Honors and minor in Psychology	Stanford University	8
Lauren Golden	User Experience Design Immersive	BA, Literature	Washington University in St. Louis	22
Mario Hsieh	Front-End Web Development	BS Applied Math	UCLA	6
Matthew David	Data Analytics	BS Entrepreneurship, Economics	Florida State University	8
Rob Hall	Python Programming	BS Engineering MBA, Finance & Entrepreneurial Management	Cornell University, University of Pennsylvania - The Wharton School"	16
Rome Bell	JavaScript Development	BS Electrical & Computer Engineering	University of Kentucky	4
Ruslan Mursalzade	Digital Marketing	Finance	Michigan State	13
Stacie Hibino	User Experience Design Immersive	PhD, Computer Science & Engineering	University of Michigan	23
Susan Wolfe	User Experience Design Immersive	Master's of Science, Experimental Psychology	University of San Francisco State	25

Susannah Hainley	Visual Design	BA, Art	DePaul University	13
Susanne Jul	User Experience Design Immersive	PhD, Computer Science/ Human-Computer Interaction	University of Michigan	30
Will Hayes	Digital Marketing	BA, Public Relations & Strategic Communications	Arizona State University	12

Downtown Los Angeles				
Instructor	Course	Degree	Institution	Years of Experience
Alex Rowland	Software Engineering Immersive	B.A., Music & Economics & Web Development Immersive	Wesleyan University & General Assembly	3 Years
Anita Schillhorn	Digital Marketing	BFA; Business/commerce	U. Of the Arts; GA	13 years
Ashley Baxter	Digital Marketing	Bachelors PR	Texas St. U	13 years
Ben Weisz (TA)	User Experience Design Immersive	BA-Psychology; UXDI	UCSB; GA	3 years
Daniel Kim (TA)	Data Science Immersive	B.S.-Economics; DSI	UCLA; GA	3 years
Dave Prengaman	User Experience Design Immersive	Bachelors, Small Business Studies; User Experience Design Immersive	Western St. Colorado University.; General Assembly	2 years
David Brown	Product Management	BA, Religious studies ; Masters, Philosophy	N. Arizona U. ; Claremont Grad U.	14 years
Emma Boumans	Data Science	B.S. in Artificial Intelligence	U of Amsterdam	6 years
Fred Ngo	Software Engineering Immersive	Bachelors, engineering science	U of Toronto	23 years
Gerrit Velthoen	User Experience Design Immersive	B.A., Fine Arts, Visual Communications	University of Arizona	3 Years

Henry Truong	User Experience Design	Bachelor of arts, sociology; User experience design	UCSB; GA	6 years
Hovanes Gasparian	Data Science Immersive	BA, International economy; Master public policy analysis	UC Berkeley; USC	8 years
Ira Herman	Software Engineering Immersive	3/4 of bachelor's business mgmt	U of Phoenix	23 years
Joohye Jubilo	User Experience Design Immersive	BS, Web design	Art Institute of Ca	11 years
Josh Kaplan	Digital Marketing	MBA; BS	Columbia University; University of Florida	8 years
Juan Vasquez	Data Analytics	B.S. Advertising ; DAT; Cert. Business analytics	U of Florida; GA ; Harvard Business School online	7 years
Kevin Coyle	Data Science Immersive	Data Science Immersive	General Assembly	5 Years
Michael Siller (TA)	Software Engineering Immersive	Software Engineering Immersive	General Assembly	2 years
Milcah Centeno	Software Engineering Immersive	Web Development Immersive	General Assembly	2 years
Paul Doulatshahi	JavaScript Development	B.S. Finance ; WDI	Georgetown University; GA	5 years
Phillipe Luchansky	Front-End Web Development	Web Development Immersive	General Assembly	11 years
Sam Lane	User Experience Design Immersive	BS; User Experience Design Immersive; Teacher prep cert.	Nottingham Trent Un.; GA; Teach Now- Grad school of ed.	4 years
Samia Ahmed	User Experience Design	BFA in Communication Design & a Master's in Human- Computer Interaction	Carnegie Mellon University	9 years
Sean Locke	Visual Design	B.A., Visual Design	University of California, Berkeley	3 Years
Shelina Sayani	Data Analytics	Bachelors, Philosophy ; Masters, Communication	UCLA; USC	12 years

Sofia Mohammad	User Experience Design	B.A, Cognitive Psychology & User Experience Design Immersive	University of Illinois at Chicago & General Assembly	6 Years
Taylor Darneille	Software Engineering Immersive	BS, Mathematics ; Full stack web dev.	University of San Francisco; GA	3 years
Thomas Choi (TA)	Software Engineering Immersive	Bachelors-Psych; WDI	UCLA; GA	4 years
Travis Huang	Data Science	MS; BS; DSI	UCLA; USC; GA	11 years

**Notice Concerning Transferability of Credits Earned at Our Institution**

The transferability of credits you earn at General Assembly is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the certificate you earn in the educational program is also at the complete discretion of the institution to which you may seek to transfer. If the certificate that you earn at this institution is not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason, you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending General Assembly to determine if your certificate will transfer.

**Housing**

General Assembly does not assume responsibility for student housing, does not have dormitory facilities under its control, and does not offer student housing assistance. According to Rentals.com, in San Francisco and Santa Monica, Calif., rental properties start at approximately \$1,500 per month.

**Student Tuition Recovery Fund**

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, (916) 431-6959 or (888) 370-7589.

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

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.

5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

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

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

#### Consumer Information

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an Enrollment Agreement.

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at 1747 N. Market Blvd., Suite 225, Sacramento, CA 95834. [www.bppe.ca.gov](http://www.bppe.ca.gov), toll-free telephone number (888) 370-7589 or telephone number (916) 574-8900 or by fax (916) 263-1897.

## Appendix E: Tuition Discount Chart

Tuition Discount	Tuition Discount	Eligibility Criteria	Application Instructions
Alumni Discount	Depending on the course taken and the course sought after, alumni can receive anywhere from \$75 to \$2,000 off.	Apply for a different, additional General Assembly program after graduating from one in the past.	Provide a copy of your certificate of completion to an Admissions representative.
Prepay Discount*	\$450 for full-time programs \$250 for part-time programs	Students must select a paid-in-full plan and pay their tuition and fees by the earlier of: a) Two weeks from when the EA is sent. b) Two weeks prior to the course start date.	Select the paid-in-full plan and speak with an Admissions representative.
Veterans Discount	10% off any part-time or full-time course.	Members of the United States Armed Forces, National Guard, and Reserves.	Submit one military document verifying your status (copy of DD214, copy of current military ID, or .mil or .gov email address) to an Admissions representative.
Community Tuition Discount	\$100 for part-time online programs \$200 for part-time on-campus programs \$500 for full-time programs	Nomination by a member of General Assembly's full-time staff or program faculty.	Referral by a GA employee or teacher to an Admissions representative.
See Her Excel Discount	\$1500 off one of the following courses: - Software Engineering Immersive - Software Engineering Immersive Remote - Data Science Immersive	Students must: -Be 18 or older -Self-identify as a woman, trans, or genderqueer person -Have annual income of less than \$40k / year -Have been admitted to one of the following immersive courses: Software Engineering Immersive, Software Engineering Immersive Remote, or Data Science Immersive	There is no additional application for this discount. Students must simply self-identify gender identity and annual income on the existing admissions survey.
Part-time Regular Staff Discount	First year of employment: 20% off part-time or full-time courses  After 1 year of employment: 1 free part-time remote course	Part-time Regular Staff are eligible for this discount within the tenure guidelines outlined to the left. An individual's performance and work must be consistent and one's enrollment cannot disrupt work schedule.	Employment verified through employee's manager.

Tuition Discount	Tuition Discount	Eligibility Criteria	Application Instructions
Full-Time Regular Employee Discount	Part-time courses are free. Departing employees who have been at GA for more than 6 months and are leaving in good standing may also apply the cost of a part-time course to a full-time course (pending signature of a separation agreement).	Full-time regular staff (including instructors) are eligible for this discount after 3 months of employment at GA, or at manager's request/ approval.	Employment verified through employee's manager.

<p>Active Instructors and Expert Network Members Discount</p>	<p>20% off part-time and full-time courses.</p>	<p>Eligibility includes any individual teaching a class, workshop or course for GA (does not include Distinguished Faculty Members or FT Regular Employee instructors).</p> <p>The instructor must be in good standing, have an active employment paperwork on file, and go through standard admissions process.</p> <p>Discount is contingent on course availability and completion of pre-work.</p>	<p>Instructor must have the discount approved by their manager.</p>
<p>Distinguished Faculty Member Discount</p>	<p>Part-time courses are free.</p> <p>Distinguished faculty who have been members for more than 6 months and are in good standing may also apply the cost of a part-time course to a full-time course (pending approval of program manager).</p>	<p>Distinguished Faculty Members (regardless of employment classification) are eligible for this discount. They must be in good standing and go through the standard admissions process.</p> <p>Discount is contingent on course availability and completion of pre-work.</p>	<p>Employment and discount verified through Manager.</p>
<p>* For Washington, D.C. students, final payment is not due until seven days after the course start date. For Utah students enrolled in 24 week courses, pre-payments of full tuition paid by the end of the first days of class is capped at \$5,000, with the balance due by week 17.</p>			

## Appendix F: Standard Occupational Classification Codes

General Assembly courses fall into the following U.S. Department of Labor Standard Occupational Classification Codes:

Course	SOC Code
Cybersecurity for Developers	15-1299
Data Analytics	15-1199.08
Data Science	15-2041.00
Data Science Immersive	15-2041.00
Data Science Immersive Remote (Online)	15-2041.00
Digital Marketing	11-2021.00, 15-1199.10, 11-2011.00, 11-2011.01, 13-1161.00
Front-End Web Development	15-1134.00
JavaScript Development	15-1134.00
Product Management	15-1199.09
Python Programming	15-1199.09
React Development	15-1134.00
Software Engineering Immersive	15-1134.00
Software Engineering Immersive Remote (Online)	15-1134.00
User Experience Design	27-1021.00, 27-1024.00, 27-1029.00, 17-2112.01
User Experience Design Immersive	27-1021.00, 27-1024.00, 27-1029.00, 17-2112.01
User Experience Design Immersive Remote (Online)	27-1021.00, 27-1024.00, 27-1029.00, 17-2112.01
Visual Design	27-1024.00, 27-1019.00, 27-1014.00, 27-1011.00
Product Management	15-1199.09

## Appendix G: Specific Policies for GI Bill® Recipients

### **Enrollment Certification with the U.S. Department of Veteran's Affairs (VA)**

Students who are eligible for VA benefits and wish to have their General Assembly enrollment certified with the VA should complete the Veteran Benefit Information Form for the course that they wish to be certified.

Students must also submit a Certificate of Eligibility or VA Award Letter to verify their percentage of eligibility before enrolling in a course. In lieu of a certificate of eligibility, a "Statement of Benefits" obtained from the Department of Veterans Affairs website - eBenefits - will also be accepted.

The Veterans Benefit Information Form is required to be submitted three weeks prior to the start of a course. The evidence of entitlement to educational assistance (Certificate of Eligibility or Statement of Benefits) is required to be submitted before the first day of class.

Any questions or concerns can be directed to a School Certifying Official. Please be aware that certification of a student's enrollment with the VA does not guarantee payment by the VA. It is the student's responsibility to review his or her benefits and entitlement with the U.S. Department of Veterans Affairs.

### **Credit for Prior Learning (38 CFR 21.4254(c)(3))**

The school maintains a written record of the previous education and training of the GI Bill® recipient and grant credit appropriately, with the training period shortened proportionately.

### **Pro Rata Refund (38 CFR 21.4254(c)(13), 21.455)**

General Assembly will refund the unused portion of prepaid tuition and fees on a pro rata basis. The exact proration will be determined on the ratio of the number of days of instruction completed by the student to the total number of instructional days in the course. Any amount in excess of \$10 for an enrollment fee or registration fee may also be prorated.

### **Standards of Progress Policy for GI Bill® students**

If a student is not making progress of a passing grade of 3.0 at the point of evaluation after project submissions, he or she may be provided with additional assistance outside of class in the form of a Student Performance Support Plan. The student and instructional team develop this education plan based upon a review of current records, current assessments, and the student's present level of performance in an initial meeting. After a plan is developed, follow-up dates and progress benchmarks are determined.

Students remain on a Performance Support Plan for two weeks and at that point, the instructional staff determines whether or not the student is back in good standing. If a student fails to meet expectations outlined in the plan, after being alerted to their performance needs, General Assembly will withdraw the student from the program.

This change in student enrollment status will be reported to the Department of Veterans Affairs (VA) within 30 days of the veteran's withdrawal date.

### **Attendance Policy for GI Bill® students**

If a student reaches the maximum program absences as outlined in the attendance policy in this catalog, he or she will receive a warning.

Students exceeding three absences in a full-time program will be withdrawn from the course due to unsatisfactory attendance.

This change in student enrollment status will be reported to the Department of Veterans Affairs (VA) within 30 days of the veteran's last date of attendance.

### **Expulsion Policy for GI Bill® students**

The conditions under which a student can be expelled from a program with cause can be found in Appendix H. This change in student enrollment status will be reported to the Department of Veterans Affairs (VA) within 30 days of the veteran's last date of attendance.

### **Recordkeeping Policy for GI Bill® students**

The student's records pertaining to academic progress and attendance will be retained in the veteran's file for USDVA and SAA audit purposes.

### **VA Pending Payment Compliance**

In accordance with Title 38 US Code 3679 subsection (e), this school adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation & Employment (Ch. 31) benefits, while payment to the institution is pending from the VA. This school will not:

- Prevent the student's enrollment;
- Assess a late penalty fee to the student;
- Require the student to secure alternative or additional funding;
- Deny the student access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

- Provide the VA Certificate of Eligibility (COE) by the first day of class;
- Provide a written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies.

## Appendix H: Student Expulsion Policy Guidelines

General Assembly is committed to taking all reasonable steps to ensure the students have the opportunity to successfully complete their programs and has a commitment to ensure that within this general framework that all students are treated fairly and equitably. Students who do not support the academic and ethical goals of General Assembly for themselves and their fellow students may be subject to penalties, up to and including expulsion.

In general, General Assembly will attempt to resolve a situation without expulsion. Verbal warnings and written warnings may precede this final and most serious of actions. Where General Assembly deems the integrity, safety or well-being of school, students, staff, clients, visitors and other guests is in danger then expulsion may be applied at General Assembly's discretion at any point in the process.

The following outlines the conditions under which a student may be expelled with cause:

1. Academic Dishonesty – students may be subject to expulsion at the discretion of General Assembly for academic dishonesty. Academic dishonesty is any word, action or deed performed alone, or with others for the direct or indirect intention of providing an unfair advantage or benefit to self or other student(s) including:
  - a. cheating
  - b. plagiarism
  - c. unapproved collaboration
  - d. alteration of records
  - e. bribery
  - f. lying
  - g. misrepresentations
2. Outstanding Fees – failure to pay overdue accounts owing to General Assembly within the specified period may be grounds for expulsion after a written warning has been given.
3. Code of Conduct - all students are required to adhere to General Assembly's published code of conduct. Where the violations do not have the potential to result in physical harm to persons or property General Assembly may expel a student who has received warning for failure to comply and has since violated any of the terms of General Assembly's code of conduct. Students who are found under the influence of drugs and/or alcohol or carrying weapons will be subject to immediate expulsion.
4. Significant Omissions or Errors in Admissions Documentation – General Assembly has a responsibility to ensure students have been admitted in accordance with the requirements for the program. Students who knowingly misrepresent their applications are subject to immediate expulsion.
5. Academic Failure – students who fail to achieve the required standards of progress for their programs may be expelled from the program.
6. Attendance – students who do not achieve the required attendance as stated in school policy are subject to expulsion.
7. Harassment or Discrimination – General Assembly does not condone harassment or discrimination of any student, staff, client or visitor to school premises. Students participating in harassing or discriminatory activities may be subject to immediate suspension depending on the severity of the activity and pending investigation. Any student, who is deemed by the investigation to have engaged in severe harassing or discriminatory activities, may be expelled at the discretion of General Assembly, depending on the severity of the activity.

## Appendix I: Illinois Intuitional Disclosures

The following information must be submitted to the Board annually; failure to do so is grounds for immediate revocation of the permit of approval.

In the event that the school fails to meet the minimum standards, that school shall be placed on probation. If that school's passage rate in its next reporting period does not exceed 50% of the average passage rate of that class of schools as a whole, then the Board shall revoke the school's approval for that program to operate in this State. Such revocation also shall be grounds for reviewing the approval to operate as an institution.

INSTITUTIONAL DISCLOSURES REPORTING TABLE FOR GENERAL ASSEMBLY, CHICAGO						
July 1, 2018 - June 30, 2019						
Per Section 1095.200 of 23 Ill. Adm. Code 1095:						
Disclosure Reporting Category	Program Name	Cybersecurity for Developers	Cybersecurity for Developers Remote	Data Analytics	Data Analytics Remote	Data Analysis Circuit
	CIP*	11.0801	11.0801	11.0401	11.0401	11.0401
	SOC*	15-1134.00	15-1134.00	15-1199.08	15-1199.08	15-1199.08
A) For each program of study, report:						
1) The number of students who were admitted in the program or course of instruction* as of July 1 of this reporting period.		0	0	5	3	2
2) The number of additional students who were admitted in the program or course of instruction during the next 12 months and classified in one of the following categories:						
	a) New starts	0	0	39	12	12
	b) Re-enrollments	0	0	0	0	
	c) Transfers into the program from other programs at the school	0	0	0	0	
3) The total number of students admitted in the program or course of instruction during the 12-month reporting period (the number of students reported under subsection A1 plus the total number of students reported under subsection A2).		0	0	44	15	14
4) The number of students enrolled in the program or course of instruction during the 12-month reporting period who:						
	a) Transferred out of the program or course and into another program or course at the school	0	0	0	0	0
	b) Completed or graduated from a program or course of instruction	0	0	36	10	10
	c) Withdrew from the school	0	0	4	0	0
	d) Are still enrolled	0	0	4	5	4

5) The number of students enrolled in the program or course of instruction who were:						
	a) Placed in their field of study	n/a	n/a	n/a	n/a	n/a
	b) Placed in a related field	n/a	n/a	n/a	n/a	n/a
	c) Placed out of the field	n/a	n/a	n/a	n/a	n/a
	d) Not available for placement due to personal reasons	n/a	n/a	n/a	n/a	n/a
	e) Not employed	n/a	n/a	n/a	n/a	n/a
B1) The number of students who took a State licensing examination or professional certification examination, if any, during the reporting period.						
		n/a	n/a	n/a	n/a	n/a
B2) The number of students who took and passed a State licensing examination or professional certification examination, if any, during the reporting period.						
		n/a	n/a	n/a	n/a	n/a
C) The number of graduates who obtained employment in the field who did not use the school's placement assistance during the reporting period; such information may be compiled by reasonable efforts of the school to contact graduates by written correspondence.						
		n/a	n/a	n/a	n/a	n/a
D) The average starting salary for all school graduates employed during the reporting period; this information may be compiled by reasonable efforts of the school to contact graduates by written correspondence.						
		n/a	n/a	n/a	n/a	n/a
Disclosure Reporting Category	Program Name	<i>Data Science</i>	<i>Data Science Remote</i>	<i>Data Science Immersive</i>	<i>Data Science Immersive Remote</i>	<i>Digital Marketing</i>
	CIP*	52.1302	52.1302	52.1302	52.1302	52.1401
	SOC*	15-2041.00	15-2041.00	15-2041.00	15-2041.00	11-2021.00
A) For each program of study, report:						
1) The number of students who were admitted in the program or course of instruction* as of July 1 of this reporting period.						
		1	1	9	0	3
2) The number of additional students who were admitted in the program or course of instruction during the next 12 months and classified in one of the following categories:						
	a) New starts	17	10	24	0	17
	b) Re-enrollments	0	0	0	0	0

	c) Transfers into the program from other programs at the school	0	0	0	0	0
3) The total number of students admitted in the program or course of instruction during the 12-month reporting period (the number of students reported under subsection A1 plus the total number of students reported under subsection A2).		18	11	33	0	20
4) The number of students enrolled in the program or course of instruction during the 12-month reporting period who:						
	a) Transferred out of the program or course and into another program or course at the school	0	0	0	0	0
	b) Completed or graduated from a program or course of instruction	17	10	21	0	14
	c) Withdrew from the school	1	0	4	0	4
	d) Are still enrolled	0	1	8	0	2
5) The number of students enrolled in the program or course of instruction who were:						
	a) Placed in their field of study	n/a	n/a	11	0	n/a
	b) Placed in a related field	n/a	n/a	0	0	n/a
	c) Placed out of the field	n/a	n/a	0	0	n/a
	d) Not available for placement due to personal reasons	n/a	n/a	7	0	n/a
	e) Not employed	n/a	n/a	3	0	n/a
B1) The number of students who took a State licensing examination or professional certification examination, if any, during the reporting period.		n/a	n/a	n/a	n/a	n/a
B2) The number of students who took and passed a State licensing examination or professional certification examination, if any, during the reporting period.		n/a	n/a	n/a	n/a	n/a
C) The number of graduates who obtained employment in the field who did not use the school's placement assistance during the reporting period; such information may be compiled by reasonable efforts of the school to contact graduates by written correspondence.		n/a	n/a	0	0	n/a
D) The average starting salary for all school graduates employed during the reporting period; this information may be compiled by reasonable efforts of the school to contact graduates by written correspondence.		n/a	n/a	\$71,137	\$0	n/a

Disclosure Reporting Category	Program Name	Digital Marketing Remote	Digital Marketing Circuit	Front End Web Development	Front End Web Development Remote	Javascript Development
	CIP*	52.1401	52.1401	11.0801	11.0801	11.0801
	SOC*	11-2021.00	11-2021.00	15-1134.00	15-1134.00	15-1134.00
A) For each program of study, report:						
1) The number of students who were admitted in the program or course of instruction* as of July 1 of this reporting period.		3	3	3	1	0
2) The number of additional students who were admitted in the program or course of instruction during the next 12 months and classified in one of the following categories:						
	a) New starts	6	12	26	2	0
	b) Re-enrollments	0	0	0	0	0
	c) Transfers into the program from other programs at the school	0	0	0	0	0
3) The total number of students admitted in the program or course of instruction during the 12-month reporting period (the number of students reported under subsection A1 plus the total number of students reported under subsection A2).		9	15	31	3	0
4) The number of students enrolled in the program or course of instruction during the 12-month reporting period who:						
	a) Transferred out of the program or course and into another program or course at the school	0	0	0	0	0
	b) Completed or graduated from a program or course of instruction	9	12	24	3	0
	c) Withdrew from the school	0	0	4	0	0
	d) Are still enrolled	0	3	3	0	0
5) The number of students enrolled in the program or course of instruction who were:						
	a) Placed in their field of study	n/a	n/a	n/a	n/a	n/a
	b) Placed in a related field	n/a	n/a	n/a	n/a	n/a
	c) Placed out of the field	n/a	n/a	n/a	n/a	n/a
	d) Not available for placement due to personal reasons	n/a	n/a	n/a	n/a	n/a
	e) Not employed	n/a	n/a	n/a	n/a	n/a

B1) The number of students who took a State licensing examination or professional certification examination, if any, during the reporting period.		n/a	n/a	n/a	n/a	n/a
B2) The number of students who took and passed a State licensing examination or professional certification examination, if any, during the reporting period.		n/a	n/a	n/a	n/a	n/a
C) The number of graduates who obtained employment in the field who did not use the school's placement assistance during the reporting period; such information may be compiled by reasonable efforts of the school to contact graduates by written correspondence.		n/a	n/a	n/a	n/a	n/a
D) The average starting salary for all school graduates employed during the reporting period; this information may be compiled by reasonable efforts of the school to contact graduates by written correspondence.		n/a	n/a	n/a	n/a	n/a
Disclosure Reporting Category	Program Name	<i>JavaScript Development Remote</i>	<i>Product Management</i>	<i>Product Management Remote</i>	<i>Python Programming</i>	<i>Python Programming Remote</i>
	CIP*	11.0801	11.1005	11.1005	11.0801	11.0801
	SOC*	15-1134.00	15-1199.09	15-1199.09	15-1134.00	15-1134.00
A) For each program of study, report:						
1) The number of students who were admitted in the program or course of instruction* as of July 1 of this reporting period.		3	1	1	1	0
2) The number of additional students who were admitted in the program or course of instruction during the next 12 months and classified in one of the following categories:						
	a) New starts	2	12	6	10	2
	b) Re-enrollments	0	0	0	0	1
	c) Transfers into the program from other programs at the school	0	0	0	0	0
3) The total number of students admitted in the program or course of instruction during the 12-month reporting period (the number of students reported under subsection A1 plus the total number of students reported under subsection A2).		5	13	7	11	3
4) The number of students enrolled in the program or course of instruction during the 12-month reporting period who:						
	a) Transferred out of the program or course and into another program or course at the school	0	0	0	0	0
	b) Completed or graduated from a program or course of instruction	4	10	5	4	2
	c) Withdrew from the school	0	1	0	3	0

	d) Are still enrolled	1	2	2	4	1
5) The number of students enrolled in the program or course of instruction who were:						
	a) Placed in their field of study	n/a	n/a	n/a	n/a	n/a
	b) Placed in a related field	n/a	n/a	n/a	n/a	n/a
	c) Placed out of the field	n/a	n/a	n/a	n/a	n/a
	d) Not available for placement due to personal reasons	n/a	n/a	n/a	n/a	n/a
	e) Not employed	n/a	n/a	n/a	n/a	n/a
B1) The number of students who took a State licensing examination or professional certification examination, if any, during the reporting period.						
		n/a	n/a	n/a	n/a	n/a
B2) The number of students who took and passed a State licensing examination or professional certification examination, if any, during the reporting period.						
		n/a	n/a	n/a	n/a	n/a
C) The number of graduates who obtained employment in the field who did not use the school's placement assistance during the reporting period; such information may be compiled by reasonable efforts of the school to contact graduates by written correspondence.						
		n/a	n/a	n/a	n/a	n/a
D) The average starting salary for all school graduates employed during the reporting period; this information may be compiled by reasonable efforts of the school to contact graduates by written correspondence.						
		n/a	n/a	n/a	n/a	n/a
Disclosure Reporting Category	Program Name	<i>React Development</i>	<i>React Development Remote</i>	<i>User Experience Design</i>	<i>User Experience Design Remote</i>	<i>User Experience Design Circuit</i>
	CIP*	11.0801	11.0801	50.0401	50.0401	50.0401
	SOC*	15-1134.00	15-1134.00	27-1021.00	27-1021.00	27-1021.00
A) For each program of study, report:						
1) The number of students who were admitted in the program or course of instruction* as of July 1 of this reporting period.						
		0	0	4	2	2
2) The number of additional students who were admitted in the program or course of instruction during the next 12 months and classified in one of the following categories:						
	a) New starts	0	0	58	7	14

	b) Re-enrollments	0	0	0	0	
	c) Transfers into the program from other programs at the school	0	0	0	0	
3) The total number of students admitted in the program or course of instruction during the 12-month reporting period (the number of students reported under subsection A1 plus the total number of students reported under subsection A2).		0	0	62	9	16
4) The number of students enrolled in the program or course of instruction during the 12-month reporting period who:						
	a) Transferred out of the program or course and into another program or course at the school	0	0	0	0	0
	b) Completed or graduated from a program or course of instruction	0	0	54	4	12
	c) Withdrew from the school	0	0	2	1	2
	d) Are still enrolled	0	0	6	4	2
5) The number of students enrolled in the program or course of instruction who were:						
	a) Placed in their field of study	n/a	n/a	n/a	n/a	n/a
	b) Placed in a related field	n/a	n/a	n/a	n/a	n/a
	c) Placed out of the field	n/a	n/a	n/a	n/a	n/a
	d) Not available for placement due to personal reasons	n/a	n/a	n/a	n/a	n/a
	e) Not employed	n/a	n/a	n/a	n/a	n/a
B1) The number of students who took a State licensing examination or professional certification examination, if any, during the reporting period.		n/a	n/a	n/a	n/a	n/a
B2) The number of students who took and passed a State licensing examination or professional certification examination, if any, during the reporting period.		n/a	n/a	n/a	n/a	n/a
C) The number of graduates who obtained employment in the field who did not use the school's placement assistance during the reporting period; such information may be compiled by reasonable efforts of the school to contact graduates by written correspondence.		n/a	n/a	n/a	n/a	n/a
D) The average starting salary for all school graduates employed during the reporting period; this information may be compiled by reasonable efforts of the school to contact graduates by written correspondence.		n/a	n/a	n/a	n/a	n/a

Disclosure Reporting Category	Program Name	User Experience Design Immersive	User Experience Design Immersive Remote	Visual Design	Visual Design Remote	Web Development Immersive & Software Engineering Immersive
	CIP*	50.0401	50.0401	11.0801	11.0801	11.0801
	SOC*	27-1021.00	27-1021.00	15-1134.00	15-1134.00	15-1134.00
A) For each program of study, report:						
1) The number of students who were admitted in the program or course of instruction* as of July 1 of this reporting period.		15	0	0	2	14
2) The number of additional students who were admitted in the program or course of instruction during the next 12 months and classified in one of the following categories:						
	a) New starts	59	0	0	5	53
	b) Re-enrollments	0	0	0	0	0
	c) Transfers into the program from other programs at the school	0	0	0	0	0
3) The total number of students admitted in the program or course of instruction during the 12-month reporting period (the number of students reported under subsection A1 plus the total number of students reported under subsection A2).		74	0	0	7	67
4) The number of students enrolled in the program or course of instruction during the 12-month reporting period who:						
	a) Transferred out of the program or course and into another program or course at the school	0	0	0	0	0
	b) Completed or graduated from a program or course of instruction	60	0	0	5	42
	c) Withdrew from the school	1	0	0	0	14
	d) Are still enrolled	13	0	0	2	11
5) The number of students enrolled in the program or course of instruction who were:						
	a) Placed in their field of study	28	n/a	n/a	n/a	18
	b) Placed in a related field	4	n/a	n/a	n/a	1
	c) Placed out of the field	0	n/a	n/a	n/a	0
	d) Not available for placement due to personal reasons	23	n/a	n/a	n/a	22

	e) Not employed	5	n/a	n/a	n/a	1
<b>B1) The number of students who took a State licensing examination or professional certification examination, if any, during the reporting period.</b>						
		n/a	n/a	n/a	n/a	n/a
<b>B2) The number of students who took and passed a State licensing examination or professional certification examination, if any, during the reporting period.</b>						
		n/a	n/a	n/a	n/a	n/a
<b>C) The number of graduates who obtained employment in the field who did not use the school's placement assistance during the reporting period; such information may be compiled by reasonable efforts of the school to contact graduates by written correspondence.</b>						
		0	0	n/a	n/a	0
<b>D) The average starting salary for all school graduates employed during the reporting period; this information may be compiled by reasonable efforts of the school to contact graduates by written correspondence.</b>						
		\$59,930	\$0	n/a	n/a	\$50,917
Disclosure Reporting Category	Program Name	<i>Web Development Immersive Remote &amp; Software Engineering Immersive Remote</i>				
	CIP*	11.0801				
	SOC*	15-1134.00				
<b>A) For each program of study, report:</b>						
<b>1) The number of students who were admitted in the program or course of instruction* as of July 1 of this reporting period.</b>		3				
<b>2) The number of additional students who were admitted in the program or course of instruction during the next 12 months and classified in one of the following categories:</b>						
	a) New starts					
	b) Re-enrollments					
	c) Transfers into the program from other programs at the school					
<b>3) The total number of students admitted in the program or course of instruction during the 12-month reporting period (the number of students reported under subsection A1 plus the total number of students reported under subsection A2).</b>						
<b>4) The number of students enrolled in the program or course of instruction during the 12-month reporting period who:</b>						

	a) Transferred out of the program or course and into another program or course at the school	0				
	b) Completed or graduated from a program or course of instruction	2				
	c) Withdrew from the school	1				
	d) Are still enrolled	2				
5) The number of students enrolled in the program or course of instruction who were:						
	a) Placed in their field of study	1				
	b) Placed in a related field	0				
	c) Placed out of the field	0				
	d) Not available for placement due to personal reasons	1				
	e) Not employed	0				
B1) The number of students who took a State licensing examination or professional certification examination, if any, during the reporting period.						
		n/a				
B2) The number of students who took and passed a State licensing examination or professional certification examination, if any, during the reporting period.						
		n/a				
C) The number of graduates who obtained employment in the field who did not use the school's placement assistance during the reporting period; such information may be compiled by reasonable efforts of the school to contact graduates by written correspondence.						
		0				
D) The average starting salary for all school graduates employed during the reporting period; this information may be compiled by reasonable efforts of the school to contact graduates by written correspondence.						
		\$65,000				

\*CIP--Please insert the program CIP Code. For more information on CIP codes: <https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>

\*SOC--Please insert the program SOC Code. For more information on SOC codes: <http://www.bls.gov/soc/classification.htm>

\*A course of instruction is a standalone course that meets for an extended period of time and provides instruction that may or may not be related to a program of study, but is either not part of the sequence or can be taken independent of the full sequence as a stand-alone option. A Course of Instruction may directly prepare students for a certificate or other completion credential or it can stand alone as an optional preparation or, in the case of students requiring catch-up work, a prerequisite for a program. A stand-alone course might lead to a credential to be used toward preparing individuals for a trade, occupation, vocation, profession; or it might improve, enhance or add to skills and abilities related to occupational/career opportunities.

## Appendix J: Specific Disclosures Required by the State of Utah Department of Commerce Division of Consumer Protection

REGISTERED UNDER THE UTAH POSTSECONDARY PROPRIETARY SCHOOL ACT (Title 13, Chapter 34, Utah Code). Registration under the Utah Postsecondary Proprietary School Act does not mean that the State of Utah supervises, recommends, nor accredits the institution. It is the student's responsibility to determine whether credits, degrees, or certificates from the institution will transfer to other institutions or meet employers' training requirements. This may be done by calling the prospective school or employer.

The institution is not accredited by a regional or national accrediting agency recognized by the United States Department of Education.

## Appendix K: Washington Faculty List

### Faculty

General Assembly employs both full- and part-time faculty. Biographies for all faculty teaching upcoming courses are available under the course description on GA's website. The following faculty will be teaching courses beginning in January 2021. Additional faculty will be hired throughout the year.

Seattle	
Instructor	Course
Brandi Butler	Software Engineering Immersive
Jim Beyers	Data Analytics
Riley Davis	Data Science Immersive
David Elliot	Data Science, Data Analytics
Ryan Freeland	User Experience Design
Matthew Morris	Data Analytics
Steven Peters	Software Engineering Immersive
Charles Rice	Data Science Immersive
Todd Tibbetts	User Experience Design Immersive
Frank Turner	Data Science
Anna Zocher	Software Engineering Immersive

## Appendix L: Specific Disclosures Required by the WTECB

This school is licensed under Chapter 28C.10 RCW; inquiries or complaints regarding this or any other private vocational school may be made to the Workforce Training and Education Coordinating Board at:

Workforce Training and Education Coordinating Board  
128 10th Ave. SW  
Olympia, Washington 98504  
360-709-4600