



# General Assembly's Catalog

United States  
Campuses

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2024 Catalog

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## Our Story

General Assembly (GA) is a leader in education and career transformation, specializing in today's most in-demand skills: data analytics, data science, software engineering, and user experience design. A leading source for training, staffing, and career transitions, we foster a flourishing community of professionals pursuing careers they love. What began as a co-working space in 2011 has since grown into a global learning experience with over 97,000 global alumni worldwide.

## Mission and Objectives

Our mission is to foster a global community of individuals empowered to pursue the work they love. Our vision is to bridge the gap between job seekers and companies needing talent with relevant skills. We do so by:

- Delivering best-in-class, practical education in technology, 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. A list of owners and board members is attached in Appendix A.

## Approvals

General Assembly is a private institution licensed and/or approved to operate by the following US agencies:

- California Bureau for Private Postsecondary Education
  - General Assembly is a private institution approved to operate by the California Bureau for Private Postsecondary Education. Approval to operate means the General Assembly is 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 in the Appendix
- Colorado Department of Higher Education, Private Occupational School Board
  - Agents are approved by the Colorado Department of Higher Education, Private Occupational School Board
- District of Columbia Higher Education Licensure Commission
- Georgia Nonpublic Postsecondary Education Commission
- New York State Education Department, Office of Adult Career and Continuing Education Services, Bureau of Proprietary School Supervision (BPSS)
- Texas Workforce Commission, Career Schools and Colleges, Austin, Texas
- Utah Department of Commerce, Division of Consumer Protection
- Washington Workforce Training and Education Coordinating Board
  - Additional disclosures required by the Washington Workforce Training and Education Coordinating Board can be found under the External Grievance Procedures

General Assembly is not accredited and does not participate in federal or state financial aid programs. Students should be aware that some information in the catalog may change from time to time, and it is recommended that applicants considering enrollment at GA check with their Admissions Specialist to determine if there is any change from the information provided in the catalog.

## Holidays

A class calendar with holiday closures will be made available to students during the enrollment process. General Assembly is closed to observe the following holidays and is subject to change:

| 2024 Holidays (Bootcamps & Short Courses) |                            |
|---|----------------------------|
| Date                                      | Holiday                    |
| 01/01/2024                                | New Year's Day             |
| 01/15/2024                                | Martin Luther King Jr. Day |
| 02/19/2024                                | President's Day            |
| 05/27/2024                                | Memorial Day               |
| 06/19/2024                                | Juneteenth                 |
| 07/04/2024                                | Independence Day           |
| 09/02/2024                                | Labor Day                  |
| 11/11/2024                                | Veteran's Day              |
| 11/28/2024                                | Thanksgiving               |
| 11/29/2024                                | Thanksgiving               |
| 12/23/2024                                | December Holiday           |
| 12/24/2024                                | December Holiday           |
| 12/25/2024                                | December Holiday           |
| 12/26/2024                                | December Holiday           |
| 12/27/2024                                | December Holiday           |

| 24-Week Bootcamp Holiday Schedule<br>(Tuesday Schedule)* |                            | 24-Week Bootcamp Holiday Schedule<br>(Monday Schedule)** |                            |
|--|----------------------------|--|----------------------------|
| Date   | Holiday                    | Date   | Holiday                    |
| 01/02/2024   | New Year's Day             | 01/01/2024   | New Year's Day             |
| 01/16/2024   | Martin Luther King Jr. Day | 01/15/2024   | Martin Luther King Jr. Day |
| 02/20/2024   | President's Day            | 02/19/2024   | President's Day            |
| 05/28/2024   | Memorial Day               | 05/27/2024   | Memorial Day               |
| 06/19/2024   | Juneteenth                 | 06/19/2024   | Juneteenth                 |
| 07/04/2024   | Independence Day           | 07/04/2024   | Independence Day           |
| 09/03/2024   | Labor Day                  | 09/02/2024   | Labor Day                  |
| 11/12/2024   | Veteran's Day              | 11/11/2024   | Veteran's Day              |
| 11/28/2024   | Thanksgiving               | 11/28/2024   | Thanksgiving               |
| 11/30/2024   | Thanksgiving               | 11/30/2024   | Thanksgiving               |
| 12/24/2024   | December Holiday           | 12/23/2024   | December Holiday           |
| 12/25/2024   | December Holiday           | 12/25/2024   | December Holiday           |
| 12/26/2024   | December Holiday           | 12/26/2024   | December Holiday           |

\* 24-Week Bootcamp programs that run Tue, Wed, Thu, Sat

\*\* 24-Week Bootcamp programs that run Mon, Wed, Thu, Sat

## Hours

### Class Hours\*

Monday–Friday, 8 a.m.–10 p.m.

Saturday–Sunday, 9 a.m.–5 p.m.

\*Hours vary by program. A student’s enrollment agreement will contain daily hours of instruction.

### Administration Hours

Monday–Friday, 9 a.m.–6 p.m.

## Courses Offered

There are two categories of courses offered at GA: Bootcamps and Short Courses. GA’s bootcamp courses are designed to prepare students for a new career in their field of study. Short courses are designed to help students level up in a skill set and create an initial portfolio of work in their field of study. Short 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 in the table below. Additional detail is provided in the ‘Course Descriptions and Objectives’ section. Please check our website at [generalassemb.ly](https://generalassemb.ly) for program availability, as they can change throughout the year. We provide a student/instructor ratio to sufficiently support the number of students enrolled and maintain quality of instruction.

| Courses Offered                               | Course Length<br>(Instructional Hours) | Course offered in the<br>following formats |                      |
|---|--|--|----------------------|
| <b>Bootcamp Courses</b>                       |  | <b>24-Weeks</b>                            | <b>12-Weeks</b>      |
| Data Science Bootcamp Online                  | 480 hours / 12 weeks                   |  | X                    |
| Data Analytics Bootcamp Online                | 420 hours / 12 weeks                   |  | X                    |
| Software Engineering Bootcamp Online          | 420 hours / 12 or 24 weeks             | X  | X                    |
| User Experience Design Bootcamp Online        | 480 hours / 12 weeks                   |  | X                    |
| <b>Short Courses</b>                          |  | <b>1 Week</b>                              | <b>8 or 10 Weeks</b> |
| Data Analytics Short Course Online            | 40 hours / 1 or 10 weeks               | X  | X                    |
| Data Science Short Course Online              | 60 hours / 10 weeks                    |  | X                    |
| Digital Marketing Short Course Online         | 40 hours / 1 or 10 weeks               | X  | X                    |
| Front-End Web Development Short Course Online | 60 hours / 10 weeks                    |  | X                    |
| JavaScript Development Short Course Online    | 60 hours / 10 weeks                    |  | X                    |

|  |                          |   |   |
|--|--------------------------|---|---|
| Product Management Short Course Online     | 40 hours / 1 or 10 weeks | X | X |
| Python Programming Short Course Online     | 40 hours / 1 or 10 weeks | X | X |
| React Development Short Course Online      | 40 hours / 1 or 10 weeks | X | X |
| User Experience Design Short Course Online | 40 hours / 1 or 10 weeks | X | X |
| Visual Design Short Course Online          | 32 hours / 1 or 8 weeks  | X | X |

## Admissions Policy and Procedure

### Entrance Requirements

Admission into any General Assembly course requires that the student have a high school diploma or equivalent (General Education Diploma — GED). GA does not admit ability-to-benefit students.

### Enrollment Period & Deadline

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. The only exception is in the case of re-enrollment. If an admitted student requests to enroll in a different session before the course begins, approval may be granted pending availability.

### International Students and English Language Services

General Assembly does not offer visa services to prospective students from other countries or English language services. 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 the admissions interview, receipt of prior education documentation, as stated in the Admissions Policy and 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  |
|--|--|
| Data Analytics Bootcamp Online             | Completion of a diagnostic assessment.   |
| Data Science Short Course Online           | Basic statistics experience and familiarity with programming fundamentals and Python programming language.   |
| Data Science Bootcamp Online               | Basic computer literacy, basic statistics experience, familiarity with programming fundamentals and python programming, and completion of a diagnostic assessment. |
| JavaScript Development Short Course Online | Exposure to HTML, CSS, and JavaScript.   |
| React Development Short Course Online      | Familiarity with HTML, Document Object Model (DOM), and JavaScript.  |
| Software Engineering Bootcamp Online       | Basic HTML, CSS, and JavaScript experience and completion of a diagnostic assessment.  |

|  |  |
|--|--|
| User Experience Design Bootcamp Online | Completion of a diagnostic assessment. |
|--|--|

## Required Equipment

All General Assembly students are required to have access to a laptop with an up-to-date operating system and wireless Internet capability to bring to each class session. For most courses, Mac laptops are not required but they are preferred 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. Online students are also required to have an external monitor in addition to their laptop.

To run all of the programs necessary for these courses, we require bootcamp 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.

The following system and technical requirements apply for online courses:

### 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 required.

All necessary cables to connect the 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 they can sit for the whole class), preferably in a private room away from roommates, family members, etc. For students in online courses, class archiving services are available.

### Class Archiving

Each session of an online 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 record 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 provided to GA is stored on secure servers. All information provided or transactions conducted will be encrypted using SSL technology. You can find more about our [Privacy Policy](https://generalassemb.ly/privacy_policy) at [https://generalassemb.ly/privacy\\_policy](https://generalassemb.ly/privacy_policy).

## Troubleshooting

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

## Application Procedure

Each General Assembly program requires an admissions application and all candidates are interviewed. If applicable to the chosen course, applicants may also complete a diagnostic assessment and/or pre-admit work before enrollment decisions are made. Once applicants have completed all requisite steps in the admissions process, they will receive confirmation of an admissions decision from an Admissions Specialist. 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 course-specific admissions requirements. In addition to providing the required documentation as outlined above, students must sign an Enrollment Agreement before enrolling in a course. 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-Admit Work Requirements

Pre-course assignments are required for the following online programs:

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

Pre-admit work is up to 80 hours of preparatory assignments to introduce students to many of the topics they will 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 students are excited and inspired to dig further. If a student is unable to complete the pre-admit work prior to the first day of the course and seeks to cancel their enrollment, they should refer to the Cancellation Policy and contact their Admissions Specialist.

## 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 GA 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 (see appendix F), including but not limited to engaging in threatening, abusive, or dangerous behavior towards any staff member, student, or other member of the GA 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, GA 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. GA does not guarantee the transferability of its credits to any other institution unless there is a written agreement with that institution.

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

General Assembly courses are not credit-bearing. While GA will review prior hours, credit, and experience, we do 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.

## **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.

### **Data Analytics Short Course 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, students will learn how to use data to guide and inform their organization when making critical business decisions.

#### **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 Short Course Online

60 hours | 10 weeks

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. Students learn to use the programming language to help acquire, parse, and model data. A significant portion of the course will involve hands-on training in fundamental modeling techniques and machine learning algorithms to build robust predictive models of real-world data and test their validity.

### 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 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 Analytics Bootcamp Online

420 Hours | Full-time, 12 weeks

In this course, students will learn the responsible and ethical acquisition interpretation, and use of data. Students will develop the statistical and mathematical skills necessary to apply data analysis to real business problems through transparent and explainable analysis and modeling techniques by learning how to use specialized tools, like SQL, Excel, Tableau, PowerBI, and Python. Upon completion of the course, students will be equipped with the experience to demonstrate real value to an organization as a problem solver, storyteller, and decision maker using Data.

| Course Outline |  |         |      |     |       |
|----------------|--|---------|------|-----|-------|
| Subject        | Subject Title  | Lecture | Lab* | Ext | Total |
| Unit 1         | Responsible Data Analytics                               | 19      | 0    |     | 19    |
| Unit 2         | Statistics and Mathematics for Data Analysts             | 14      | 0    |     | 14    |
| Unit 3         | Data Acquisition and Cleaning with SQL                   | 42      | 6    |     | 48    |
| Unit 4         | Data Analysis and Interpretation with Excel              | 28      | 12   |     | 40    |
| Unit 5         | Data Analysis and Communication with Tableau and PowerBI | 57      | 29   |     | 86    |

|              |                           |            |            |  |            |
|--------------|---------------------------|------------|------------|--|------------|
| Unit 6       | Data Analysis with Python | 59         | 18         |  | 77         |
| Unit 7       | Data in the Organization  | 39         | 0          |  | 39         |
| Unit 8       | Capstone Projects         | 16         | 57         |  | 73         |
| Unit 9       | Career Planning           | 20         | 4          |  | 24         |
| <b>TOTAL</b> |                           | <b>420</b> | <b>126</b> |  | <b>420</b> |

\*Lab consists of working on unit projects to apply what is learned during lecture to build a portfolio

**Unit 1: Responsible Data Analytics (19 hours)**

Subject Hours: 19 hours (19 lecture hours, 0 lab hours)

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

Subject Description: Learn how to use data responsibly and ethically, and how to critically inspect datasets for veracity and quality before deciding to use them. Also understand the biases that can exist in data and how to handle them. Discuss a number of real-world case studies to demonstrate responsible data analytics.

**Unit 2: Statistics and Mathematics for Data Analytics (14 hours)**

Subject Hours: 14 hours (14 lecture hours, 0 lab hours)

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

Subject Description: Learn the fundamental statistical and mathematical techniques required for data analytics, and understand the applications and real-world relevance of these techniques alongside the underlying theory.

**Unit 3: Data Acquisition and Cleaning with SQL (48 hours)**

Subject Hours: 48 hours (42 lecture hours, 6 lab hours)

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

Subject Description: Learn how databases work and how to use SQL to export data from a database, ready for ingestion into a Python script, Excel analysis, or dashboard.

**Unit 4: Data Analysis and Interpretation with Excel (40 hours)**

Subject Hours: 40 hours (28 lecture hours, 12 lab hours)

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

Subject Description: Learn how to use Excel to explore and analyze datasets, including performing complex analyzes and creating visualizations. Continue to develop algorithmic thinking skills, and tackle labs which involve practicing each stage of the data analytics workflow.

**Unit 5: Data Analysis with Tableau and PowerBI (86 hours)**

Subject Hours: 86 hours (57 lecture hours, 29 lab hours)

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

Subject Description: Gain effective visualization and communication skills to provide an important sense check during a data analysis and when communicating final results to stakeholders. Learn how to use Tableau and PowerBI to create these visualizations.

**Unit 6: Data Analysis with Python (77 hours)**

Subject Hours: 77 hours (59 lecture hours, 18 lab hours)

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

Subject Description: Learn how to use the Python programming language for data acquisition and analysis of large, complex, messy datasets. Learn how to translate real world problems into Python code, acquire data using APIs, and how to analyze data using simple linear regression and classification modeling.

**Unit 7: Data in the Organization (39 hours)**

Subject Hours: 39 hours (39 lecture hours, 0 lab hours)

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

Subject Description: Dive into the skills needed to work with others in data analytics teams: how to work with data teams, how work is delivered across teams, version control tools to build data products, and how to present effectively to non-technical audiences, all the while adhering to data privacy regulations.

Unit 8: Capstone projects (73 hours)

Subject Hours: 73 hours (6 lecture hours, 67 lab hours)

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

Subject Description: Consolidate learning from the course by applying rigorous data analysis techniques to solve a problem. There are two projects: one is a group project that enables students to practice how data teams work, whilst the other is an individual project for students to demonstrate their skills and will result in a professional portfolio. In both cases, students collect, clean, and analyze a data set and create a compelling presentation to share their insights.

Unit 9: Career Planning (24 hours)

Subject Hours: 24 hours (20 lecture hours, 4 lab hours)

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

Subject Description: Give students personalized job support to help them transition into Data Analyst roles. In a number of sessions throughout the course, students work hand-in-hand with dedicated career coaches who help them confidently build a personal brand, apply for jobs, prep for interviews, and tackle technical assessments.

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

- Use data responsibly and ethically, understanding the biases that can exist in data and how to handle them
- Critically inspect datasets for veracity and quality, and handle them appropriately
- Apply fundamental statistical and mathematical techniques required for data analytics
- Conduct effective data analysis and communication with Tableau, PowerBI, and Excel
- Perform data acquisition and cleaning with SQL
- Explore and model data with Python
- Work with others in data analytics teams using common tools and techniques
- Develop a project portfolio that demonstrates responsible data analytics

## Data Science Bootcamp Online

480 hours | Full-time, 12 weeks

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 career. Data Scientist careers involve taking large data sets and analyzing them using different types of models and algorithms to gain insights and predict trends.

| 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         |
| <b>TOTAL</b> |                            | <b>241</b> | <b>239</b> |  | <b>480</b> |

\*Lab consists of working on unit projects to apply what is learned during lecture to build a portfolio

**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 Short Course Online**

40 hours | 1 or 10 weeks

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 Short Course 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 Short Course Online

60 hours | 10 weeks

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 Short Course Online

40 hours | 1 or 10 weeks

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 Short Course Online

40 hours | 1 or 10 weeks

This course introduces students to programming in Python. Students learn programming fundamentals and build an application in this project-based, hands-on course to apply their 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.

#### 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 Short Course Online

40 hours | 1 or 10 weeks

This course provides students with the skills needed to develop applications using React. The course begins with basics of React, such as components, JSX, props, and state to build a basic functioning app. Students will dive into more fundamental concepts like unidirectional flow to truly understand how React works.

#### 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 Bootcamp Online

420 hours | Full-time (12 weeks) or Part-time (24 weeks)

This 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.

| Course Outline |                                  |         |      |     |       |
|----------------|----------------------------------|---------|------|-----|-------|
| Subject        | Subject Title                    | Lecture | Lab* | Ext | Total |
| Unit 1         | Front End Development            | 42      | 98   |     | 140   |
| Unit 2         | Full Stack Development           | 34      | 71   |     | 105   |
| Unit 3         | Front End Frameworks             | 28      | 62   |     | 90    |
| Unit 4         | API's and Full Stack Development | 15      | 70   |     | 85    |
| TOTAL          |                                  | 119     | 301  |     | 420   |

\*Lab consists of working on unit projects to apply what is learned during lecture to build a portfolio

### 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 Short Course Online

40 hours | 1 or 10 weeks

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 this course will develop a portfolio project of their choosing — receiving expert feedback along the way.

### Unit 1: Introduction to UX Design & User Research

Get acquainted with the course and expectations. Discuss the discipline of UX design and the design process. Explain why user research is important in the UX design process and describe various user research methods.

### Unit 2: Insights and Personas & Sketching

Explain the importance and purpose of synthesizing research in UX design and use affinity mapping to identify insights and actionable steps. Explain the purpose of ideation and sketching in the UX process and practice techniques to rapidly sketch and provide peer-to-peer critique.

### Unit 3: Feature Prioritization & Maps and Flows

Practice using the 2x2 matrix and the MoSCoW method to prioritize features and determine which features to include in an MVP. Conduct a task analysis, explain the value of storyboards, journey maps, and user flows in the UX process, and practice documenting and creating user flows based on relevant scenarios.

### Unit 4: Wireframing & Wireframes to Prototypes

Connect user flows to wireframes using wireflows, explain what wireframes are and why they're useful in the design process. Explain the purpose prototypes serve in the design process and connect digital wireframes to create an interactive prototype.

### Unit 5: Usability Testing & Project Demo and Critique

Explain the purpose of usability testing and practice planning and conducting a usability test. Explain why critiques are beneficial to the design process and apply best practices for giving and receiving feedback during a critique.

### Unit 6: Visual Design & Design Systems and Patterns

Explain how visual design impacts the user experience, identify key visual elements for improving a layout, and apply visual design tools such as typography, color, and imagery to wireframes and prototypes. Explain the impact of design systems and pattern libraries on businesses, users, and design and identify patterns used in existing products.

### Unit 7: Leveling Up Testing and Usability Advanced User Research

Determine the appropriate research method and deliverable based on audience and time available and conduct additional usability tests to improve a prototype.

### Unit 8: Design for Behavior and Emotion

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

**Unit 9 Your Personal Brand as a Designer & Your Portfolio and Career**

Analyze brand personalities and create the artifacts of a personal brand. Describe what portfolios are and their purpose in the industry and outline a case study to support a portfolio.

**Unit 10: Final Presentations**

Present the decision-making process of your design work and 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 Bootcamp Online**

480 hours | Full-time, 12 weeks

This 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, UXD was made for those who are seriously looking to enter the world of user experience. Students will be prepared 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> |

\*Lab consists of working on unit projects to apply what is learned during lecture to build a portfolio

**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 Short Course Online

32 hours | 1 or 8 weeks

This course helps students 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. Students will learn to give and receive design critique and implement feedback to improve designs.

#### Unit 1: Introduction to Visual Design & Brand and User Research

Discuss the discipline of visual design and the design process, explain the overall purpose of design research, and develop a persona based on brand and user research.

#### Unit 2: From Research to Moodboards & Content Strategy

Conduct a comparative analysis to make a design recommendation and create an inventory to identify and prioritize brand content.

#### Unit 3: Layout and Responsive Grids and UI Patterns

Identify the anatomy of a webpage, practice sketching low-fidelity wireframes on paper and identify UI design patterns on mobile and desktop screens.

#### Unit 4: Introduction to Typography & Typography Decisions

Discuss the importance of typography in visual design, define key terms related to typography and create high-fidelity wireframes.

#### Unit 5: Introduction to Imagery & Incorporating Imagery

Describe the impact of imagery in any design, identify how to use photography, illustrations, and icons most effectively and practice sourcing and exporting images.

#### Unit 6: Introduction to Color Theory & Applying color

Explain color theory and its related vocabulary, make appropriate color choices for a brand or product, and explain accessibility considerations for selecting and applying colors.

#### Unit 7: Topic Session

Possible topics include motion design, interaction design, and design ethics.

#### Unit 8: Final Presentations

Present the decision-making process of your design work, and 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 based on 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.

- Receive a passing grade on all course projects and complete any assigned assessments as applicable.

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   |
| 420 hours / 12 weeks | 210 hours / 6 weeks  |
| 420 hours / 24 weeks | 210 hours / 12 weeks |
| 480 hours / 12 weeks | 240 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.

### Academic Failure

General Assembly does not provide a probation option. Students who fail to achieve the required Standards of Progress for a program may be dismissed from that program.

### Grading System

While all courses are pass/fail, the rubric is typically on a 4.0 scale to determine whether a project is passing. Anything that meets expectations is a passing project. Incomplete grades are final.

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

### Attendance

Attendance is taken by instructors fifteen minutes after class begins and fifteen minutes prior to class ending. Any student who arrives to class more than fifteen minutes late will be marked tardy, and any student who is not present fifteen 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 may be withdrawn.

- **Bootcamp Course Attendance Policy:** With prior approval from General Assembly, students in full-time bootcamp programs are permitted to miss up to three excused class meetings. Students in the 24-week option are permitted to miss up to twenty-four instructional hours in total.

- **Short Course Attendance Policy:** With prior approval from General Assembly, students in part-time, non-accelerated 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 accelerated, one-week courses must attend every class.

## Excused Absences

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.

## 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. As a student, you are responsible for making up any work that you miss but you will be allowed to do so without penalty, provided you do so within the terms of your arrangement with your instructor.

## Leave of Absence Policy

A leave of absence is a temporary interruption in a student's study. For bootcamp 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. Short course programs are not long enough to make a leave of absence practical. The Program Operations Manager is expected to review the student's request 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.

## Transfer Policy

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, Program Operations Manager approval is required for acceptance.

## 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.



## Assignment & Project Extensions

Under extenuating circumstances, instructors may grant a single extension on a project or allow a student a single resubmission of one project for the duration of the course. Any resubmissions or extensions required must be made in writing between the student and an instructional team member and submitted, received and approved in writing with an agreed deadline to be graded prior to the final course date.

## Certificates of Completion

General Assembly cannot release your academic records without your written consent. Before we can process any requests for student records or Certificate of Completion copies, all outstanding obligations (academic and/or administrative) due to General Assembly must be cleared. Your family or friends are not permitted to access your academic records without your written consent. We will issue academic records and/or Certificate of Completion copies within two weeks of a request. There is no additional fee for these documents.

## Student Rights

1. 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.
2. Students have the right to view their own academic records.
3. Students have the right to cancel or withdraw from their course, per General Assembly's Cancellation, Withdrawal, and Refund Policy.
4. 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 that exists based on shared values and principles. All General Assembly community members are expected to uphold and abide by certain standards of conduct that form the basis of the Student Code of Conduct. General Assembly reserves the right to impose a variety of disciplinary actions, including expulsion, on any student whose behavior violates the Code of Conduct as set forth in the Appendix. To clarify, school officials will determine in their sole discretion if the Code of Conduct has been violated, regardless of whether that conduct also involves an alleged or proven violation of law.

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

## Student Success

### 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.

## Employment Assistance

The General Assembly Career Services team is dedicated to seeing bootcamp students take control of their career aspirations and goals. Our Career Services team helps students communicate their skills, make valuable connections, and identify ideal career opportunities. Designed to teach job-search strategies, Career Services programming is an add-on experience via asynchronous career learning content, live programming, group coaching, and coach 1-on-1s in which students can choose to participate from the start of their bootcamp through six months post-bootcamp.

To access Career Services support, a student must:

- Meet all course attendance, academic progress, and financial and graduation requirements.
- Be in good academic standing with the Instructional team.
- Elect to participate in an active job search in your field of study.
- Commit to taking part in a full-time or part-time (no less than 25 hours/week) job search immediately post-course and searching for a job within your field of study.

Becoming a job-seeker grants initial support from the Career Services team, but students must meet the weekly and monthly requirements to retain their status. Immediately following course completion, graduates should plan to spend at least twenty-five (25) hours a week on their job search.

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

## Student Records

Student records 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 certificates; student's signed Enrollment Agreement, as well as any addendums, extensions, or amendments to that Agreement; 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. General Assembly will take reasonable steps to protect the privacy of personal information contained in student records, as set forth in our [Privacy Policy](#).

## Grievance Procedure

### Internal Grievance Procedure

General Assembly has a complaint mechanism to address concerns promptly, fairly, and constructively in order to achieve the highest level of quality. This process is intended to settle disputes through mediation and reasoned discussion. It is not intended to supplant the student conduct process or the administrative rules of General Assembly. 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.

Students can make a formal grievance by submitting a written complaint to our Student Success team via [studentsupport@generalassemb.ly](mailto:studentsupport@generalassemb.ly). General Assembly will begin a conversation with the student within seven business days of receipt of the written complaint. If the concern cannot be resolved, students can request that the matter be assigned to the Program Operations Manager, who will attempt to resolve all complaints within 30 days. The Program Operations Manager's decision is final.

### External Grievance Procedures

#### 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://highered.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/complaints-against-institution>.

#### Utah

Unresolved complaints may be filed with the Utah Department of Commerce Division of Consumer Protection.

Utah Department of Commerce  
Division of Consumer Protection  
160 East 300 South, Salt Lake City, UT 84111

(800) 721-7233  
<https://consumerprotection.utah.gov/complaints.html>

#### 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, via web: [wtb.wa.gov](http://wtb.wa.gov), phone: (360) 753-5662, or email: [wtecb@wtb.wa.gov](mailto:wtecb@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 varies by state. 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 at any time. Except in cases of force majeure, students will be entitled, at their discretion, to attend the course at the proposed later date or to receive a full refund of any course fees they have already paid to attend the course on the original date.
2. General Assembly reserves the right to cancel an enrollment based on conduct violations prior to the course start date. If a student displays threatening, abusive, or dangerous behavior toward any of our staff or personnel, then GA reserves the right to refuse to allow the student to continue taking the course. In such circumstances, a student will not be entitled to a refund of any fees paid except as mandated by the state’s refund policy, and GA reserves the right to prevent the student from taking any course in the future if we feel that is necessary for the protection of our staff or personnel. Georgia students will receive refunds if they meet the parameters of the Georgia Nonpublic Postsecondary Education Commission’s refund requirements.
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.

### Student’s Right to Cancel

1. Students have the right to cancel their course of instruction, without penalty or obligation, prior to the first day of class, less an application or registration fee, where applicable. Cancellation is effective when the student provides a written notice of cancellation in writing to the Student Success team via [studentsupport@generalassemb.ly](mailto:studentsupport@generalassemb.ly). The notification is effective when General Assembly receives notice. Students who attend class after they have submitted a notification of intent to cancel or withdraw will be liable for further tuition costs.
2. 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.
3. If the Enrollment Agreement is canceled, the school will refund the student any money paid, less a registration or application fee, where applicable, as specified in the Tuition and Fees chart.

Colorado, 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.

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. Non-refundable 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. 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.

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): 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 their withdrawal or last date of attendance, whichever is later. The failure of a student to immediately notify General Assembly in writing to the Student Success team via [studentsupport@generalassemb.ly](mailto:studentsupport@generalassemb.ly) 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 Program Operations Manager 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 re-enrolled into another General Assembly course following approval by the Program Operations Manager.

\*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 or application fee where applicable (described in the Tuition and Fees section).

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 repaying the loan amount plus any interest, less the amount of any refund. If you choose to finance your program through an income-based

repayment loan (IBR), you will be responsible for the terms of the loan as stated in your agreement with the lender, minus any applicable fees.

General Assembly does not participate in federal or state financial aid programs. Refund policies vary by state, as described below:

**California**

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 not accepted to the school are entitled to all monies paid. Students who cancel this contract by notifying the school within five (5) business days (excluding Sundays and holidays) after the Enrollment Agreement is signed, and prior to attendance of the first class session are entitled to a full refund of all tuition and fees paid.

Students who withdraw after five (5) business days, but before commencement of classes, are entitled to a full refund of all tuition and fees paid except the maximum cancellation charge of up to \$150.00.

In the case of students withdrawing after commencement of classes, the school will retain the registration or application fee plus a percentage of tuition and fees, which, as described in the tables below, is based on the number of lessons completed 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 re-enroll in a course of their choosing.

Data Science Bootcamp Online, Data Analytics Bootcamp Online, and Software Engineering Bootcamp Online (12-Week) 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,         | No refund                     |

|   |  |
|---|--|
| cancellation charge is not applicable.) |  |
|---|--|

**Software Engineering Bootcamp Online (24-Week) 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 Bootcamp Online (12-Week) 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                     |

**Data Analytics Short Course Online, Digital Marketing Short Course Online, Product Management Short Course Online, Python Programming Short Course Online, React Development Short Course Online, and User Experience Design Short Course Online 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 (Lesson 16; if paid in full, cancellation charge is not applicable.) | No refund                     |

**Data Science Short Course Online, Front-End Web Development Short Course Online, and JavaScript Development Short Course Online 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 (Lesson 16; if paid in full, cancellation charge is not applicable.) | No refund                     |

**Visual Design Short Course Online 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 (Lesson 13; 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 (5) 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.

**Georgia**

Refunds are determined based on the proration of tuition and percentage of the program completed at withdrawal, up to 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.

**Utah**

Refunds are determined based on the proration of tuition and percentage of the program completed at withdrawal, up to 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/application fee. The amount of the refund shall be calculated based on the last day of student attendance.

**Washington**

1. A student may request cancellation by providing notice to General Assembly 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/application fee of either \$50 or an amount equal to 15% of the tuition (in no case is the school entitled to keep a registration/application 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/application 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.

**Washington, D.C.**

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 a series of instruction completed by the student to the total number of lessons of instruction offered.

## Tuition and Fees

### Tuition and Fees

| California Students                           |                                 |   |          |              |
|---|---------------------------------|---|----------|--------------|
| Course  | Registration Fee Non-Refundable | Student Tuition Recovery Fund* (Non-Refundable) | Tuition  | Total Cost** |
| Data Analytics Short Course Online            | \$100                           | \$12.50   | \$4,400  | \$4,512.50   |
| Data Analytics Bootcamp Online                | \$100                           | \$40  | \$16,350 | \$16,490     |
| Digital Marketing Short Course Online         | \$100                           | \$12.50   | \$4,400  | \$4,512.50   |
| Data Science Short Course Online              | \$100                           | \$12.50   | \$4,400  | \$4,512.50   |
| Data Science Bootcamp Online                  | \$100                           | \$40  | \$16,350 | \$16,490     |
| Front-End Web Development Short Course Online | \$100                           | \$12.50   | \$4,400  | \$4,512.50   |
| JavaScript Development Short Course Online    | \$100                           | \$12.50   | \$4,400  | \$4,512.50   |

|  |       |         |          |            |
|--|-------|---------|----------|------------|
| Product Management Short Course Online   | \$100 | \$12.50 | \$4,400  | \$4,512.50 |
| Python Programming Short Course Online   | \$100 | \$12.50 | \$4,400  | \$4,512.50 |
| React Development Short Course Online  | \$100 | \$12.50 | \$4,400  | \$4,512.50 |
| Software Engineering Bootcamp Online   | \$100 | \$40    | \$16,350 | \$16,490   |
| User Experience Design Short Course Online   | \$100 | \$12.50 | \$4,400  | \$4,512.50 |
| User Experience Design Bootcamp Online   | \$100 | \$40    | \$16,350 | \$16,490   |
| Visual Design Short Course Online  | \$100 | \$10    | \$3,400  | \$3,510    |
| <p>*STRF: \$2.50 for every \$1,000 of tuition rounded to the nearest \$1,000.<br/> **Total charges are the same for a period of attendance and the entire educational program.<br/> Please see the Appendix for information regarding the Student Tuition Recovery Fund.</p> |       |         |          |            |

| Colorado, Georgia, Utah, Washington D.C. and Washington Students   |  |          |              |
|--|--|----------|--------------|
| Course   | Registration or Application Fee*<br>(Non-Refundable) | Tuition  | Total Cost** |
| Data Analytics Short Course Online   | \$100  | \$4,400  | \$4,500      |
| Data Analytics Bootcamp Online   | \$100  | \$16,350 | \$16,450     |
| Digital Marketing Short Course Online  | \$100  | \$4,400  | \$4,500      |
| Data Science Short Course Online   | \$100  | \$4,400  | \$4,500      |
| Data Science Bootcamp Online   | \$100  | \$16,350 | \$16,450     |
| Front-End Web Development Short Course Online  | \$100  | \$4,400  | \$4,500      |
| JavaScript Development Short Course Online   | \$100  | \$4,400  | \$4,500      |
| Product Management Short Course Online   | \$100  | \$4,400  | \$4,500      |
| Python Programming Short Course Online   | \$100  | \$4,400  | \$4,500      |
| React Development Short Course Online  | \$100  | \$4,400  | \$4,500      |
| Software Engineering Bootcamp Online   | \$100  | \$16,350 | \$16,450     |
| User Experience Design Short Course Online   | \$100  | \$4,400  | \$4,500      |
| User Experience Design Bootcamp Online   | \$100  | \$16,350 | \$16,450     |
| Visual Design Short Course Online  | \$100  | \$3,400  | \$3,500      |
| <p>*Registration or application fee may be refundable under the terms of state’s refund policies.<br/> **Charges for the period of attendance and the entire course.</p> |  |          |              |

## Financial Assistance

### Payment Policy and Payment Plan Options

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 (or \$500 for EdAid Deferred Interest Payment Plan) 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 are allowed to request a payment plan unless a student is enrolled in a 1-week course or shorter. These payment plans must be approved by General Assembly during the enrollment process. 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. These plans are a form of self-payment and don't have any associated fees or interest when paid off prior to the end of the course.

All students make an upfront payment within 24 hours of enrollment, covering the registration/application fee and tuition deposit. They can then split their tuition into two, three, or four installments due prior to the date of completion. Please refer to the [Student Financing Handbook](#) for details on terms and conditions, as well as the application process.

Timing of payments will vary based on the place of residency and the date of the previous invoice. For example, for students based in Washington, D.C., the first payment is due seven days after the course start date instead of seven days before. Enrolling after the initial installment due date will require full payment at the time of enrollment. If a student holds an outstanding balance after the course's end date, a one-time \$75 late fee may be applied and a 1.5% interest charge on the total due may be accrued each month thereafter.

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 on 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.

*\*For students based in Washington, D.C., first payment is due 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 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 the 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. Third-party sponsor payment forms can be obtained upon request from an applicant's Admissions Specialist.

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

canceled, 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 until all charges on their account are paid in full.

- Students may be assessed a late fee 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.

## Loans

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

GA does 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 in the [Student Financing Handbook](#) or website @ <https://generalassemb.ly/how-we-work/financing>.

If a student receives a loan to pay for their educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund.

## 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.

## Legal Considerations

### Terms Of Service & Privacy Policy

General Assembly's [Terms of Service](#) govern the use of the website and services, and the [Privacy Policy](#) describes how and why we process your data.

Additional consumer information, including student data disclosures required by state law in California, can be found on General Assembly's website at <https://generalassemb.ly/regulatory-information>.

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



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Daniele Grassi, CEO

February 9, 2024

Date

## Appendix A: Ownership & Management

### Board of Directors

Daniele Grassi

Megan Yeomans

Gaëlle de la Fosse

### Ownership

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

### Senior Leadership Team

Daniele Grassi, Chief Executive Officer

Megan Yeomans, Senior Vice President, Finance

John Madigan, Vice President, Consumer Operations

Edward Shiplee, Vice President, Admissions

Jourdan Hathaway, Senior Vice President, Marketing

Marjan Mashhadi, Senior Vice President & General Counsel

Danielle Chircop, Senior Vice President, Product

Amy Schneider, Vice President, Human Resources

Gerald Robinson, Vice President, Tax

Jeffrey Bennett, Senior International Tax Manager

### Duties

General Assembly is governed by a board of directors.

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

### VA School Certifying Official

Cristina Rodriguez, [sco@ga.co](mailto:sco@ga.co)

## Appendix B: Locations

### Administrative and Headquarters

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

#### New York

915 Broadway, 3<sup>rd</sup> floor  
New York, NY 10010  
[hello@generalassemb.ly](mailto:hello@generalassemb.ly)  
1-917-722-0237

#### Washington, D.C.

915 Broadway, 3<sup>rd</sup> floor  
New York, NY 10010  
[dc@generalassemb.ly](mailto:dc@generalassemb.ly)  
1-202-517-1777

#### Texas

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

#### Washington

915 Broadway, 3<sup>rd</sup> floor  
New York, NY 10010  
[seattle@generalassemb.ly](mailto:seattle@generalassemb.ly)  
1-206-258-7033

#### Georgia

915 Broadway, 3<sup>rd</sup> floor  
New York, NY 10010  
[atlanta@generalassemb.ly](mailto:atlanta@generalassemb.ly)  
1-404-334-7858

#### Colorado

915 Broadway, 3<sup>rd</sup> floor  
New York, NY 10010  
[denver@generalassemb.ly](mailto:denver@generalassemb.ly)  
1-303-963-9936

#### Utah

915 Broadway, 3<sup>rd</sup> floor  
New York, NY 10010  
[slc@generalassemb.ly](mailto:slc@generalassemb.ly)  
1-917-722-0237

#### California

915 Broadway, 3<sup>rd</sup> floor  
New York, NY 10010 for Online  
&  
225 Bush St., 5th floor  
San Francisco, CA 94104  
[sf@generalassemb.ly](mailto:sf@generalassemb.ly)  
1-213-263-4147

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

### Faculty

General Assembly employs both full- and part-time faculty. The following faculty will be teaching courses beginning in Spring 2023. Additional faculty will be hired throughout the year.

| California Instructors |  |  |                                   |                     |
|------------------------|--|--|-----------------------------------|---------------------|
| Instructor             | Course                                     | Degree   | Institution                       | Years of Experience |
| Alcántara, Freddy      | User Experience Design Bootcamp Online     | User Experience Design Bootcamp                              | General Assembly                  | 23                  |
| Anastasio, Joseph      | User Experience Design Short Course Online | BA in Psychology   | Marymount Manhattan College       | 10                  |
| Anderson, Nicholas     | User Experience Design Bootcamp Online     | BA in Interactive Media Design                               | Art Institute of Colorado         | 8                   |
| Bailey, Weston         | Software Engineering Bootcamp Online       | BM Music   | Cal State University Northridge   | 5                   |
| Bell, Rome             | Software Engineering Bootcamp Online       | Full Stack Web Development                                   | App Academy                       | 4                   |
| Berman, David          | Data Analytics Bootcamp Online             | MS in Management Information Systems                         | Nova Southeastern University      | 7                   |
| Bernier, Arthur        | Software Engineering Bootcamp Online       | BS in Management   | University Of Phoenix             | 10                  |
| Book, Timothy          | Data Science Bootcamp Online               | MS in Statistics, BS in Mathematics, BS in Statistics        | The Ohio State University         | 4                   |
| Bunce, Alison          | User Experience Design Short Course Online | BS, International Trade and Marketing for Fashion Industries | Fashion Institute of Technology   | 7                   |
| Burke, Julianne        | User Experience Design Bootcamp Online     | BFA in New Media Design                                      | Rochester Institute of Technology | 4.5                 |
| Butler, Henry          | Data Science Bootcamp Online               | BA - Economics, MS - Applied Economics                       | Johns Hopkins University          | 7                   |



| California Instructors |   |   |   |                     |
|------------------------|---|---|---|---------------------|
| Instructor             | Course  | Degree  | Institution                             | Years of Experience |
| Calderon , Guillermo   | User Experience Design Bootcamp Online        | Bachelor of Arts in Creative Writing                    | University of Central Florida           | 8                   |
| Caldon, Nigel          | Data Analytics Bootcamp Online                | MS in Economics   | New York University                     | 18                  |
| Carroll, Jordan        | User Experience Design Bootcamp Online        | User Experience Design Bootcamp                         | General Assembly                        | 8                   |
| Chang, Kenneth         | Software Engineering Bootcamp Online          | BA in Political Science                                 | University of California, Santa Barbara | 7                   |
| Chen, Iun              | Data Analytics Short Course Online            | Bachelors of Business Administration (BBA) in Marketing | Pace University                         | 8                   |
| Clark, James           | Software Engineering Bootcamp Online          | Web Development Bootcamp                                | General Assembly                        | 7                   |
| Cobb, Dominic          | Software Engineering Bootcamp Online          | Software Engineering Bootcamp                           | General Assembly                        | 2                   |
| Deitrick, Andrew       | Software Engineering Bootcamp Online          | BA Philosophy, BA English                               | Christopher Newport University          | 10                  |
| Doulatshahi, Paul      | Front End Web Development Short Course Online | BS in Finance   | Georgetown University                   | 7                   |
| Draper, Scott          | Software Engineering Bootcamp Online          | BA, Business Administration and Management,             | Utah State University                   | 3                   |
| Draz, Kareem           | Software Engineering Bootcamp Online          | BSc Bachelors of Science Petroleum Engineering          | University of Alberta                   | 2                   |
| Fithian, Eric          | Software Engineering Bootcamp Online          | Psychology  | Columbia University                     | 5                   |
| Fleischmann, Zachary   | Software Engineering Bootcamp Online          | BA in International Studies                             | American University                     | 7                   |

| California Instructors |  |   |   |                     |
|------------------------|--|---|---|---------------------|
| Instructor             | Course                                 | Degree  | Institution                                 | Years of Experience |
| Fryar, Anson           | Data Analytics Bootcamp Online         | BS in Arts and Entertainment Technologies                                 | University of Texas                         | 6                   |
| Haff, James            | Software Engineering Bootcamp Online   | Education and Chemistry BA  | Illinois State University                   | 13                  |
| Hamilton, Nicole       | Software Engineering Bootcamp Online   | AA in Humanities  | Lake Tahoe Community College,               | 2                   |
| Hannan, Casey          | Software Engineering Bootcamp Online   | BA in Music, Graduate Certificate in Applied Statistics, Masters in Music | University of Connecticut                   | 5                   |
| Hashimi, Hosai         | User Experience Design Bootcamp Online | BA in Studio Art; MA candidate in Teaching; UX/UI Certificate             | University of California - Irvine           | 5                   |
| Heidelberg, Billie     | Software Engineering Bootcamp Online   | Web Development Bootcamp  | General Assembly                            | 5                   |
| Higley, Elyse          | Data Analytics Short Course Online     | MS, Data Analytics  | Georgia Institute of Technology             | 9                   |
| Hinn, Rod              | User Experience Design Bootcamp Online | MA in Teaching  | Monterey Institute of International Studies | 6                   |
| Holder, Salim          | Digital Marketing Short Course Online  | BS- Marketing; MBA - Marketing, Strategy, Entrepreneurship                | University of Rochester                     | 3                   |
| Hovhannisian, Nareh    | User Experience Design Bootcamp Online | BA in Anthropology  | University of California Santa Cruz         | 6                   |
| Jackson, Britni        | Product Management Short Course Online | BA in Psychology  | Long Island University, C.W. Post           | 10                  |
| Jacobs, John           | Software Engineering Bootcamp Online   | BS in Biology   | Jacksonville State University               | 4                   |

| California Instructors |  |   |  |                     |
|------------------------|--|---|--|---------------------|
| Instructor             | Course                                     | Degree  | Institution                              | Years of Experience |
| Keohan, Joe            | Software Engineering Bootcamp Online       | Web Development Bootcamp                          | General Assembly                         | 1.5                 |
| Klimowich, Eric        | Software Engineering Bootcamp Online       | BA in Anthropology, MA in Curriculum & Teaching   | Columbia University                      | 2                   |
| Lackey, Michael        | Software Engineering Bootcamp Online       | Software Engineering Bootcamp                     | General Assembly                         | 3                   |
| Locke, Sean            | Visual Design Short Course Online          | BA in Visual Studies                              | University of California, Berkeley       | 20                  |
| Manley, Benjamin       | Software Engineering Bootcamp Online       | Software Engineering Bootcamp                     | General Assembly                         | 0                   |
| Manning, Benjamin      | Software Engineering Bootcamp Online       | BS in Psychology                                  | Georgia State University                 | 3                   |
| McCollum, Quentin      | User Experience Design Bootcamp Online     | BA in Film & Media Studies                        | University of California – Santa Barbara | 18                  |
| Merced, Hector         | Software Engineering Bootcamp Online       | B.A. in Popular Culture Studies/Marketing Minor   | Bowling Green State University           | 3                   |
| Morales, Marcela       | User Experience Design Short Course Online | BFA in Graphic Design                             | Corcoran College of Art + Design         | 13                  |
| Mullins, Nicholas      | Software Engineering Bootcamp Online       | BA in Mass Communications                         | Middle Tennessee State University        | 1                   |
| Nelson, Jennifer       | Digital Marketing Short Course Online      | BA in English; MBA in International Business      | Nova Southeastern University             | 19                  |
| Ngo, Frederick         | Python Programming Short Course Online     | Bachelor of Applied Science, Computer Engineering | University of Toronto                    | 25                  |
| Oquendo, Julian        | Data Analytics Bootcamp Online             | BA Comp Lit and English                           | University of Virginia                   | 5                   |

| California Instructors   |  |  |                                   |                     |
|--------------------------|--|--|-----------------------------------|---------------------|
| Instructor               | Course                                     | Degree   | Institution                       | Years of Experience |
| Orta, Caitlyn            | User Experience Design Bootcamp Online     | BFA in Graphic Design                          | Rochester Institute of Technology | 7                   |
| Pastore, Michael         | Data Analytics Short Course Online         | BS in Journalism, MA in Information Technology | Harvard Extension School          | 3.5                 |
| Pereira-Roberts, Candace | Data Analytics Short Course Online         | Computer Information Systems                   | University of Texas at Austin     | 15                  |
| Pierson, Rebecca         | User Experience Design Short Course Online | Bachelor of Architecture                       | Pratt Institute                   | 7                   |
| Quirk, Brendan           | Software Engineering Bootcamp Online       | Software Engineering Bootcamp                  | General Assembly                  | 1.5                 |
| Reiswig, Matthew         | User Experience Design Short Course Online | BA in Mass Communication                       | University of Tulsa               | 10                  |
| Sakuma, Craig            | Data Science Short Course Online           | BS in Manufacturing Engineering, MBA           | University of Pennsylvania        | 20                  |
| Scott, Daniel            | Software Engineering Bootcamp Online       | BA in Business                                 | The University of Phoenix         | 7                   |
| Smith, Joshua            | Software Engineering Bootcamp Online       | BFA, MFA in Interdisciplinary Art              | Maryland Institute College of Art | 3                   |
| South, Christopher       | Software Engineering Bootcamp Online       | Software Engineering Bootcamp                  | General Assembly                  | 3                   |
| Stinson, William         | Software Engineering Bootcamp Online       | Software Engineering Bootcamp                  | General Assembly                  | 0                   |
| Sutton, Harvey           | Product Management Short Course Online     | Bachelor of Business Administration (BBA)      | Emory University                  | 13                  |
| Taubman, Jeremy          | Software Engineering Bootcamp Online       | MSEd in Secondary Education, Social Studies    | Hofstra University                | 5                   |

| California Instructors |  |  |                               |                     |
|------------------------|--|--|-------------------------------|---------------------|
| Instructor             | Course                                 | Degree   | Institution                   | Years of Experience |
| Tavarez, Magnardo      | Software Engineering Bootcamp Online   | Graphic Design                                       | CUNY, Bronx Community College | 6                   |
| Vang, Daniel           | User Experience Design Bootcamp Online | BA: Media Art and Graphic Design                     | Mt. Sierra College            | 4                   |
| Yang, Deja             | Software Engineering Bootcamp Online   | Computer Science                                     | University of Illinois        | 5                   |
| Yim, David             | Software Engineering Bootcamp Online   | Bachelor in Science - Industrial and Systems Science | Binghamton University         | 4.5                 |

**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, 1747 North Market Blvd., Suite 225, Sacramento, CA 95834. (916) 574-8900.

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:

#### **Mailing Address:**

Bureau for Private Postsecondary Education  
P.O. Box 980818  
West Sacramento, CA 95798-0818

#### **Physical Address:**

Bureau for Private Postsecondary Education  
1747 North Market Blvd., Suite 225  
Sacramento, CA 95834

Phone: (916) 574-8900

Toll Free: (888) 370-7589

Main Fax: (916) 263-1897

Licensing Fax: (916) 263-1894

Enforcement/STRF/Closed Schools Fax: (916) 263-1896

## Appendix D: Tuition Discount Chart

| Tuition Discount                                       | Tuition Discount  | Eligibility Criteria   | Application Instructions  |
|--|---|--|---|
| Alumni Discount  | A discount for alumni consisting of 50% off future short courses and 15% off bootcamps  | Apply for a different, additional General Assembly program after graduating from one in the past.<br>Be in good financial standing with GA.  | Provide a copy of your certificate of completion to an admissions specialist.   |
| Prepay Discount*                                       | \$450 for full-time programs<br>\$250 for part-time programs  | Students must select a paid-in-full plan and pay their tuition and fees by the earlier of:<br>a) Two weeks from when the EA is sent.<br>b) Two weeks prior to the course start date.   | Select the paid-in-full plan and speak with an admissions specialist.   |
| Veterans Discount                                      | 10% off any part-time or full-time course.  | Be a member or veteran 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 specialist. |
| Military Spouse Discount                               | 10% off any part-time or full-time course.  | Be a spouse of a member of the United States Armed Forces, National Guard and Reserves   | Email a copy of one of the following documents: the spouse's DD214, Leave and Earnings Statement (LES), or marriage certificate.                            |
| Community Tuition Discount                             | 20% off any part-time or full-time course.  | Nomination by a member of General Assembly's full-time staff or program faculty.   | Referral by a GA employee or teacher to an admissions specialist.   |
| Break the Glass Tuition Discount                       | \$1500 off one of the following courses:<br>Software Engineering Bootcamp Online (12 or 24 week), Data Science Bootcamp Online, Data Analytics Bootcamp Online  | Students must:<br>- Be 18 or older<br>- Self-identify as a woman, trans or genderqueer person<br>- Have a current income of less than \$40K (USD, CAD, SGD, AUD) OR £28k GBP / year.<br>-Have been admitted to one of the eligible bootcamp programs   | Students must self-identify gender identity and income during the admissions process by email to their admissions specialist.                               |
| Part-time Regular Staff Discount                       | First year of employment:<br>20% off part-time or full-time courses<br><br>After 1 year of employment:<br>1 free part-time online 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.   |
| Full-Time Regular Employee Discount                    | Short courses are free.<br>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 short 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.   |
| Active Instructors and Expert Network Members Discount | 20% off short courses and full-time courses.  | Eligibility includes any individual teaching a class, workshop, or course for GA (does not include Distinguished Faculty Members or FT Regular Employee instructors).<br><br>The instructor must be in good standing, have an active employment paperwork on file, and go through the standard | Instructor must have the discount approved by their manager.  |

| Tuition Discount   | Tuition Discount  | Eligibility Criteria   | Application Instructions  |
|--|---|--|---|
|  |   | admissions process.<br>Discount is contingent on course availability and completion of pre-work.   |   |
| Distinguished Faculty Member Discount  | Short courses are free.<br>Distinguished faculty who have been members for more than 6 months and are in good standing may also apply the cost of a short course to a full-time course (pending approval of program manager). | 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.<br>Discount is contingent on course availability and completion of pre-work. | Employment and discount verified through Manager.   |
| Government Employee Discount   | A 10% discount on short courses extended to federal, state, and local government employees  | Be employed by the government.   | Provide proof of employment with the government and have an email address ending in ".gov". |
| Non-Profit Employee Discount   | A 10% discount on short and bootcamp courses extended to non-profit employees   | Be a member of any non-profit / 501(c)(3) organizations.   | Provide proof of employment with non-profit and have an email address ending in ".org"      |
| Alumni Discounts (On-Demand)   | A discount for alumni of our On-Demand courses: Full credit from the original amount paid On-Demand class tuition for Short Course or Bootcamp equivalent courses.  | Be in good financial standing with GA<br>Have completed the On-Demand program.   | Provide a copy of your certificate of completion to an admissions specialist.               |
| * 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 day of class is capped at \$5,000, with the balance due by week 17. |   |  |   |



## Appendix E: 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 Short Course | 15-1299  |
| Data Analytics Short Course               | 15-2051.00   |
| Data Analytics Bootcamp                   | 15-2051.00   |
| Data Science Short Course                 | 15-2041.00   |
| Data Science Bootcamp                     | 15-2041.00   |
| Digital Marketing Short Course            | 11-2021.00, 15-1199.10, 11-2011.00, 11-2011.01, 13-1161.00 |
| Front-End Web Development Short Course    | 15-1134.00   |
| JavaScript Development Short Course       | 15-1134.00   |
| Product Management Short Course           | 15-1199.09   |
| Python Programming Short Course           | 15-1199.09   |
| React Development Short Course            | 15-1134.00   |
| Software Engineering Bootcamp             | 15-1134.00   |
| User Experience Design Short Course       | 27-1021.00, 27-1024.00, 27-1029.00, 17-2112.01             |
| User Experience Design Bootcamp           | 27-1021.00, 27-1024.00, 27-1029.00, 17-2112.01             |
| Visual Design Short Course                | 27-1024.00, 27-1019.00, 27-1014.00, 27-1011.00             |
| Product Management Short Course           | 15-1199.09   |

## Appendix F: Student Code of Conduct & Prohibited Behavior

General Assembly is a community of learners that exists on the basis of shared values and principles. All General Assembly community members are expected to uphold and abide by certain standards of conduct that form the basis of the Student Code of Conduct.

The philosophy and approach to student conduct is educational, focusing on student learning through individual growth and personal responsibility. The Student Code of Conduct applies to all individual students and all General Assembly-recognized student organizations.

For the purpose of applying the Code of Conduct, an individual is considered a student when an offer of admission has been extended. Therefore, if a student violates the Code of Conduct before a course begins, General Assembly reserves the right to apply the Code of Conduct to that behavior. If a student is still an active member of the community and participating in Career Services programming, General Assembly also reserves the right to apply the Code of Conduct to active alumni behavior. Additionally, a student who has permanently withdrawn or graduated may still be held accountable to the Code of Conduct for behavior that occurred before the withdrawal or graduation, even if the information was not brought to the General Assembly's attention before the withdrawal or graduation occurred.

The Code of Conduct may also apply to behavior that occurs online, via email, Slack, Zoom, or by other electronic means. Although General Assembly does not routinely search for policy violations online, if electronically shared information comes to General Assembly's attention, that information may be evaluated as to whether it violates the Code of Conduct and/or warrants further investigation.

Visitors are expected to abide by the Code of Conduct while on property owned or operated by General Assembly or at General Assembly-sponsored or -affiliated programs and events, both in person and online.

As a General Assembly student, if your activities result in violations of law, you are responsible for your actions and any consequences imposed by authorities outside of General Assembly. When student behavior violates the law and the Code of Conduct simultaneously, General Assembly reserves the right to invoke the conduct process independent of, and in addition to, any action by civil or governmental agencies. 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 the 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 Code of Conduct articulates behaviors that are prohibited or unacceptable because they do not align with the value of respect central to our community.

Prohibited behaviors include:

- **Bullying:** Repeated and/or severe behavior that is likely to intimidate or intentionally harm or control another person physically or emotionally, and which is not protected by freedom of expression. This includes behavior that may occur online (also known as cyberbullying), in person, by telephone, mail, or any other action, device, or method.
- **Hazing:** Method of initiation into or conduct of any student organization or group, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person.
- **Stalking:** Stalking is repetitive acts and/or communications targeted at an individual that would cause a reasonable person to fear for their safety or the safety of others, or to experience substantial emotional distress. Stalking may include repeatedly following, harassing, threatening, or intimidating another by telephone, mail, electronic communication, or any other action, device, or method. Incidents where

stalking may be sex-based are subject to the definitions and procedures outlined in the Sexual Misconduct policy and Equal Opportunity, Harassment, and Non-Discrimination policy.

- Physical Harm: Intentionally or recklessly (by action or inaction) causing physical harm or endangering the health or safety of any person or group of people.
- Threatening Behaviors: Written, verbal, or physical conduct that causes a reasonable expectation of injury to the health or safety of any person or damage to any property.
- Hindering Freedom of Expression or Movement: Hindering freedom of expression or of movement of any person or group of people.
- Disruptive Behavior: Verbal, written, or physical actions that cause a disruption to the orderly operation of General Assembly, other institutions or communities, or the lives of any person or group. This includes, but is not limited to, obstruction of teaching, administration, General Assembly events and activities, and interference with student staff, law enforcement, or emergency personnel.
- Hazardous Materials: Possessing, using, or distributing explosives (including fireworks and ammunition), guns (including air, BB, paintball, facsimile weapons, and pellet guns), or other weapons or dangerous objects such as arrows, axes, machetes, nun chucks, throwing stars, or knives, including the storage of any item covered under this section in a vehicle parked on General Assembly-owned or -operated property.
- Hazardous Behavior: Intentionally or recklessly engaging in behavior that may endanger the health, wellbeing, or safety of any person or group of people. This includes, but is not limited to, violating public health guidelines, dangerous pranks, tampering with electrical equipment, hanging out of, or climbing from, to, or on windows, balconies, roofs, etc.
- Inappropriate Public Conduct: Deliberately and publicly exposing one's intimate body parts, urinating, or defecating in public, or engaging in public sexual activity. This includes, but is not limited to, sexual activity in any campus area and/or online.
- Interfering With the Rights of Others: Interfering with the rights of others to enter, use, or leave any facility, service, or activity to which they have been accorded access.
- Retaliation: Any intentional adverse action taken against an individual who is participating, attempting to participate, or is perceived to be participating in some way in the conduct process including, but not limited to, by making a report or participating in an investigation. Retaliation includes, but is not limited to, verbal or implied threats, physical or psychological abuse, intimidation, harassment (verbal or written), or any other action intended to create a hostile environment for the intended target of the retaliation. In addition, isolation may constitute retaliation under this policy if the target of the isolation is deprived of an educational opportunity or benefit as a result of that isolation.
- Copyright Infringement: Downloading, sharing, using, or misusing copyrighted materials, including, but not limited to, General Assembly or organizational names and images, without authorization. This includes, but is not limited to, unauthorized distribution or public posting of an instructor's original assignments or course materials.
- Destruction or Damage: Destruction, damage, or defacing of General Assembly property or the individual property of another, regardless of intention.
- Unauthorized Possession of Property: Knowingly maintaining possession of property belonging to another person or entity without authorization or permission from the owner. This includes General Assembly owned furniture or equipment.
- Unauthorized Use of Credentials: Possessing or using an account, access code, or credentials assigned to another.
- Unauthorized Entry: Trespassing or making unauthorized entry into buildings, rooms, or property, both in person and in the online environment.
- Gambling: Gambling for money or other valuables on General Assembly property or in any General Assembly-owned or -operated building except as part of an authorized fundraising activity. Regardless of location, any gambling not permitted by law is a violation of this policy.
- Failure to Comply: Failing to comply with reasonable requests of General Assembly staff or of public health officials, law enforcement, or emergency personnel.
- Failure to Evacuate: Failing to exit immediately any building when an alarm has been activated or as directed by General Assembly or emergency personnel.

- **Tampering With Safety Equipment:** Tampering with, obstructing, displacing, or damaging of any fire or safety equipment including, but not limited to, alarms, alarm protectors, fire safety devices (such as smoke detectors, sprinklers, or carbon monoxide detectors), fire extinguishers, security cameras, emergency-exit signage, red window safety tabs, card-access devices, or any door-locking mechanism.
- **Violation of Law:** Any behavior that violates local laws that is not otherwise a violation of General Assembly policy.

## Appendix G: 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 H: Washington Faculty List

### Faculty

General Assembly employs both full- and part-time faculty. The following faculty will be teaching courses beginning in Spring 2023. Additional faculty will be hired throughout the year.

| Seattle            |   |   |                                     |                     |
|--------------------|---|---|-------------------------------------|---------------------|
| Instructor         | Course  | Degree  | Institution                         | Years of Experience |
| Alcántara, Freddy  | User Experience Design Bootcamp Online        | User Experience Design Bootcamp                       | General Assembly                    | 23                  |
| Anderson, Nicholas | User Experience Design Bootcamp Online        | BA in Interactive Media Design                        | Art Institute of Colorado           | 8                   |
| Bailey, Weston     | Software Engineering Bootcamp Online          | BM Music  | Cal State University Northridge     | 5                   |
| Book, Timothy      | Data Science Bootcamp Online                  | MS in Statistics, BS in Mathematics, BS in Statistics | The Ohio State University           | 4                   |
| Burke, Julianne    | User Experience Design Bootcamp Online        | BFA in New Media Design                               | Rochester Institute of Technology   | 5                   |
| Butler, Henry      | Data Science Bootcamp Online                  | BA - Economics, MS - Applied Economics                | Johns Hopkins University            | 7                   |
| Calderon, Javi     | User Experience Design Bootcamp Online        | Bachelor of Arts in Creative Writing                  | University of Central Florida       | 8                   |
| Carroll, Jordan    | User Experience Design Bootcamp Online        | User Experience Design Bootcamp                       | General Assembly                    | 8                   |
| Clark, James       | Software Engineering Bootcamp Online          | Web Development Bootcamp                              | General Assembly                    | 7                   |
| Doulatshahi, Paul  | Front End Web Development Short Course Online | BS in Finance   | Georgetown University               | 7                   |
| Draper, Scott      | Software Engineering Bootcamp Online          | BA, Business Administration and Management            | Utah State University               | 3                   |
| Fryar, Connor      | Data Analytics Bootcamp Online                | BA -Saxophone, studies in statistical Modeling        | The University of Texas at Austin 6 | 6                   |

|                     |  |   |   |    |
|---------------------|--|---|---|----|
| Hinn, Rod           | User Experience Design Bootcamp Online     | MA in Teaching                                    | Monterey Institute of International Studies | 6  |
| Hovhannisian, Nareh | User Experience Design Bootcamp Online     | BA in Anthropology                                | University of California Santa Cruz         | 6  |
| Jacobs, John        | Software Engineering Bootcamp Online       | BS in Biology                                     | Jacksonville State University               | 4  |
| Koehler, Jacob      | Python Programming Short Course Online     | Ph.D Education                                    | Columbia University                         | 12 |
| Lackey, Michael     | Software Engineering Bootcamp Online       | Software Engineering Bootcamp                     | General Assembly                            | 3  |
| Locke, Sean         | Visual Design Short Course Online          | BA in Visual Studies                              | University of California, Berkeley          | 20 |
| McCarthy, Alex      | Product Management Short Course Online     | Bachelor of Science, Chemical Engineering         | Texas A&M University                        | 16 |
| McCollum, Dan       | User Experience Design Bootcamp Online     | BA in Film & Media Studies                        | University of California – Santa Barbara    | 18 |
| Morales, Marcela    | User Experience Design Short Course Online | BFA in Graphic Design                             | Corcoran College of Art + Design            | 13 |
| Mullins, Nicholas   | Software Engineering Bootcamp Online       | BA in Mass Communications                         | Middle Tennessee State University           | 1  |
| Ngo, Frederick      | Python Programming Short Course Online     | Bachelor of Applied Science, Computer Engineering | University of Toronto                       | 25 |
| Riddle, Andrew      | Data Science Short Course Online           | Bachelor of Science, Astronomy                    | University of Illinois Urbana-Champaign     | 16 |
| Stinson, David      | Software Engineering Bootcamp Online       | Software Engineering Bootcamp                     | General Assembly                            | 0  |
| Sutton, Harvey      | Product Management Short Course Online     | Bachelor of Business Administration (BBA)         | Emory University                            | 13 |
| Yang, Lillian       | User Experience Design Bootcamp Online     | User Experience Design Bootcamp                   | NY Code + Design Academy                    | 5  |