

CATALOG

Texas



January 1, 2018 – December 24, 2019



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OUR STORY

Over the past two decades, the technology enabling the creation of online products has become cheaper and more effective, democratizing entrepreneurship while reshaping the job market. At the same time, design has come to play an increasingly important role in the creation of intuitive and differentiated user experiences. Business strategies and tactics have shifted to respond to an increasingly technological landscape.

Traditional educational institutions often do not offer the training necessary to enter this new workforce immediately, so the abundance of jobs in technology, design, and business can go unfilled. For students who do choose to pursue learning these skills on their own, the process can be a daunting, confusing, and lonely journey.

MISSION / OBJECTIVES

Our vision is a global community of individuals empowered to pursue work they love. Our mission is to build that community by transforming millions of thinkers into creators by:

- » Delivering best in class, practical education in technology, business, and design;
- » Providing access to opportunities that build skills, confidence, and freedom in one's career;
- » Building a global network of entrepreneurs, practitioners, and participants invested in each others success.

GOVERNANCE

General Assembly is governed by a Board of Directors.
A list of owners and Board members is attached as Appendix A.

APPROVALS

General Assembly is licensed by the Texas Workforce Commission, Career Schools and Colleges. Additional disclosures required by the Texas Workforce Commission are attached as Appendix B.

General Assembly is not accredited and does not participate in federal or state financial aid programs.

FACILITY AND EQUIPMENT

General Assembly's facilities meet ADA accessibility standards. All Campuses are equipped with dedicated classrooms, student lounge space, private conference rooms for group work and 1:1 meetings with instructional staff, on-floor restrooms, daytime storage for student belongings, and a full kitchen for Immersive student use. GA does not currently provide equipment for student use or loan. A laptop with an up-to-date operating system and wireless Internet capability is required for all of our courses.

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



HOLIDAYS

General Assembly is closed on the following federal holidays: New Year’s Day, Memorial Day, Independence Day, Labor Day, Thanksgiving Day, and Christmas Day.

Instructors may chose to reschedule class on the following dates with advance notice to students: Day After New Year’s Day, Martin Luther King Day, Presidents Day, Columbus Day, Veterans Day, Day after Thanksgiving. Opportunities to make up any material missed will be provided.

HOURS

CLASS HOURS

Monday – Friday	9:00 am – 9:00 pm
Saturday – Sunday	9:00 am – 5:00 pm

ADMINISTRATION HOURS

Monday – Friday 9:00 am – 6:00 pm

ENROLLMENT PERIOD

Courses are offered on a rolling basis and enrollment is open.

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

SCHOOL ADDRESS

General Assembly - Austin
600 Congress Ave
Austin, TX 78701

COURSES OFFERED

There are two categories of courses offered at GA: full-time immersive (program) courses and part-time (seminar) courses. GA's full-time immersive courses are designed to prepare students for a new career in their field of study. Part-time courses are designed to help students level up on a skillset and create an initial portfolio of work in their field of study. The part-time 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. Course availability at each location may vary. The maximum class size is 30 students and the average student-teacher ratio is 8:1 for our on-campus courses. Online courses extend to 35. All on-campus courses are taught in a classroom.

HTML, CSS & Web Design Circuit, Data Analysis Circuit, Digital Marketing Circuit, JavaScript Circuit, User Experience Design Circuit, and Web Development Immersive Remote are taught online and all projects are submitted and evaluated electronically. HTML, CSS & Web Design Circuit, JavaScript Circuit and Data Analysis Circuit are taught over a period of 10 weeks. Digital Marketing Circuit is taught over a period of 5 weeks. Web Development Immersive Remote is taught over a period of 13 weeks. Students receive all lessons and materials on the first day of class. Certificates of Completion are issued within 7 days of the end of the course.

Courses Offered	Course Length (Instructional Hours)	Type of Course	
		Seminar	Program
Android Development Immersive	420 hours / 12 weeks		✓
Data Analytics*	40 hours / 10 weeks or 1 week	✓	
Data Analysis Circuit (Online)	60 hours / 10 weeks	✓	
Data Science*	60 hours / 10 weeks	✓	
Data Science Immersive	480 hours / 12 weeks		✓
Digital Marketing*	40 hours / 10 weeks or 1 week	✓	
Digital Marketing Circuit (Online)	30 hours / 5 weeks	✓	
Front-End Web Development*	60 hours / 10 weeks	✓	
HTML, CSS & Web Design Circuit (Online)	60 hours / 10 weeks	✓	
JavaScript Development*	60 hours / 10 weeks*	✓	
JavaScript Circuit (Online)	80 hours / 10 weeks	✓	
Product Management*	40 hours / 10 weeks or 1 week	✓	
User Experience Design*	40 hours / 10 weeks or 1 week	✓	
User Experience Design Circuit (Online)	48 hours / 6 weeks	✓	
User Experience Design Immersive	400 hours / 10 weeks		✓
Visual Design*	32 hours / 8 weeks	✓	
Web Development Immersive	480 hours / 12 weeks		✓
Web Development Immersive Remote (Online)	455 hours / 13 weeks		✓

*Offered both in-person and remotely.

CLASS SCHEDULE

Immersive course hours run from 9:00 AM to 5:30 PM with an hour break for lunch. Part-time courses run from one to two days a week and course hours run from two to six hours a day. For all courses, a ten minute break is provided for every three hours of course instruction. *One hour of instructional time is defined as a sixty-minute period.*

ADMISSION POLICY AND PROCEDURE

ENTRANCE REQUIREMENTS AND ENROLLMENT DATES

Admission into any General Assembly course requires that the student have a high school diploma or equivalent (General Education Diploma – GED) or a diploma from an institution of higher education accredited by an accrediting association recognized by the U.S. Department of Education. General Assembly does not admit ability-to-benefit students.

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:

1. the admissions interview; and
2. receipt of prior education documentation; and
3. receipt of Test of English as a Foreign Language (TOEFL) examination score of an 80 or better for the Internet-based test and 550 or better for the paper-based test.

Course Specific Admissions Requirements

In addition, following are specific course requirements for admission:

Course	Course Specific Admissions Requirements
Data Science	Basic Statistics Experience Familiarity with Programming Fundamentals and Ruby Language
Data Science Immersive	Strong mathematical foundation, basic familiarity with programming concepts.
JavaScript Development	Basic Computer Skills Exposure to HTML, CSS, and JavaScript
Web Development Immersive and Web Development Immersive Remote	Basic HTML, CSS, JavaScript Experience Exposure to Ruby on Rails Completion of Web Development Fundamentals Issued During Admissions Process
Front-End Web Development	Basic Computer Skills
User Experience Design Immersive	Diagnostic Assessment
Android Development Immersive	Object Oriented Programming Fundamentals

REQUIRED EQUIPMENT

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

For our Web Development Immersive and Web Development Immersive Remote and iOS Development courses, however, all students are required to use Mac laptops. Web Development Immersive Remote 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 WDI students to be able to run Mac OS X 10.8 Mountain Lion and iOS Development students to be able to run Mac OS X 10.10 Yosemite or later. 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 are more efficient developer environments. 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.

ADMISSIONS PROCEDURE

Our admissions process comprises 5 steps and is designed to elicit the core traits we’ve seen help students succeed in and after the program:

STEP 1

After you submit an application, we review it and...

STEP 2

Move forward with select applicants to a phone interview. During the phone interview we are looking to understand more about your background and you’ll have the chance to ask us any questions you have. If the phone interview is successful we’ll move you on to...

STEP 3

Pre-admit work (if applicable to your course choice), and...

STEP 4

Set a date to interview with alumni or instructors (if applicable to your course choice). During the interview we may ask you brain teasers, logic questions, discuss the pre-admit work you completed, or ask you to describe or demonstrate skills covered in pre-admit work assignments.

STEP 5

Once you have completed all requisite steps in the process, you will receive confirmation of your admission from your admissions representative.

Each prospective student must provide documentation of:

Prior education documentation as outlined in the Admission Policy for the course of interest and, as applicable, documentation of the following experience:

Course	Course Specific Admissions Requirements
Data Science	Basic Statistics Experience Familiarity with Programming Fundamentals and Ruby Language
Data Science Immersive	Strong mathematical foundation, basic familiarity with programming concepts.
JavaScript Development	Basic Computer Skills Exposure to HTML, CSS, and JavaScript

Course	Course Specific Admissions Requirements
Web Development Immersive and Web Development Immersive Remote	Basic HTML, CSS, JavaScript Experience Exposure to Ruby on Rails Completion of Web Development Fundamentals Issued During Admissions Process
Front-End Web Development	Basic Computer Skills
User Experience Design Immersive	Diagnostic Assessment
Android Development Immersive	Object Oriented Programming Fundamentals

PRE-WORK REQUIREMENT FOR THE FOLLOWING COURSES

- » Android Development Immersive
- » Data Analytics
- » Data Science
- » Data Science Immersive
- » Front-End Web Development
- » JavaScript Development
- » Product Management
- » User Experience Design Immersive
- » Web Development Immersive
- » Web Development Immersive Remote

Our pre-work is up to 50 hours of work we give to students after they've been accepted and enroll in the program. It is designed to introduce you to many topics you'll touch upon again during the program. Completion of the pre-work is mandatory and ensures a baseline level of knowledge in each class. Mastery of each subject is not expected but we're hoping you will become excited by what you uncover and dig further.

If a student is unable to complete the work prior to the first day of the course and seeks to cancel enrollment, he or she should refer to the Cancellation Policy.

ADMISSIONS DEADLINE

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

FOREIGN TRANSCRIPT EVALUATION

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

TRANSFER OF CREDIT

General Assembly courses are not credit-bearing. General Assembly does not accept hours or credit 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 credit 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.

ANDROID DEVELOPMENT IMMERSIVE (PROGRAM)

Subject Hours: 420 hours / 12 weeks

Prerequisites: High school diploma or equivalent (General Education Diploma – GED) or a diploma from an institution of higher education accredited by an accrediting association recognized by the U.S. Department of Education

Course Description: Android development is one of the most sought after and hard-to-find skills in the tech world today. As an operating system, Android has grown significantly over the last 5 years. Over 1 billion Android devices shipped in 2014 alone, and it is estimated that there are 76 million Android users in the US (compared to an estimated 63 million iOS users). Because of this, more and more companies have begun to understand the value of having in-house Android development teams, but they have struggled to find Android developers. In their most recent 2015 reports, both GitHub and RedMonk list Java (the foundational language of Android development) as the world's 2nd most popular programming language; General Assembly's own 2015 jobs report (created in conjunction with Burning Glass) lists Java as the highest demand language in the Mobile job market.

In this 12-week course, students become junior-level Android developers by getting hands-on experience with Java, XML, Android Studio + SDK, Material Design, SQL, HTTP, REST, APIs, and other professional development skills. Students will develop their own ideas into functional Android apps, creating a portfolio of work, and embarking on the career path of an Android developer.

Course Outline

Subject	Subject Title	Lecture	Lab*	Ext.	Total
ADI101	Android Fundamentals	25	10		35
ADI102	Java, SQL, and Material Design	75	30		105
ADI103	HTTP, REST, and Networking	80	60		140
ADI104	Capstone Project	40	100		140
TOTAL					420

*Lab consists of project workshop time to work with peers or meet individually with instructors

ADI101

Android Fundamentals

Subject Hours: 35 hours (25 lecture hours, 10 lab hours)

Prerequisites: None

Subject Description: Dive into Android by creating a simple “to-do” list app, which will introduce you to core Android concepts including activities, views, intents, UI components, layouts, git, debugging, and prototyping.

ADI102

Java, SQL, and Material Design

Subject Hours: 105 hours (75 lecture hours, 30 lab hours)

Prerequisites: ADI101

Subject Description: Master Java and object-oriented programming fundamentals. Build an app that works with databases using SQL. Create interaction and interfaces based on Material Design guidelines.

ADI103

HTTP, REST, and Networking

Subject Hours: 140 hours (80 lecture hours, 60 lab hours)

Prerequisites: ADI102

Subject Description: Connect your apps to the internet by making REST calls and learning about threading and networking on Android. Implement Google Play services into your app.

ADI104

Capstone Project

Subject Hours: 140 hours (40 lecture hours, 100 lab hours)

Prerequisites: ADI103

Subject Description: Tie everything together and work closely with your peers to design and implement your own Google Play Store-ready app. Apply project management and design methodologies to build the best possible app.

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

- » Create several of their own Android apps, the last of which will be Google Play Store ready.
- » Program with Java and XML
- » Utilize Android Studio as an integrated development environment (IDE) to build their Android apps
- » Develop apps for multiple Android devices, including phones and tablets
- » Integrate Google Play services (e.g location, maps, analytics) into apps
- » Utilize Google’s Material Design guidelines and best practices in order to create beautiful and functional apps
- » Utilize third-party APIs and libraries
- » Manage the performance of an app based on how it uses memory and battery resources
- » Apply best practices to make code more readable, more efficient, and easier to work with by refactoring
- » Test and iterate an app’s concept and mechanics through various different prototyping methods: from paper to digital.
- » Work collaboratively with fellow developers in order to plan out an entire design sprint, from research, ideation, definition, and execution of an app idea.

DATA ANALYTICS (SEMINAR)

Subject Hours: 40 hours / 10 weeks or 1 week (40 hours consist of lecture time, in-person or online)

Prerequisites: High school diploma or equivalent (General Education Diploma – GED) or a diploma from an institution of higher education accredited by an accrediting association recognized by the U.S. Department of Education. Completion of a 15 hour online unit, Fundamentals of Data and Excel.

Course Description: Data is now an integral part of every organization. To be successful in today's data-driven world, all organizations need to learn how to leverage data to help make critical decisions. It is a requirement for every employee to know how to analyze, interpret and make defensible recommendations with data. In this course, you will learn how to use data to guide and inform your organization when making critical business decisions.

This course was created for digital marketers, sales managers, analysts and anyone else looking to learn the essentials of data analysis. You'll practice collecting, cleaning and analyzing data using Excel and SQL. Additionally, you'll be able to create data dashboards and various data visualizations to communicate insights using Excel and Tableau. This course will culminate in a presentation of your own data analysis of a self-selected dataset to your classmates and instructional team.

Unit 1: Exploring Data with Excel (10 hours)

Prepare, clean, reference, and perform statistical analysis on data from a variety of sources.

Unit 2: Managing Data with SQL (18 hours)

Query, aggregate, and manage data stored in databases.

Unit 3: Communicating Data Analysis with Tableau (12 hours)

Contextualize and communicate data analysis with dashboards, visualizations, and presentations.

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

- » Explain the value of data
- » Utilize statistics to describe a dataset and validate the analysis of data
- » Clean datasets using Excel's functionality
- » Analyze datasets using visualizations and pivot tables 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 efficiency SQL queries
- » Build compelling and clear visualizations in Tableau
- » Deliver effective presentations with data

**There is no additional charge for pre-work*

DATA ANALYSIS CIRCUIT (SEMINAR)

Subject Hours: 60 hours / 10 weeks (60 hours consist of online education)

Prerequisites: High school diploma or equivalent (General Education Diploma – GED) or a diploma from an institution of higher education accredited by an accrediting association recognized by the U.S. Department of Education

Course Description: This beginner-level, 10-week, mentor-driven, online course teaches students how to collect, analyze, and communicate about data.

Beginning with a primer on effective data analysis workflows, this course covers critical data manipulation and visualization processes.

For anyone who collects, analyzes, or needs to present using data, Data Analysis Circuit will put you ahead of the curve and turn you into an expert data storyteller. Each unit serves as one lesson.

Unit 1: Introduction to Data Analysis (6 hours)

Students learn how to make decisions with data using visual storytelling to make a compelling case and solve data-related problems

Unit 2: The Right Data (6 hours)

In Unit 2 students will learn about the spectrum of data sources and formats, and how to utilize Experiment Design to make sure they are gathering the right type of data

Unit 3: Relational Databases (6 hours)

Students learn about structures of relational databases, the basic principles of SQL, and how to perform basic SQL queries

Unit 4: Data Preparation (6 hours)

In Unit 4, students learn how to clean data for analysis, what null values are, and how null values factor into data

Unit 5: Statistical Methods (6 hours)

Students learn the basics of descriptive statistics for use in data analysis

Unit 6: Data Transformation (6 hours)

Students learn how to combine and manipulate data structures and about the usefulness of functions in data

Unit 7: Data Filtration (6 hours)

Students learn how to structure and display subsets of data

Unit 8: Design and Data (6 hours)

Students learn about how to use basic design principles maximize the effectiveness of your data visualization

Unit 9: Data and Narrative (6 hours)

Students learn about the use of narrative to tell a compelling story with processed data

Unit 10: Final Project (6 hours)

Students apply the concepts of data extraction, analysis, and visualization to extract noisy information from a SQL database. Students will then prepare, clean, and analyze that data in Microsoft Excel to create data visualizations and a final report that addresses a problem.

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

- » Formulate problems concerning data for analysis
- » Obtain and understand the data that's necessary to solve these problems
- » Prepare and manipulate data for the purposes of analysis
- » Analyze data through statistical and visual methods
- » Effectively communicate the outcome of your analysis through narrative
- » Connect visual representations of data analysis into a cohesive narrative

DATA SCIENCE (SEMINAR)

Subject Hours: 60 hours / 10 weeks (60 hours consist of lecture time in-person or online)

Prerequisites: High school diploma or equivalent (General Education Diploma – GED) or a diploma from an institution of higher education accredited by an accrediting association recognized by the U.S. Department of Education

Ever wonder how the Netflix recommendation engine works or how Amazon.com determines what items “you may also like”? These functionalities are designed by training a computer how to learn using the large amounts of data that exist in these systems.

Course Description: The 10-week data science course is a practical introduction to the interdisciplinary field of data science and machine learning, which is at the intersection of computer science, statistics, and business. You will learn to use the programming languages, tools, and technologies to help you acquire, clean, parse, and filter your data. A significant portion of the course will be a hands-on approach to the fundamental modeling techniques and machine learning algorithms that enable you to build robust predictive models about real-world data and test their validity. You will also gain practice communicating your results and insights about how to build systems that are more intelligent and take advantage of the data that you have (think recommendations systems or targeted ads).

Unit 1: Research Design and Exploratory Data Analysis (15 hours)

Introduction to Data Exploration and Machine Learning

Unit 2: Foundations of Data Modeling (18 hours)

Linear Regression, Evaluating Model Fit, Introduction to Classification

Unit 3: Data Science in the Real World (27 hours)

Decision Trees and Random Forests, Natural Language Processing, Dimensionality Reduction, Database Technologies

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

- » Acquire, clean, and parse large sets of data using R and/or Python
- » Choose the appropriate modeling technique to apply to your data
- » Programmatically create predictive data models using machine learning techniques
- » Apply probability and statistics concepts to create and validate predictions about your data
- » Communicate your results to an appropriate audience

DATA SCIENCE IMMERSIVE (PROGRAM)

Subject Hours: 480 hours / 12 weeks

Prerequisites: High school diploma or equivalent (General Education Diploma – GED) or a diploma from an institution of higher education accredited by an accrediting association recognized by the U.S. Department of Education and strong mathematical foundation, basic familiarity with programming concepts.

Course Description:

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

Data scientists and analysts sit at the intersection of statistics, technology, and business. Their job is to take large data sets and analyze them using different types of models and algorithms to gain insights and predict trends. The great thing about data is that it’s pertinent for every industry - from businesses, to nonprofits, to politics, data is what helps us make better decisions.

In this 12-week course, students will be able to apply statistics, programming, data analytics and modeling skills in different real world contexts to an entry-level job as a data scientist or data analyst.

Course Outline

Subject	Subject Title	Lecture	Lab*	Ext.	Total
DSI101	Data Wrangling	45	30		75
DSI102	Analyzing Data with Python	90	35		125
DSI103	Data Modeling & Algorithms	95	50		145
DSI104	Data Visualization and Presentation	50	85		135
TOTAL		280	200	0	480

*Lab consists of project workshop time to work with peers or meet individually with instructors

DSI101

Data Wrangling

Subject Hours: 75 hours (45 lecture hours, 30 lab hours)

Prerequisites: None

Subject Description: Collect, extract, query, clean, and aggregate data for analysis.

DSI102

Analyzing Data with Python

Subject Hours: 125 hours (90 lecture hours, 35 lab hours)

Prerequisites: DSI101

Subject Description: Perform visual and statistical analysis on data using Python and its associated libraries and tools.

DSI103

Data Modeling & Algorithms

Subject Hours: 145 hours (95 lecture hours, 50 lab hours)

Prerequisites: DSI102

Subject Description: Build, implement, and evaluate data science problems using appropriate machine learning models and algorithms.

DSI104

Data Visualization and Presentation

Subject Hours: 135 hours (50 lecture hours, 85 lab hours)

Prerequisites: DSI103

Subject Description: Use appropriate data visualization tools to communicate findings and learn to present clear and reproducible reports to stakeholders.

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

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

DIGITAL MARKETING (SEMINAR)

Subject Hours: 40 hours / 10 weeks or 1 week (40 hours consist of lecture time in-person or online)

Prerequisites: High school diploma or equivalent (General Education Diploma – GED) or a diploma from an institution of higher education accredited by an accrediting association recognized by the U.S. Department of Education

Course Description: The marketing landscape has changed. The question is no longer about whether or not your company needs to market itself online, but how your company can create the most impact by leveraging a range of digital marketing tools, tactics and techniques.

Whether you work for – or aspire to work for – a startup, agency or large organization, this course will rapidly provide you with the practical skills to create and manage powerful online marketing campaigns. The course provides individuals with a solid foundation in marketing fundamentals – from segmenting a market to developing customer insight – and combines it with hands-on training on developing engaging content, and paid and unpaid tactics for acquiring and retaining new users.

The course focuses on creating a balance between the qualitative aspects of developing a brand and the more quantitative aspects of marketing, such as market experimentation, statistics and analytics.

Unit 1: Digital Marketing Framework & Strategy (4 hours)

Business and Customer Strategy, Data-Driven Marketing

Unit 2: Digital Marketing & SEO (4 hours)

Digital Marketing Strategy, Channels, SEO

Unit 3: Paid Social & Advertising (4 hours)

Paid Search, Adwords, SEM, Paid Social

Unit 4: Content Marketing & Social (4 hours)

Content Strategy, Content Marketing, Social Media

Unit 5: Marketing Acquisition & Conversion Rate Optimization (4 hours)

Landing Pages, UX, Lead Gen, A/B Testing, Marketing Optimization

Unit 6: Customer Engagement & Retention (4 hours)

CRM, Email Marketing, Retargeting, Referrals, Winbacks

Unit 7: Analytics, Data, & Reporting (4 hours)

Metrics, Sources, KPI's, Google Analytics Deep Dive

Unit 8: Display, Facebook, or Mobile Deep Dives (4 hours)

Facebook Deep Dive, Display Programmatic, and Retargeting, Mobile Marketing Deep Dive

Unit 9: Storytelling & Budget Planning (4 hours)

Storytelling and Persuasion Marketing, Campaign Planning and Budgeting

Unit 10: Presentations & Next Steps (4 hours)

Presentations

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

- » Target and grow the right audience for a brand
- » Optimize a multi-channel marketing campaign using web analytics
- » Create engaging and high-impact content

DIGITAL MARKETING CIRCUIT (SEMINAR)

Subject Hours: 30 hours / 5 weeks (30 hours consist of online education)

Prerequisites: High school diploma or equivalent (General Education Diploma – GED) or a diploma from an institution of higher education accredited by an accrediting association recognized by the U.S. Department of Education

Course Description: Digital Marketing Circuit is a 5-week project-based, mentor-led, online course that teaches students how to plan, execute, measure, and optimize digital marketing campaigns across different channels.

Students will gain the knowledge and skills necessary to create a digital marketing strategy for your product or business, execute it across a number of channels, measure its performance and improve it over time.

Students learn how to acquire customers across web and mobile, using paid advertising, search engine optimization, content marketing and social media and understand how to convert and retain them using landing pages and email. They will be able apply analytics to measure and improve marketing campaigns. Each unit serves as one lesson.

Unit 1: GA's Digital Marketing Framework and the "Funnel" (6 hours)

General Assembly's method for planning a digital marketing campaign around clear objectives. Students will also explore how the digital marketing funnel has evolved.

Unit 2: Customer Acquisition and Channels (6 hours)

Focusing on the ways marketers use various channels to acquire new customers through paid and content marketing efforts.

Unit 3: Conversion and Retention Marketing (6 hours)

Students learn about lead generation techniques, how to optimize landing pages, and how email plays a key role in retention marketing efforts.

Unit 4: Measurement and Metrics (6 hours)

Unit 4 explores how digital marketers use data— where they find it and how they use it to measure a digital marketing campaign's success and to optimize campaigns.

Unit 5: Conversion and Retention Marketing (6 hours)

The final project is a culmination of the work done in each unit. Students will piece together the work done throughout the course in order to complete a digital marketing campaign brief that will prepare them for planning, running, executing, and measuring a real campaign.

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

- » Understand how the traditional marketing funnel has changed
- » Compare and contrast the various stages of the conversion funnel
- » Explore which elements of the traditional marketing funnel are still relevant to marketers
- » Compare and contrast paid and content marketing
- » Breakdown different paid advertising opportunities on social media
- » Identify how keywords can affect search engine optimization (SEO)
- » Explore how on-site marketing works and the ways to optimize those efforts
- » Understand the importance of email marketing to retention marketing
- » Understand the difference between metrics and KPIs
- » Identify the KPIs that matter most when measuring a campaign

FRONT-END WEB DEVELOPMENT (SEMINAR)

Subject Hours: 60 hours / 10 weeks (60 hours consist of lecture time in-person or online)

Prerequisites: High school diploma or equivalent (General Education Diploma – GED) or a diploma from an institution of higher education accredited by an accrediting association recognized by the U.S. Department of Education

Course Description: This 10-week course will introduce students to the basics of programming for the web using HTML, CSS, and JavaScript. This is a beginner course that 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 the behavior (JavaScript) of their website through these simple languages that make up the web.

Students will further gain an understanding of how the web works and be able to customize their sites using their own designs and ideas. You will finally be able to make that idea you've had a reality by putting it online for everyone to see.

Unit 1: HTML & CSS Basics (20 hours)

An introduction to building static web pages using HTML/CSS

Unit 2: Programming & JavaScript (20 hours)

And intro to programming basics with JavaScript

Unit 3: Building In Concert (20 hours)

Building websites and programming interactive solutions using HTML, CSS & JS 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 & 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 digital marketers

HTML, CSS & WEB DESIGN CIRCUIT

Part-time, Online (60 Hours / 10 Weeks)

This beginner-level, 10-week mentor-driven online course teaches students to build marketing collateral, such as landing pages and email.

Students will learn how to design sites that are both functional and beautiful, and layout information in a meaningful way using HTML and CSS.

The format of the course is split teaching visual design principles, and basic front-end web development. Each unit serves as one lesson.

Unit 1: Introduction to HTML and CSS

Learn the basics of HTML & CSS — the building blocks of the web — and create and host your first web page!

Unit 2: Design Foundations

Learn foundational design principles and tools, the iterative design process, and how to create design mockups.

Unit 3: Styling Pages with CSS

Dive deeper into CSS and create your first fully styled landing page.

Unit 4: Typography & Color Theory

Apply typographic principles like legibility and readability to enhance your site.

Unit 5: Page Structure & Layout

Design complex, modern sites and learn how to balance layout for content and navigation.

Unit 6: Navigation & Multi-column Layout

Build multi-column layouts with modern navigation elements.

Unit 7: Responsive Design & Mobile-first Principles

Design responsive sites and learn best practices for user experience on web versus mobile.

Unit 8: Media Queries & Responsive Development

Students learn to build a modern responsive site that works on web and mobile.

Unit 9: Final Project

Design and code a personal project of your choosing and present to your mentor for feedback and support.

Unit 10: Advanced Study: Responsive HTML Emails

Design and code beautiful, styled, responsive emails.

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

- » Explain how the web works
- » Learn how to critique and defend design decisions
- » Communicate the basic technical vocabulary with front-end digital marketers
- » Create the structure and style of a responsive website using HTML & CSS
- » Build a portfolio of marketing collateral students build for the mid-term and final projects

This course is not meant for individuals looking to master the front-end stack such as JavaScript and jQuery, nor is this course for those looking to build interactive and dynamic web applications using advanced programming languages. Our on campus course Front-End Web Development would be better suited for those needs.

JAVASCRIPT CIRCUIT (SEMINAR)

Subject Hours: 80 hours / 10 weeks (80 hours consist of online education)

Prerequisites: High school diploma or equivalent (General Education Diploma – GED) or a diploma from an institution of higher education accredited by an accrediting association recognized by the U.S. Department of Education.

Course Description: JavaScript is a popular and powerful programming language for the web that allows developers to create dynamic and interactive user experiences. With JavaScript, developers are able to add interactivity and effects that can set their web pages, products, and designs apart. In their most recent 2015 reports, GitHub and RedMonk list JavaScript as the world's most popular programming language. General Assembly's own 2015 jobs report created in conjunction with Burning Glass lists JavaScript as the web development skill with the highest demand in the job market. Interest in and demand for JavaScript skills continue to increase and show few signs of slowing down in the future.

In this 10 week course, students will learn the fundamentals of JavaScript with a focus on front-end development. For their final project students will develop an interactive web design showcasing their development skills for their portfolio.

Unit 1: JavaScript Fundamentals (8 hours)

Practice programmatic thinking, understand fundamental data types, and learn about arrays

Unit 2: Control Flow (8 hours)

Discover how conditional statements and loops are used to manipulate data stored in variables and arrays

Unit 3: Functions (8 hours)

Tap into fundamentals on how to create functions, pass parameters, return values, and understand variable scope.

Unit 4: Objects (8 hours)

Implement object-oriented programming in JavaScript. Learn how to create objects, use objects, and work with JSON data.

Unit 5: DOM Manipulation (8 hours)

Implement the DOM and discover the role of JavaScript in DOM manipulation. Explore events and how to use them

Unit 6: jQuery I (8 hours)

Get to know JQuery with this introduction on how to use JQuery for DOM manipulation

Unit 7: jQuery II (8 hours)

Dive deeper into using JQuery events and effects to manipulate, add, and remove DOM elements

Unit 8: APIs (8 hours)

Establish a core understanding of how APIs work and how to pull data from them

Unit 9: Deployment (8 hours)

Prototype your web application and learn how deployment and hosting works

Unit 10: Final Project (8 hours)

Test your knowledge of JavaScript by adding interactivity and functionality to a web page to pull data from a third party site or app

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

- » Write well-structured and documented JavaScript that adheres to best practices
- » Add interactivity to websites by manipulating DOM elements based on user input
- » Utilize jQuery in order to speed up development of interactive features
- » Capture user input using browser events and store that input using variables.
- » Read API documentation, consume data from third-party APIs and present data to the user
- » Apply basic programming control structures, define functions and utilize comparison operators and understand the role of context and the use of the 'this' variable

JAVASCRIPT DEVELOPMENT (SEMINAR)

Subject Hours: 60 Hours / 10 weeks (60 hours consist of lecture time, in-person or online)

Prerequisites: High school diploma or equivalent (General Education Diploma – GED) or a diploma from an institution of higher education accredited by an accrediting association recognized by the U.S. Department of Education and exposure to HTML and CSS.

JavaScript has enjoyed tremendous growth over the past few years, both in its utility as a technology and value as a skill in the job market. JavaScript has long been the only programming language that can be run natively in a web browser. It is now also being used to program everything from servers to mobile devices to microcontrollers. In their most recent 2015 reports, GitHub and RedMonk list JavaScript as the world's most popular programming language and General Assembly's own 2015 jobs report created in conjunction with Burning Glass lists JavaScript as the web development skill with the highest demand in the job market. Interest in and demand for JavaScript skills continue to increase and show few signs of slowing down in the future.

JavaScript Development is a 10-week, part-time course that will teach students a set of intermediate front-end development skills using JavaScript, jQuery, Git and GitHub and the command line. For the final project, students will build a modern, single-page web application that utilizes industry best practices.

Unit 1: JavaScript Fundamentals of JavaScript (15 hours)

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

Unit 2: The Browser & APIs (15 hours)

Use JavaScript to interact with the browser, the DOM and APIs.

Unit 3: Persisting Data and Advanced Topics (15 hours)

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

Unit 4: Building and Deploying your App (15 hours)

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

By the end of this course, students will learn

- » To work with JavaScript, jQuery, the browser and the DOM
- » The fundamentals of JavaScript frameworks and libraries
- » The fundamentals of object-oriented programming to position students to more easily another object-oriented languages
- » How to consume data from APIs and persist data using a back-end-as-a-service provider like Parse or Firebase
- » How to build a modern, single-page application using common design patterns

PRODUCT MANAGEMENT (SEMINAR)

Subject Hours: 40 hours / 10 weeks or 1 week (40 hours consist of lecture time in-person or online)

Prerequisites: High school diploma or equivalent (General Education Diploma – GED) or a diploma from an institution of higher education accredited by an accrediting association recognized by the U.S. Department of Education.

Course Description: Being able to take an idea and turn it into a product that changes the way people perform a task on a day-to-day basis requires a certain discipline. Many things have to be taken into consideration: from business requirements, to user needs, and technical obstacles. That's where Product Managers come in. Product Managers are often described as the voice of the user, ensuring that every business decision or technical consideration maps back to solving a customer problem.

Product Managers understand the users, the market, and their organizations better than anyone; this allows them to create products and features that succeed in the real world.

In this 10-week 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 (4 hours)

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

Unit 2: Understanding your Customer (4 hours)

Get to know the customer development process and distill user research into key findings.

Unit 3: Defining Product Features (4 hours)

Conduct a competitive analysis for getting product market fit.

Unit 4: Defining Product Designs (4 hours)

Identify different methods of wireframing and discover usability testing approaches.

Unit 5: Communicating your Idea (4 hours)

Develop messaging and presentation best practices.

Unit 6: Planning for Execution (4 hours)

Explore product roadmaps and common tools for tracking key metrics.

Unit 7: Agile (4 hours)

Get to know various development methodologies and common Agile terminology.

Unit 8: Tech for PMs (4 hours)

Communicate with web developers to manage resource constraints.

Unit 9: Stakeholder Management (4 hours)

Develop communication strategies for dealing with different stakeholders.

Unit 10: Presentation (4 hours)

Understand an overview of the PM job market and identify potential growth paths.

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

- » Clearly describe the role of a product manager
- » Effectively determine key risks and assumptions of a given product in order to test it
- » 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
- » Demonstrate understanding of basic Agile principles; effectively deliver well-constructed user stories with acceptance criteria
- » Create wireframes, MVPs, and basic prototypes in order to test assumptions
- » Utilize usability tests and other user research tactics
- » Speak fluently with developers in regards to technology and technical constraints
- » Measure a product's success and track its lifecycle

USER EXPERIENCE DESIGN (SEMINAR)

Subject Hours: 40 hours / 10 weeks or 1 week (40 hours consist of lecture time in-person or online)

Prerequisites: High school diploma or equivalent (General Education Diploma – GED) or a diploma from an institution of higher education accredited by an accrediting association recognized by the U.S. Department of Education.

Course Description: What is user experience design? In simple terms, user experience design shapes how you feel while interacting with something. You can affect it by changing the look, language and feedback of a system across platforms.

Take the experience of getting a ride, for example. There is a huge difference between how it feels to try to hail a taxi in a crowded street versus having a black car waiting to drive you around. A user experience designer's goal is to emulate the feeling of the latter through their design and technology.

Building great user experiences requires listening and empathy. In this 10-week course students learn the tools and techniques to make your digital products delightful for users.

Unit 1: Design Process (4 hours)

Introduction to the user experience design process

Unit 2: Rapid Prototype (10 hours)

Build a low fidelity prototype by using the tools and practices of user experience designers

Unit 3: Hi-Fidelity Prototype (14 hours)

Build a high fidelity prototype

Unit 4: Refine (4 hours)

Design an onboarding experience and first time use experience

Unit 5: Presentations & Next Steps (8 hours)

UX mini project and final presentations

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

- » Apply user experience best practices as they think, analyze, and design to effectively solve problems.
- » Conduct effective user research and perform usability tests
- » Produce full UX documentation deliverables, including:
 - Personas
 - Competitive assessment documents
 - Feature Prioritization
 - Wireframes and, potentially, a clickable prototype
- » Define all possible interactions as a person moves through the structure, functionality and appearance of software interfaces.
- » Analyze and critique the designs of others

USER EXPERIENCE DESIGN DESIGN CIRCUIT (SEMINAR)

Subject Hours: 48 hours / 6 weeks (48 hours consist of online education)

Prerequisites: High school diploma or equivalent (General Education Diploma – GED) or a diploma from an institution of higher education accredited by an accrediting association recognized by the U.S. Department of Education.

Course Description: This 6-week, mentor guided, online course is designed to introduce students to the concepts of User Experience Design and teach them how to apply these concepts to create products that will delight their users. Learn to create better experiences by understanding the problems and motivations of your users and to validate and improve product ideas through testing and feedback.

Take the experience of getting a ride, for example. There is a huge difference between how it feels to try to hail a taxi in a crowded street versus having a black car waiting to drive you around. A user experience designer's goal is to emulate the feeling of the latter through their design and technology.

During the course students will complete the entire iterative UX design process with guidance and mentorship from a UX expert who will answer their questions and provide feedback as they work towards creating and testing a clickable prototype.

Unit 1: Principles and Process (9 hours)

Intro to UX and UX Analysis

Unit 2: UX Toolkit (6 hours)

Creating Wireframes and Prototypes

Unit 3: Best Practices for Design Patterns (33 hours)

Designing Effective Forms, Designing Search and Results, Designing Navigation, Homepages, email, social media

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

- » Apply user experience best practices as they think, analyze, and design to effectively solve problems.
- » Conduct effective user research and perform usability tests
- » Produce full UX documentation deliverables, including:
 - Personas
 - Competitive assessment documents
 - Feature Prioritization
 - Wireframes and, potentially, a clickable prototype
- » Define all possible interactions as a person moves through the structure, functionality and appearance of software interfaces.
- » Analyze and critique the designs of others

USER EXPERIENCE DESIGN IMMERSIVE (PROGRAM)

Subject Hours: 400 hours / 10 weeks

Prerequisites: High school diploma or equivalent (General Education Diploma – GED) or a diploma from an institution of higher education accredited by an accrediting association recognized by the U.S. Department of Education.

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

A User Experience Designer is able to think outside the realm of what's "possible" in order to create experiences that address the needs of customers in a way that brings them joy and delight. This requires a great deal of empathy, imagination, and skill.

User Experience Design Immersive is designed to have students living and breathing user experience design. Made up of classes delivered by top practitioners, workshops meant to build students' portfolios, and social events that immerse students into the UX community, UXDI was made for those seriously looking to enter the world of user experience.

This 10-week immersive course will prepare students to think like designers, and approach problems creatively in order to design the next generation of great apps, websites, and digital products.

Course Outline:

Subject	Subject Title	Lecture	Lab*	Ext.	Total
UXDI101	The Lean Design Process	25	15		40
UXDI102	Wireframing & Information Architecture	75	30		105
UXDI 103	Interaction & Interface Design	50	30		80
UXDI 104	Mobile & Future of UX	60	20		80
UXDI 105	Working in the Real World	55	40		95
TOTAL		265	135	0	400

*Lab consists of project workshop time to work with peers or meet individually with instructors

UXDI101

Building a Minimal Viable Product

Subject Hours: 40 hours (25 lecture hours, 15 lab hours)

Prerequisites: Prescribed pre-work*

Subject Description: In this unit, students dive into the UX design process by creating an app prototype through user research, participatory design, sketching, and testing.

UXDI102

Discovery & User Experience Design

Subject Hours: 105 hours (75 lecture hours, 30 lab hours)

Prerequisites: UXDI101

Subject Description: In this unit, students apply the building blocks of user experience design to ecommerce websites through information architecture, wireframing, prototyping, and testing.

UXDI 103

Interaction & Interface Design

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

Prerequisites: UXDI102

Subject Description: In this unit, students will build a brand new product or feature for an existing brand by applying the entire design process of user research, building personas, ideation, sketching, interaction design, interface design, and prototyping.

UXDI104

Mobile & Future of UX

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

Prerequisites: UXDI103

Subject Description: In this unit, students will optimize a well-known product into a mobile & companion wearable app by utilizing Apple's human interface guidelines, Google's Material Design, and other mobile design

patterns.

UXDI105

Working in the Real World

Subject Hours: 95 hours (55 lecture hours, 40 lab hours)

Prerequisites: UXDI104

Subject Description: Collaborate with real clients, developers, and designers in order to apply the entire UX design process to a business problem, while exercising professional design skills like feature prioritization, client management, and project planning.

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

- » Identify the most effective methods of user research for any given project and how to implement it
- » Organize vast amounts of information, from articles in a magazine to items on an ecommerce site, in a way that makes sense to users
- » Design the behavior of digital products in order to support user goals
- » Communicate use of a digital tool through visual design to insure that users of that product can effectively interact with it
- » Articulate your thinking and process via words (written & verbal) and pictures (sketches, wireframes, decks)
- » Utilize business requirements and technical constraints/abilities in order to design products that can be launched successfully into the world
- » Work with a team of fellow designers, stakeholders, and programmers in order to create polished, functional, products and prototypes
- » Identify how to use specific design tools and visual design hacks
- » Translate wireframes and mockups into basic prototypes using front-end web development skills such as HTML, CSS, and JavaScript

**There is no additional charge for pre-work*

VISUAL DESIGN (SEMINAR)

Subject Hours: 32 hours / 8 weeks (32 hours consist of lecture time in-person or online)

Prerequisites: High school diploma or equivalent (General Education Diploma – GED) or a diploma from an institution of higher education accredited by an accrediting association recognized by the U.S. Department of Education.

Course Description: This 8-week course will introduce you to the theory, skills, and tools needed to design beautiful web and mobile products. This course was created for Developers, User Experience Designers, Product Managers, Digital Marketers, and anyone else looking to learn the essentials of visual design. You'll learn how to use layout, typography, color theory, and design thinking to create various elements of an identity system including a company logo, an email marketing template, a landing page, a responsive website, a presentation template, and a mobile app.

Unit 1: Design Discovery (4 hours)

Break down a brief into a design objective, strategy statement, and defined constraints

Unit 2: Composition (4 hours)

Use design principles and grid theory to create effective web page compositions

Unit 3: Color (6 hours)

Make effective color choices for the web

Unit 4: Typography (6 hours)

Use typography best practices to select typefaces, pair fonts, and create hierarchy

Unit 5: Art Direction & Images (6 hours)

Select images that support and enhance both the content and usability of a design

Unit 6: User Experience Design (6 hours)

Plan and execute designs using a user-centered approach

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

- » Apply an understanding of typography, color theory, and layout to create a collection of designs
- » Use industry-standard tools such as Photoshop and Illustrator to design high-fidelity mockups
- » Think through challenging user problems, come up with creative solutions, and mock them up in production-ready detail
- » Know the technical vocabulary to communicate with UI and Visual Designers

WEB DEVELOPMENT IMMERSIVE (PROGRAM)

Subject Hours: 480 hours / 12 weeks

Prerequisites: High school diploma or equivalent (General Education Diploma – GED) or a diploma from an institution of higher education accredited by an accrediting association recognized by the U.S. Department of Education and basic HTML, CSS, Javascript Experience with exposure to Ruby on Rails.

Course Description: A web developer that creates client-side web sites can only go so far without back-end logic. Creating web applications has never been simpler with Ruby on Rails. Yukihiro Matsumoto designed the Ruby programming language with the programmer in mind and wanted it to be easy, fun and productive. Using Rails, beginners can quickly create web applications that communicate with both the front-end of a site, and back-end data stores.

In this 12-week course, students become junior-level developers by building rails applications, developing their own ideas into functional web applications, creating a portfolio of their work, and embarking on the career path of a web developer. This course will give aspiring Ruby on Rails developers the confidence to build projects from start to finish at a professional level.

The focus of this course is learning to program in Ruby and creating Rails web applications. However, WDI as a whole focuses on teaching students how to be professional full-stack developers capable of building a scalable product with a team of developers. Therefore, in addition to teaching Rails, this course also includes lessons on computer science, JavaScript, command line basics, Git, GitHub, and database schemas.

Course Outline:

Subject	Subject Title	Lecture	Lab*	Ext.	Total
WDI101	Web Development Fundamentals	70	50		120
WDI102	JavaScript & APIs	60	60		120
WDI 103	Ruby on Rails and MVC Concepts	70	80		150
WDI 104	Computer Science Fundamentals	30	60		90
TOTAL		230	250	0	480

*Lab consists of project workshop time to work with peers or meet individually with instructors

WDI101

Web Development Fundamentals

Subject Hours: 120 hours (70 lecture hours, 50 lab hours)

Prerequisites: Prescribed pre-work*

Subject Description: Master browser technologies like HTML, CSS, Canvas, and JS and learn to layout and design quality user interfaces. Understand the basics of how web apps work, and use this knowledge to begin to explore APIs and full-stack applications.

WDI102

JavaScript & APIs

Subject Hours: 120 hours (60 lecture hours, 60 lab hours)

Prerequisites: WDI101

Subject Description: Build secure, well-documented APIs using a Node.js framework, and interact efficiently with a database. Keep developing skills in more complex JavaScript frameworks that let you add more interactivity to your app.

WDI 103

Ruby on Rails and MVC Concepts

Subject Hours: 150 hours (70 lecture hours, 80 lab hours)

Prerequisites: WDI102

Subject Description: Learn the fundamentals of Ruby on Rails and understand the MVC design patterns that underlie much of the web. Dive even deeper into JavaScript browser frameworks.

WDR104

Computer Science Fundamentals

Subject Hours: 80 hours (30 lecture hours, 60 lab hours)

Prerequisites: WDR103

Subject Description: Tie everything together and take time to solidify the core concepts you've learned. Dive into computer science fundamentals and attend advanced sessions based on your interests.

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

- » Apply CSS to HTML sites to separate content from presentation/style

- » Build custom apps by integrating routing, controllers, views, and databases using Ruby on Rails
- » Describe how the integration of JavaScript and Rails works to make your application interactive
- » Write JavaScript that allows the browser to communicate with the server without reloading the current page, to do things like validate or save form input and refresh images
- » Build functionality based on tests by applying test driven development techniques (TDD/BDD) using RSpec
- » Describe what an API is and how to retrieve data from various third party APIs
- » Create more efficient and elegant solutions to problems by applying fundamental computer science concepts to applications
- » Explore and assess the advantages of alternative database solutions (i.e. NoSQL)
- » Create more structured and maintainable code by applying JavaScript frameworks such as Backbone.js, Node.js, etc. to your applications
- » Make sure your application is secure by applying best practices to avoid site crashes and service attacks

**There is no additional charge for pre-work*

WEB DEVELOPMENT IMMERSIVE REMOTE (PROGRAM)

Subject Hours: 455 hours / 13 weeks

Prerequisites: High school diploma or equivalent (General Education Diploma – GED) or a diploma from an institution of higher education accredited by an accrediting association recognized by the U.S. Department of Education and basic HTML, CSS, Javascript Experience with exposure to Ruby on Rails.

Course Description: A web developer that creates client-side web sites can only go so far without back-end logic. Creating web applications has never been simpler with Ruby on Rails. Yukihiro Matsumoto designed the Ruby programming language with the programmer in mind and wanted it to be easy, fun and productive. Using Rails, beginners can quickly create web applications that communicate with both the front-end of a site, and back-end data stores.

In this 13-week online course, students become junior-level developers by building rails applications, developing their own ideas into functional web applications, creating a portfolio of their work, and embarking on the career path of a web developer. This course will give aspiring Ruby on Rails developers the confidence to build projects from start to finish at a professional level.

The focus of this course is learning to program in Ruby and creating Rails web applications. However, WDI Remote as a whole focuses on teaching students how to be professional full-stack developers capable of building a scalable product with a team of developers. Therefore, in addition to teaching Rails, this course also includes lessons on computer science, JavaScript, command line basics, Git, GitHub, and database schemas.

Course Outline:

Subject	Subject Title	Lecture	Lab*	Ext.	Total
WDI101	Front-End Development	70	45		115
WDI102	Server Side Applications	60	50		110
WDI 103	Mean Stack/Angular.js	80	70		150
WDI 104	Ruby on Rails	30	50		80
TOTAL		240	215	0	455

*Lab consists of project workshop time to work with peers or meet individually with instructors

WDI101

Front-End Development

Subject Hours: 115 hours (70 lecture hours, 45 lab hours)

Prerequisites: Prescribed pre-work*

Subject Description: Learn how to use technologies like HTML, CSS, JavaScript, and jQuery to build a front-end game. Apply foundational programming skills to game logic.

WDI102

Server Side Applications

Subject Hours: 110 hours (60 lecture hours, 50 lab hours)

Prerequisites: WDR101

Subject Description: Build a full-stack MVC web application in JavaScript and implement basic sign up/login of users with passwords. Store application data in a MongoDB database and deploy your application online so it's publicly accessible

WDI 103

Mean Stack/Angular.js

Subject Hours: 150 hours (80 lecture hours, 70 lab hours)

Prerequisites: WDI102

Subject Description: Craft thoughtful user stories and implement CRUD functionality in a RESTful Node.js API. Store application data in a NoSQL database and layout and style an application with well-formatted CSS.

WDR104

Ruby on Rails

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

Prerequisites: WDR103

Subject Description: Build a full-stack MVC web application in Ruby and implement basic sign up/login of users with passwords. Store application data in a SQL database and utilize an ORM to create a database table structure and interact with data stored in a relational database. Deploy your application online so it's publicly accessible.

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

- » Apply push and pull commands in Github
- » Describe and experiment with various relational database solutions (i.e. Postgres, MySQL, SQL)
- » Apply CSS to HTML sites to separate content from presentation/style
- » Build custom apps by integrating routing, controllers, views, and databases using Ruby on Rails
- » Describe how the integration of JavaScript and Rails works to make your application interactive
- » Write JavaScript that allows the browser to communicate with the server without reloading the current page, to do things like validate or save form input and refresh images
- » Build functionality based on tests by applying test driven development techniques (TDD/BDD) using RSpec
- » Describe what an API is and how to retrieve data from various third party APIs
- » Create more efficient and elegant solutions to problems by applying fundamental computer science concepts to applications
- » Explore and assess the advantages of alternative database solutions (i.e. NoSQL)
- » Create more structured and maintainable code by applying JavaScript frameworks such as Backbone.js, Node.js, etc. to your applications
- » Make sure your application is secure by applying best practices to avoid site crashes and service attacks

**There is no additional charge for pre-work*

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

Academic credit is measured in clock hours. One hour of instructional time is defined as a sixty-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 maintain satisfactory progress as follows:

4. Receive a passing grade on 80% of all homework assignments. Homework is graded on the basis of completion. To receive a passing grade on a homework assignment, students must complete 100% of the minimum tasks specified in that assignment.
5. Maintain consistent attendance as outlined in the Attendance section below. A passing grade in attendance will be given to students with no more than the allowed absences, depending on the program.
6. Receive a passing grade on all course projects.

Students are formally evaluated* for progress towards completion at the following point:



Course Length	Evaluation Point
30 hours / 5 weeks	15 hours / 2.5 weeks
32 hours / 8 weeks	16 hours / 4 weeks
40 hours / 10 weeks	20 hours / 5 weeks
48 hours / 6 weeks	24 hours / 3 weeks
48 hours / 10 weeks	24 hours / 6 weeks
60 hours / 10 weeks	30 hours / 5 weeks
80 hours / 10 weeks	40 hours / 5 weeks
100 hours / 10 weeks,	50 hours, 5 weeks
400 hours / 10 weeks	200 hours / 5 weeks
420 hours / 12 weeks	210 hours / 6 weeks
455 hours / 13 weeks	227.5 hours / 7.5 weeks
480 hours / 12 weeks	240 hours / 6 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.

4. Tuition must be paid in full by the end of the course to receive a letter of completion, unless other arrangements have been made with your Admissions Producer before the course starts.

**Students are informally evaluated by instructors every two weeks. Students in HTML, CSS & Web Design Circuit, Data Analysis Circuit, JavaScript Circuit, Digital Marketing Circuit, and User Experience Design Circuit are evaluated on a per-lesson basis.*

GRADING SYSTEM

Students are graded on an academic grading system:

Grade	Definition
4.0	Exceeds Expectations
3.0	Meets Expectations
2.0	Does Not Meet Expectations
1.0	Incomplete

PROBATION

For immersive courses, the following shall apply:

1. General Assembly shall place a student making unsatisfactory progress for the program at the end of a progress evaluation period (two weeks) on academic probation for the next progress evaluation period. If the student on academic probation achieves satisfactory progress for the subsequent progress evaluation period, but does not achieve the required grades to meet overall satisfactory progress for the program, the student may be continued on academic probation for one more progress evaluation period.
2. If a student on academic probation fails to achieve satisfactory progress for the first probationary progress evaluation period, the student’s enrollment shall be terminated.
3. The enrollment of a student who fails to achieve overall satisfactory progress for the program at the end of two successive probationary progress evaluation periods shall be terminated.

For part-time courses, the following shall apply:

General Assembly shall record a student's grades at the midpoint and end of each progress evaluation period. A student not making satisfactory progress at the midpoint shall be placed on academic probation for the remainder of the progress evaluation period. If the student does not achieve satisfactory progress by the end of the probationary period, the student's enrollment shall be terminated.

ATTENDANCE

With prior approval from General Assembly, students in full-time programs are permitted to miss up to 3 excused class meetings and students in part-time programs are permitted to miss up to 3 excused class meetings. Students in weekend format classes are permitted to miss 1 excused class meeting. Students in one-week courses must attend every class.

A class meeting is defined as the instructional hours provided on one calendar day. 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 its discretion. Unexcused absences are not permitted except in exceptional circumstances. Students who have been excessively absent may be withdrawn. Please refer to the Withdrawal Policy as outlined in the catalog.

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

General Assembly does not provide an interruption option.

TRANSFER

Admission to a General Assembly course or program is non-transferable. Students who wish to change courses or programs must elect to withdraw from their current course or program and then re-apply for, and enroll in the course of their choosing. Should a student elect to withdraw and then re-apply for enrollment in another course more than one time, Director approval is required for acceptance.

MAKE-UP WORK

No more than 5% of the total course time hours for a program may be made up.

Students who miss coursework due to an absence approved prior to the absence are responsible for making up missed coursework by the last day of class to receive a passing grade.

Students are encouraged to attend weekly Office Hours with their instructors, schedule timely 1:1 meetings with instructors to review missed content, and utilize the provided resources library (see "LIBRARY" section below).

General Assembly classes are generally not taped, archived, or offered on alternative schedules for students who miss classes.

COMPLETION

A Certificate of Completion is issued within 7 days of the end of the course to each student who has successfully fulfilled the General Assembly requirements of obtaining a "Pass" in a course and paid their tuition in full.

STUDENT RIGHTS

1. Students have the right to equal opportunity education and an educational experience free from discrimination or harassment based on sex, race, color; religion, ancestry, national origin, disability, medical condition, genetic information, marital status, sexual orientation 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. Should a student be disruptive to the community, he or she may be asked to leave. Examples of disruption include, but are not limited to, aggression or threats towards other students, instructors, or staff; illegal activities conducted or discussed on or around campus; the failure to observe classroom or campus conduct standards set forth by instructors or staff; or other behavior identified as disruptive to the learning environment of other students by instructors or staff. Students may also be withdrawn for academic violations, per General Assembly's withdrawal policy below.

General Assembly has a zero tolerance policy towards plagiarism and cheating. It is destructive to classroom culture, and exhibits a clear lack of respect for classmates, instructors, the company, and the greater community. Any work considered to have been plagiarized will not be accepted and will not count towards graduation requirements. If a project exhibits evidence of plagiarism or cheating, the student will not be able to display the project at a GA-sponsored class "science fair" or "meet & greet." Any student found plagiarizing or attempting to plagiarize will be disciplined accordingly (including but not limited to removal from class).

Students are to treat all members of the staff and other students with respect and dignity. A student who is caught cheating; willfully destroying school property; attending school under the influence of illegal and recreational drugs and/or alcohol; or exhibiting disruptive, insubordinate, boisterous, obscene, vulgar, or disrespectful behavior may be dismissed and prohibited from re-enrollment in another course. Students dismissed due to disruptive and/or disrespectful conduct will not be re-admitted to General Assembly.

EQUAL OPPORTUNITY

General Assembly is an equal opportunity organization and does not discriminate based on sex, gender identity and/or expression, race, color; religion, ancestry, national origin, disability, medical condition, genetic information, marital status, sexual orientation, or other categories protected by law of the states in which we operate. General Assembly strictly prohibits and does not tolerate sexual harassment or other unlawful harassment (including verbal, physical, or visual conduct) based on protected status. Individuals who believe they have been subject to or witnessed conduct that violates this policy should immediately notify the Regional Director. All complaints will be investigated and prompt corrective action will be taken, as appropriate. Interim measures may be taken, as appropriate, when a complaint is made. General Assembly prohibits retaliation against any individual who raises concerns under this policy or participates in an investigation. General Assembly will conduct its courses, services and activities consistent with applicable federal, state and local laws and regulations. Students who seek accommodations related to a disability should contact their Producer or Regional Director.

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

DIVERSITY AND INCLUSION VALUES STATEMENT

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

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

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

STUDENT SERVICES

ACADEMIC ADVISING

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

HOUSING

General Assembly does not provide student housing.

LIBRARY

Each General Assembly campus has a library which contains relevant reading and course materials for the school's classes. To checkout items from the library, students should speak directly with their course producer. Enrolled students are also given access to an online resource which houses course-specific learning resources and tools. General Assembly has a plethora of partnerships with vendors that allow students to get free or discounted licenses for any learning software products (i.e. Adobe, Axure, Tableau) that are required by the curriculum.

EMPLOYMENT ASSISTANCE

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

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

- » Resume
- » Digital Presence (GA Profile and LinkedIn)
- » Professional project/portfolio
- » Shareable way of tracking the job search
- » Attendance & participation in all Outcomes Programming
- » Being a job seeker at General Assembly grants you access to skill building & programming that will greatly enhance your ability to take control of your job search. This includes:
 - Hiring events
 - Employer referrals
 - GA Profiles & Job Board
 - Career development events & exposure to industry professionals such as: mock interviews, portfolio reviews, studio tours & panels
 - 1:1 support & office hours

General Assembly cannot and does not guarantee employment or salary. Student completion and job placement information for certain campuses is provided.

STUDENT RECORDS

Student transcripts and descriptions of courses offered are maintained permanently. All other school and student records will be maintained electronically for 50 years.

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

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

GRIEVANCE PROCEDURE

INTERNAL GRIEVANCE PROCEDURE

When a concern occurs, the student is asked to discuss the concern directly with his/her faculty member or course Producer who will attempt to resolve the situation. If a resolution does not occur, the student, faculty member, or course Producer should provide a written description of the concern to the Regional Director who will investigate the complaint and provide a prompt written response. General Assembly attempts to resolve all complaints within 30 days. The Regional Director's decision is final.

EXTERNAL GRIEVANCE PROCEDURES

Unresolved grievances may be directed to Texas Workforce Commission, Career Schools and Colleges, Room 226T, 101 East 15th Street, Austin, Texas 78778-0001, (512) 936-3100, texasworkforce.org/careerschools

CANCELLATION, WITHDRAWAL AND REFUND POLICY

GENERAL ASSEMBLY'S RIGHT TO CANCEL

1. General Assembly reserves the right to cancel or postpone a course date or to change a course location at any time. If this happens you will be entitled, at your discretion, to attend the course at the proposed later date, or to receive a full refund of any course fees you have already paid to attend the course on the original date and/or location.
2. General Assembly reserves the right to cancel an enrollment based on conduct violations prior to course start date. If you display threatening, abusive or dangerous behavior towards us or any of our staff or personnel, then we reserve the right to refuse to allow you to continue taking the course. In such circumstances you will not be entitled to a refund of any fees paid except as mandated by your state's refund policy and we reserve the right to prevent you from taking any course in the future if we feel that is necessary for the protection of our staff or personnel.
3. General Assembly reserves to cancel an enrollment if a student has failed to complete the pre-work required for course participation.

STUDENT'S RIGHT TO CANCEL

1. Cancellation occurs when the student provides a written notice of cancellation at the address of attendance stated on the enrollment agreement. This can be done by email or by hand delivery. The written notice of cancellation, if sent by mail, is effective when deposited in the mail properly addressed with proper postage.
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. In-person part-time courses (seminars) only: You have the right to cancel your course of instruction, without any penalty or obligation, through attendance at the first class session (the Course Start Date) or the seventh calendar day after enrollment (the execution date of this agreement), whichever is later. If the Enrollment Agreement is canceled, the school will refund the student any money he/she paid, less a registration or application fee within 30 days after the notice of cancellation is received.
4. Immersive, Circuits and Part-Time Remote (Residence) courses only: A full refund will be made to any student who cancels the enrollment contract within 72 hours (until midnight of the third day excluding Saturdays, Sundays and legal holidays) after the enrollment contract is signed. A full refund will also be made to any student who cancels enrollment within the student's first three scheduled class days, except that the school may retain not more than \$100 in any administrative fees charged, as well as items of extra expense that are necessary for the portion of the program attended and stated separately on the enrollment agreement.

WITHDRAWAL

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

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

- » The student notifies General Assembly in writing of the student's withdrawal or as of the last date of attendance, whichever is later. The failure of a student to immediately notify General Assembly in writing of the student's intent to withdraw may delay any applicable refund of tuition to the student.

- » General Assembly terminates the student's enrollment for failure to maintain satisfactory progress; failure to abide by the rules and regulations; absences in excess of maximum set forth by General Assembly; and/or failure to meet financial obligations to General Assembly. In these cases, the official termination date of enrollment shall be the student's last day in class. If a student has been withdrawn for failure to maintain satisfactory progress or for violations of General Assembly's attendance policy, the student can only be readmitted with the approval of the Regional Director into a future instance of the course after final grades have been issued for the original course.
- » The student has failed to attend class for 3 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 Regional Director.

REFUND POLICY

IMMERSIVE, CIRCUITS AND PART-TIME REMOTE (RESIDENCE) REFUNDS

Refund computations will be based on scheduled course time of class attendance through the last date of attendance. Leaves of absence, suspensions and school holidays will not be counted as part of the scheduled class attendance.

1. The effective date of termination for refund purposes will be the earliest of the following:
 - The last day of attendance, if the student is terminated by the school;
 - The date of receipt of written notice from the student; or
 - Ten school days following the last date of attendance.
2. If tuition and fees are collected in advance of entrance, and if after expiration of the 72 hour cancellation privilege the student does not enter school, not more than \$100 in any administrative fees charged shall be retained by the school for the entire residence program or synchronous distance education course.
3. If a student enters a residence or synchronous distance education program and withdraws or is otherwise terminated after the cancellation period, the school or college may retain not more than \$100 in any administrative fees charged for the entire program. The minimum refund of the remaining tuition and fees will be the pro rata portion of tuition, fees, and other charges that the number of hours remaining in the portion of the course or program for which the student has been charged after the effective date of termination bears to the total number of hours in the portion of the course or program for which the student has been charged, except that a student may not collect a refund if the student has completed 75 percent or more of the total number of hours in the portion of the program for which the student has been charged on the effective date of termination*.
4. Refunds for items of extra expense to the student, such as books, tools, or other supplies are to be handled separately from refund of tuition and other academic fees. The student will not be required to purchase instructional supplies, books and tools until such time as these materials are required. Once these materials are purchased, no refund will be made. For full refunds, the school can withhold costs for these types of items from the refund as long as they were necessary for the portion of the program attended and separately stated in the enrollment agreement. Any such items not required for the portion of the program attended must be included in the refund.
5. A student who withdraws for a reason unrelated to the student's academic status after the 75 percent completion mark and requests a grade at the time of withdrawal shall be given a grade of "incomplete" and permitted to re-enroll in the course or program during the 12-month period following the date the student withdrew without payment of additional tuition for that portion of the course or program.

IN-PERSON PART-TIME COURSES (SEMINARS)

1. Refund computations will be based on the period of enrollment computed on basis of course time (clock hours).
2. The effective date of termination for refund purposes will be the earliest of the following:
 - the last date of attendance; or
 - the date of receipt of written notice from the student.
3. If tuition and fees are collected in advance of entrance, and the student does not enter school, not more than \$100 shall be retained by the school.
4. If the student fails to enter the program, withdraws, or is discontinued at any time before completion of the program, the student will be refunded the pro rata portion of tuition, fees, and other charges that the number of class hours remaining in the program after the effective date of termination bears to the total number of class hours in the program.

¹More simply, the refund is based on the precise number of course time hours the student has paid for, but not yet used, at the point of termination, up to the 75%

ALL COURSES

1. A full refund of all tuition and fees is due and refundable in each of the following cases:
 - An enrollee is not accepted by the school;
 - If the course of instruction is discontinued by the school and this prevents the student from completing the course; or
 - If the student's enrollment was procured as a result of any misrepresentation in advertising, promotional materials of the school, or representations by the owner or representatives of the school.

A full or partial refund may also be due in other circumstances of program deficiencies or violations of requirements for career schools and colleges.
2. The payment of refunds will be totally completed such that the refund instrument has been negotiated or credited into the proper account(s), within 30 days after the effective date of termination.

REFUND POLICY FOR STUDENTS CALLED TO ACTIVE MILITARY SERVICE

A student of the school or college who withdraws from the school or college as a result of the student being called to active duty in a military service of the United States or the Texas National Guard may elect one of the following options for each program in which the student is enrolled:

- If tuition and fees are collected in advance of the withdrawal, a pro rata refund of any tuition, fees, or other charges paid by the student for the program and a cancellation of any unpaid tuition, fees, or other charges owed by the student for the portion of the program the student does not complete following withdrawal;
- A grade of incomplete with the designation "withdrawn-military" for the courses in the program, other than courses for which the student has previously received a grade on the student's transcript, and the right to re-enroll in the program, or a substantially equivalent program if that program is no longer available, not later than the first anniversary of the date the student is discharged from active military duty without payment of additional tuition, fees, or other charges for the program other than any previously unpaid balance of the original tuition, fees, and charges for books for the program; or
- The assignment of an appropriate final grade or credit for the courses in the program, but only if the instructor or instructors of the program determine that the student has:
 1. satisfactorily completed at least 90 percent of the required coursework for the program; and
 2. demonstrated sufficient mastery of the program material to receive credit for completing the program

TUITION AND FEES

PAYMENT POLICY

Unless otherwise agreed to in a private lending or financing agreement and as approved by General Assembly, all students pay an upfront payment of \$250 upon 24 hours of enrollment. Students (excluding students in Washington D.C.) are required to pay the remaining full balance at least 7 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 7 days after the course start date.

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

Payment in full is a graduation requirement and certificates of completion will be withheld until full balance is paid. If a student holds an outstanding balance after the course end date, a one-time \$75 late fee will be applied and a 1.5% interest charge on the total due will be applied each month thereafter. Students will incur a \$25 fee for declined transactions or returned checks.

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

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

† For circuit students, first payment is due 7 days after course start date.

* For students based in Washington, D.C., first payment is due 7 days after course start date.

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

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

THIRD-PARTY SPONSOR PAYMENT POLICY

A Third-Party Sponsor Payment Form must be completed to provide authorization for General Assembly to bill a student's third-party for all or part of their educational expenses.

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

Third-party sponsor payments are not conditional on student performance in or completion of a course. It is the student's responsibility to provide their third-party sponsor the correct information concerning tuition and fees and any other information needed by the third-party sponsor. This is especially true if there are any changes to any charges after the original authorization form is submitted.

Third-party sponsorship does not relieve a student from any financial responsibility. The student is ultimately responsible for their educational costs. If a third-party sponsorship amount is changed or cancelled, for any reason, the student is responsible for unpaid amounts due to General Assembly. Future sponsorships are not allowed until current sponsorships are paid in full. A student cannot enroll in future courses or receive a certificate of completion until all charges on their account are paid in full.

Students will be assessed a late-fee (as outlined above) if they fail to make timely payments for all charges not covered by their third-party.

TUITION & FEES

Course	Registration Fee Non-Refundable	Tuition	Total Cost
Android Development Immersive	\$100.00	\$13,400.00	\$13,500.00
Data Analysis Circuit (Online)	\$0	\$1,250.00	\$1,250.00
Data Analytics	\$100.00	\$3,850.00	\$3,950.00
Data Science	\$100.00	\$3,850.00	\$3,950.00
Data Science Immersive	\$100.00	\$15,850.00	\$15,950.00
Digital Marketing	\$100.00	\$3,850.00	\$3,950.00
Digital Marketing Circuit (Online)	\$0	\$750.00	\$750.00
Front-End Web Development	\$100.00	\$3,850.00	\$3,950.00
HTML, CSS & Web Design Circuit (Online)	\$0	\$1,250.00	\$1,250.00
JavaScript Circuit (Online)	\$0	\$1,250.00	\$1,250.00
JavaScript Development	\$100.00	\$3,850.00	\$3,950.00
Product Management	\$100.00	\$3,850.00	\$3,950.00
User Experience Design	\$100.00	\$3,850.00	\$3,950.00
User Experience Design Circuit (Online)	\$0	\$850.00	\$850.00
User Experience Design Immersive	\$100.00	\$13,850.00	\$13,950.00
Visual Design	\$100.00	\$2,700.00	\$2,800.00
Web Development Immersive	\$100.00	\$13,850.00	\$13,950.00
Web Development Immersive Remote	\$100.00	\$13,850.00	\$13,950.00

FINANCIAL ASSISTANCE

General Assembly does not participate in federal or state financial aid programs and we do not provide institutional financing. We do provide information on a range of financing options through independent, private funding sources, which you can read more about at: <https://generalassemb.ly/apply/financing-your-education>.

LOANS

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

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 PDF version of the catalog before receiving an enrollment agreement. The catalog will also be made available on General Assembly's website at <https://generalassemb.ly/regulatory-information>.

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.

General Assembly does not participate in federal or state financial aid programs.

General Assembly is not accredited by an accrediting agency recognized by the United States Department of Education (USDE) and students are not eligible for federal financial aid programs.

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 General Assembly, the Student agrees to abide by the terms stated in the catalog and all school policies.

APPENDIX A

BOARD OF DIRECTORS

Adam Pritzker

Richard Barth

Todd Chaffee

Jason Stoffer

Jacob Schwartz

David Bradley

Steven Newhouse

OWNERSHIP

The following entities own 10% or more of General Assembly:
El Farolito, LLC, Maveron Equity Partners IV, L.P., and Institutional Venture Partners.

No other persons or business entities have a 10% or more ownership interest in the school.

REGIONAL DIRECTORS

John Madigan, San Francisco

Scott Zaloom, Los Angeles

Shanaz Chowdhery, Washington, D.C.

Sarah Tilton, New York

Waid E. Malouf, Seattle

Megan Malone, Atlanta

Anne Bosman, Boston

Johnny Vu, Chicago

Eric Partlow, Austin

Brooke Smith, Denver

MANAGEMENT

Jake Schwartz, Chief Executive Officer

Scott Kirkpatrick, President, Chief Operating Officer

John Rucker, Chief Financial Officer

Shiren Vijisangham, Chief Product Officer

Liz Simon, General Counsel + VP External Affairs

FACULTY

See Appendix B (Texas).

APPENDIX B

TEXAS FACULTY

The following faculty will be teaching upcoming courses. Biographies for all faculty teaching upcoming courses are available under the course description on GA's website.

Instructor	Course	Degree	Institution	# of years experience
Austin				
Riley Dallas	WDI	Bachelor of Business Administration	Texas A&M University	9 years
Britney Jo Ludkowski	WDI	Bachelor of Arts	Southern Methodist University	2 years
Mike Dang	WDI	Bachelor of Arts	University of Texas	11 years
Alex O'Neal	UXDI	Bachelor of Science	Texas Women's University	15 years
Veeraswamy Nallam	DSI	Master of Science, Computer Applications	Bharthiar University	14 years
Celia Fryar	AN	Bachelor of Business Administration	University of Texas, Arlington	10 years
Rachel Denton	DGM	Master of Science, Environmental Engineering	University of Texas, Austin	6 years
Mike Rozelle	DGM	Bachelor of Arts	St. Edward's University	7 years
Nate Jaffee	DGM	Master of Business Administration	Duke University	11 years
Ray Hernandez	PDM	Master of Business Administration	University of Virginia	7 years
Dan Corbin	PDM	Bachelor of Arts, Political Science	University of Mary Washington	3 years
Tyler Pugh	FEWD	Bachelor of Arts	St. Edward's University	4 years
Keith Kritselis	FEWD	N/A	N/A	20 years
Kathy Hlavac	UXD	Bachelor of Fine Arts	Savannah College of Art and Design	3 years
Jon-Eric Steinbomer	UXD	Bachelor of Science, Psychology	Texas State University, San Marcos	16 years
Kevin Safford	DS	Bachelor of Science, Physics	University of Texas, Austin	4 years
Richard Hennessy	DS	PhD Biomedical Engineering	University of Texas, Austin	1.5 years
John Fransella	VIS	Bachelor of Fine Arts, Visual Communications	George Washington University	10 years
Alex McCarthy	PDM	Bachelor of Science, Chemical Engineering	Texas A&M University	15 years

STATEMENT

The information contained in this catalog is true and correct to the best of my knowledge.



Director