

CATALOG

New York



January 1, 2018 – December 31, 2018

Certified as True and Correct in Content and Policy.





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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 has been granted Licensure by the New York State Education Department, Office of Adult Career and Continuing Education Services, Bureau of Proprietary School Supervision (BPSS).

General Assembly is not accredited.



FACILITY AND EQUIPMENT

All classes are taught at:
10 East 21st Street, 2nd, 3rd, & 4th Floor
New York, NY 10010
ny@generalassembly.ly
1-917-722-0237

General Assembly’s facility meets ADA accessibility standards. General Assembly is equipped with dedicated classrooms, student lounge space, private conference rooms for group work and 1:1 meetings with teachers, 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.

Equipment 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 choose 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 – Thursday	8:00 am – 10:00 pm
Friday	8:00 am – 6:00 pm
Saturday – Sunday	9:00 am – 6:00 pm

ADMINISTRATION HOURS

Monday – Friday	9:00 am – 6:00 pm
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COURSES OFFERED

There are two categories of courses offered at GA: full-time immersive courses and part-time evening 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." General Assembly's courses are not designed to lead to positions in a profession requiring state licensure.

General Assembly offers the following courses.

Courses Offered	Course Length	Type of Course	
		Part-time	Immersive
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 and Web Design Circuit (Online)	60 hours / 10 weeks	✓	
iOS Development Immersive	480 hours / 12 weeks		✓
JavaScript Circuit (Online)	80 hours / 10 weeks	✓	
JavaScript Development	60 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	350 hours / 10 weeks		✓
Visual Design	32 hours / 8 weeks*	✓	
Web Development Immersive	420 hours / 12 weeks		✓
Web Development Immersive Remote (Online)	455 hours / 13 weeks		✓

The schedule of courses offered may be found on our website at: <https://generalassemb.ly/education>.

*Course is offered both in-person and remotely.

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
iOS Development Immersive	Swift & Object Oriented Programming Fundamentals
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
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 teachers 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 Immersive 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 Immersive 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 teachers (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, CCS, and JavaScript
iOS Development Immersive	Swift & Object Oriented Programming Fundamentals
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
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
- » iOS Development Immersive

- » JavaScript Development
- » Product Management
- » User Experience Design Immersive
- » Web Development Immersive
- » Web Development Immersive Remote

Students are given pre-work for certain courses 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 & PRIOR CREDIT POLICY

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

ANDROID DEVELOPMENT IMMERSIVE

Immersive (420 Hours / 12 Weeks)

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.

Their key skills will include the ability 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

Part-time and Online (40 Hours / 10 Weeks or 1 Week)

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.

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

DATA ANALYSIS CIRCUIT

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

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.

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

DATA SCIENCE

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

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

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 Python to help you acquire, parse and model 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 of 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.

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

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

DATA SCIENCE IMMERSIVE

Immersive (480 Hours / 12 Weeks)

With the current century dubbed as the “Information Age,” it’s no surprise that Data Science has quickly become one of the most sought after skills in the tech industry. From dating apps, 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.

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

Part-time and Online (40 Hours / 10 Weeks or 1 Week)

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.

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 marketing content

DIGITAL MARKETING CIRCUIT

Part-time, Online (30 hours, 5 weeks)

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.

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

FRONT-END WEB DEVELOPMENT

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

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.

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.

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.

IOS DEVELOPMENT IMMERSIVE

Immersive (480 Hours / 12 Weeks)

iOS, first introduced in 2007, was the breakthrough platform that started it all. Now, almost 9 years later, iOS 9 (the latest version of the platform) continues to push the boundaries of what is possible with innovations in mobile payment, health care, and cloud technology. With 1 billion active devices running iOS worldwide, the future of iOS matters more than ever. iOS Developers are highly in-demand as more and more companies realize the importance of being present in the App Store.

In this 12-week course, students become junior-level iOS developers by getting hands-on experience with Swift, Xcode, the iOS SDK, Apple's Human Interface Guidelines, Core Data and SQLite, HTTP, REST, APIs, and other professional development skills. Students will develop their own ideas into functional iOS apps, creating a portfolio of work, and embarking on the career path of an iOS developer.

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

- » Create several of their own iOS apps, the last of which will be App Store ready
- » Program with Swift, Apple's new, open-source programming language
- » Utilize Xcode as an integrated development environment (IDE) to build their iOS apps
- » Develop apps for multiple iOS devices, including phones and tablets
- » Integrate iOS frameworks (e.g UIKit, MapKit, Notification Center) into apps
- » Utilize Apple's Cocoa Touch 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

JAVASCRIPT DEVELOPMENT

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

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

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

- » 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

JAVASCRIPT CIRCUIT

Part-Time, Online (80 hours / 10 weeks)

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 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.

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

PRODUCT MANAGEMENT

Part-time and Online (40 Hours / 10 Weeks or 1 Week)

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.

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

Part-time and Online (40 Hours / 10 Weeks or 1 Week)

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.

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 CIRCUIT

Part-time, Online (48 Hours / 6 Weeks)

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.

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

Immersive (350 Hours / 10 Weeks)

We are constantly surrounded by user experiences, from elevator buttons to the latest mobile app. Each and every one of these experiences has been designed, with a great deal of thought 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.

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

VISUAL DESIGN

Part-time and Online (32 Hours / 8 Weeks)

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.

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

Immersive (420 Hours / 12 Weeks)

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 web 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 web 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.

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)
- » Use their knowledge of the above to manage a team and product or business
- » Understand the elements and delivery of a quality investor and business pitch

WEB DEVELOPMENT IMMERSIVE REMOTE

Immersive, Online (455 Hours / 13 Weeks)

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.

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 structured and maintainable code by applying JavaScript frameworks such as Backbone.js, Node.js, etc. to your applications
- » Explore and assess the advantages of alternative database solutions (i.e. NoSQL)
- » Make sure your application is secure by applying best practices to avoid site crashes and service attacks

ACADEMIC POLICIES

HOMEWORK

Students in some courses may be required to spend up to 20 hours outside of instructional time per week working on homework/projects. Homework hours are in addition to required course hours.

HOURS

Course length 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. To receive a passing grade, students must:

1. 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.
2. 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.
3. Receive a passing grade on all course projects. Students* are formally evaluated for progress towards completion at the following point:

Course Length	Evaluation Point
40 hours / 1 week	20 hours / .5 weeks
30 hours / 5 weeks	15 hours / 2.5 weeks
30 hours / 10 weeks	15 hours / 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 / 5 weeks
60 hours / 10 weeks	30 hours / 5 weeks
80 hours / 10 weeks	40 hours / 5 weeks
350 hours / 10 weeks	175 hours / 5 weeks
420 hours / 12 weeks	210 hours / 6 weeks
480 hours / 12 weeks	240 hours / 6 weeks
455 hours / 13 weeks	227.5 hours / 6.5 weeks

General Assembly does not have a cumulative final test or examination required for the completion of any of the courses.

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, Digital Marketing Circuit, JavaScript 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

General Assembly does not provide a probation option. If a student is not making progress at the point of evaluation as stated above in the Standards of Progress policy, he or she may be provided with additional assistance outside of class. If the student is unable to make satisfactory academic progress with this assistance, he or she may be withdrawn from the program. Informal feedback is provided to students throughout the course. Students dismissed for unsatisfactory academic progress may re-enter General Assembly subject to approval by the Director.

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

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 and schedule timely 1:1 meetings with their teachers to review missed content.

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 (SEE APPENDIX B)

1. Students have the right to equal opportunity education and an educational experience free from discrimination or harassment based on sex, gender identity and/or expression, race, color, religion, ancestry, national origin, marital status, veteran or military status, sexual orientation, medical condition, genetic information, or the presence of any sensory, mental, or physical disability or the use of a trained guide dog or service animal by a person with a disability or other categories protected by law of the states in which we operate.
5. Students have the right to view their own academic records.
6. Students have the right to cancel or withdraw from their course, per General Assembly’s Cancellation, Withdrawal and Refund Policy.
7. 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 plagiarised 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 plagiarising or attempting to plagiarise 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 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, marital status, veteran or military status, sexual orientation, medical condition, genetic information, or the presence of any sensory, mental, or physical disability or the use of a trained guide dog or service animal by a person with a disability or other categories protected by law of the states in which we operate. General Assembly strictly prohibits and does not tolerate sexual harassment or other unlawful harassment (including verbal, physical, or visual conduct) based on protected status. Individuals who believe they have been subject to or witnessed conduct that violates this policy should immediately notify the Regional Director. All complaints will be investigated and prompt corrective action will be taken, as appropriate. Interim measures may be taken, as appropriate, when a complaint is made. General Assembly prohibits retaliation against any individual who raises concerns under this policy or participates in an investigation. General Assembly will conduct its courses, services and activities consistent with applicable federal, state and local laws and regulations. Students who seek accommodations related to a disability should contact their Producer or Regional Director.

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

DIVERSITY AND INCLUSION VALUES STATEMENT

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

At General Assembly, we are diverse. We foster an international community 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 teachers or the Director 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 RECORDS

Student transcripts and descriptions of courses offered are maintained permanently. Student transcripts are maintained in student records. Student transcripts contain the following information: name, address and date of birth; date of enrollment; name of course taken; record of all final grades earned for each course; date of completion or discontinuance and a notation whether a letter of completion was issued and date issued. Students may view their own academic records at no cost to the student. 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 teacher who will attempt to resolve the situation. If a resolution does not occur, the student or teacher should provide a written description of the concern to the Director who will investigate the complaint and provide a prompt written response. General Assembly attempts to resolve all complaints within 30 days. The Director's decision is final within General Assembly's grievance procedure. Students may also pursue external grievance procedures as described below.

EXTERNAL GRIEVANCE PROCEDURES

Any person who believes he or she has been aggrieved by a violation of the New York Education Law has the right to file a written complaint with the New York State BPSS within two years of the alleged violation or within one year of receiving notification from a guarantee agency that the student has defaulted on a student loan payment. No complaint may be filed after three years from the date of the alleged violation.

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. You have the right to cancel your course of instruction, without any penalty or obligation, through attendance at the first class session (or as defined below) or seven days after enrollment, whichever comes later.
2. Cancellation is effective when the student provides a written notice of cancellation at the address of attendance stated on his or her enrollment agreement. This can be done by email or by hand delivery. The written notice of cancellation, if sent by mail, is effective when deposited in the mail properly addressed with proper postage. The notification is effective when General Assembly receives notice, or the date the notice is mailed, whichever is sooner.
3. The written notice of cancellation need not take any particular form and, however expressed, it is effective if it shows that the student no longer wishes to be bound by the Enrollment Agreement.
4. If the Enrollment Agreement is cancelled the school will refund the student any money he/she paid, less a registration or application fee specified below in the Tuition and Fees chart and course materials received by the student within 30 days after the notice of cancellation is received.

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 Director.

REFUND POLICY

All refunds will be paid within 30 days of withdrawal. Refunds will be less a registration fee (described in the below Tuition and Fees section) and any course materials that you have received.

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

QUARTERS REFUND POLICY

The Quarters Refund Policy applies to all campus-based courses that are seven to fourteen weeks long. Students are refunded based on the Refund Liability Charts listed below.

- A. A student who cancels within 7 days of signing the enrollment agreement but before instruction begins receives all monies returned with the exception of the non-refundable registration fee.
- B. Thereafter, a student will be liable for:
 1. the non-refundable registration fee plus;
 2. the cost of any textbooks or supplies accepted plus;
 3. tuition liability as of the student's last date of physical attendance. Tuition liability is divided by the number of quarters in the program. Total tuition liability is limited to the quarter during which the student withdrew or was terminated, and any previous quarters completed.
 - a. **First Quarter*:**

If termination occurs, refunds will be granted based on the amount of the course completed as per the table below:

Amount of Course Completed	Student Refund
Prior to or during the first week	100%
During the second week	75%
During the third week	50%
During the fourth week	25%
After the fourth week**	0%

b. Subsequent Quarters*:

Amount of Course Completed	Student Refund
During the first week	75%
During the second week	50%
During the third week	25%
During the fourth week**	0%

*No General Assembly programs exceed one quarter in length.

**Students will be responsible for 100% of the tuition for their course, even if they do not complete the entire course.

MINI REFUND POLICY

The Mini Refund Policy applies to all campus-based courses that are one to six weeks long. Students are refunded based on the Refund Liability Charts listed below.

- A. A student who cancels within 7 days of signing the enrollment agreement receives all monies returned with the exception of the non-refundable registration fee.
- B. Thereafter, a student will be liable for:
 1. the non-refundable registration fee plus;
 2. the cost of any textbooks or supplies accepted plus;
 3. tuition liability as of the student's last date of physical attendance. Tuition liability is determined by the percentage of the program offered to the student.

If termination occurs, refunds will be granted based on the amount of the course completed as per the table below:

Amount of Course Completed	Student Refund
0% – 15%	100%
16% – 30%	75%
31% – 45%	50%
46% – 60%	25%
After 60%*	0%

*Students will be responsible for 100% of the tuition for their course, even if they do not complete the entire course.

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 month after 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
iOS Development Immersive	\$100	\$13,400.00	\$13,500.00
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	\$14,850.00	\$14,950.00
Visual Design	\$100.00	\$2,700.00	\$2,800.00
Web Development Immersive	\$100.00	\$14,850.00	\$14,950.00
Web Development Immersive Remote	\$100.00	\$13,850.00	\$13,950.00

TUITION LIABILITY

IN-PERSON PART-TIME COURSES

Weekly Tuition Liability Chart for:

- » Data Analytics
- » Digital Marketing
- » Front-End Web Development
- » Data Science
- » User Experience Design
- » JavaScript Development
- » Product Management

Tuition: \$3,850.

Quarter 1 (based on \$3850 paid in full)		
Amount of Course Completed	Percent Refunded	Money Refunded
Prior to or During Week 1	100%	\$3850.00
During Week 2	75%	\$2887.50
During Week 3	50%	\$1925.00
During Week 4	25%	\$962.50
After Week 4	0%	\$0

Weekly Tuition Liability Chart for:

- » Visual Design

Tuition: \$2,700.

Quarter 1 (based on \$2700 paid in full)		
Amount of Course Completed	Percent Refunded	Money Refunded
Prior to or During Week 1	100%	\$2700
During Week 2	75%	\$2025
During Week 3	50%	\$1350
During Week 4	25%	\$675
After Week 4	0%	\$0

Weekly Tuition Liability Chart for:

- » Data Analytics (1 week)
- » User Experience Design (1 week)
- » Digital Marketing (1 week)
- » Product Management (1 week)

Tuition: \$3,850.

Mini (based on \$3850 paid in full)		
Amount of Course Completed	Percent Refunded	Money Refunded
0%–15%	100%	\$3900
16%–30%	75%	\$2925
31%–45%	50%	\$1950
46%–60%	25%	\$975
After 60%	0%	\$0

IN-PERSON IMMERSIVE COURSES*Weekly Tuition Liability Chart for:*

- » Android Development Immersive
- » iOS Development Immersive

Tuition: \$13,400.

Quarter 1 (based on \$ 13400 paid in full)		
Amount of Course Completed	Percent Refunded	Money Refunded
Prior to or During Week 1	100%	\$13,400.00
During Week 2	75%	\$10,050.00
During Week 3	50%	\$6,700.00
During Week 4	25%	\$3,350.00
After Week 4	0%	\$0

Weekly Tuition Liability Chart for:

- » User Experience Design Immersive
- » Web Development Immersive

Tuition: \$14,850.

Quarter 1 (based on \$ 14850 paid in full)		
Amount of Course Completed	Percent Refunded	Money Refunded
Prior to or During Week 1	100%	\$14,850.00
During Week 2	75%	\$11,137.50
During Week 3	50%	\$7,425.00
During Week 4	25%	\$3,712.50
After Week 4	0%	\$0

Weekly Tuition Liability Chart for:

- » Data Science Immersive

Tuition: \$15,850.

Quarter 1 (based on \$ 15850 paid in full)		
Amount of Course Completed	Percent Refunded	Money Refunded
Prior to or During Week 1	100%	\$15,850.00
During Week 2	75%	\$11,887.50
During Week 3	50%	\$7,925.00
During Week 4	25%	\$3,962.50
After Week 4	0%	\$0

CIRCUIT & REMOTE COURSES

Tuition Liability Chart for:

- » Data Analysis Circuit (Online)
- » HTML, CSS & Web Design Circuit (Online)
- » JavaScript Circuit (Online)

Tuition: \$1,250.

Pro Rata (based on \$1250 paid in full)		
Units out of 10 used	Percent Refunded	Money Refunded
0	100%	\$1,250.00
1	90%	\$1,125.00
2	80%	\$1,000.00
3	70%	\$875.00
4	60%	\$750.00
5	50%	\$625.00
6	40%	\$500.00
7	30%	\$375.00
8	20%	\$250.00
9	10%	\$125.00
10	0%	\$0

Tuition Liability Chart for:

- » Digital Marketing Circuit (Online)

Tuition: \$750.

Pro Rata (based on \$750 paid in full)		
Units out of 5 used	Percent Refunded	Money Refunded
0	100%	750.00
1	80%	\$600.00
2	60%	\$450.00
3	40%	\$300.00
4	20%	\$150.00
5	0%	\$0

Tuition Liability Chart for:

- » User Experience Design Circuit (Online)

Tuition: \$850.

Pro Rata (based on \$850 paid in full)		
Units out of 6 used	Percent Refunded	Money Refunded
0	100%	\$850.00
1	83.33%	\$708.33
2	66.67%	\$566.67
3	50%	\$425.00
4	33.33%	\$283.33
5	16.67%	\$141.67
6	0%	\$0

Tuition Liability Chart for:

- » Data Analytics Remote (Online)

Tuition: \$3,850.

Pro Rata (based on \$3850 paid in full)		
Units out of 10 used	Percent Refunded	Money Refunded
0	100%	\$3,850.00
1	94.44%	\$3,636.11
2	88.89%	\$3,422.22
3	83.33%	\$3,208.33
4	77.78%	\$2,994.44
5	72.22%	\$2,780.56
6	66.67%	\$2,566.67
7	61.11%	\$2,352.78
8	55.56%	\$2,138.89
9	50.00%	\$1,925.00
10	44.44%	\$1,711.11
11	38.89%	\$1,497.22
12	33.33%	\$1,283.33
13	27.78%	\$1,069.44
14	22.22%	\$855.56
15	16.67%	\$641.67
16	11.11%	\$427.78
17	5.56%	\$213.89
18	0%	\$0.00

Tuition Liability Chart for:

- » Data Science Remote (Online)
- » Digital Marketing Remote (Online)
- » User Experience Design Remote (Online)
- » Front-End Web Development Remote (Online)
- » JavaScript Development Remote (Online)
- » Product Management Remote (Online)

Tuition: \$3,850.

Pro Rata (based on \$3850 paid in full)		
Units out of 10 used	Percent Refunded	Money Refunded
0	100%	\$3,850.00
1	95%	\$3,657.50
2	90%	\$3,465.00
3	85%	\$3,272.50
4	80%	\$3,080.00
5	75%	\$2,877.50
6	70%	\$2,695.00
7	65%	\$2,502.50
8	60%	\$2,310.00
9	55%	\$2,117.50
10	50%	\$1,925.00
11	45%	\$1,732.50
12	40%	\$1,540.00
13	35%	\$1,347.50
14	30%	\$1,155.00
15	25%	\$962.50
16	20%	\$777.00
17	15%	\$577.50
18	10%	\$385.00
19	5%	\$192.50
20	0%	\$0.00

Tuition Liability Chart for:

- » Visual Design Remote (Online)

Tuition: \$2,700.

Pro Rata (based on \$2700 paid in full)		
Units out of 10 used	Percent Refunded	Money Refunded
0	100%	\$2,700.00
1	93.75%	\$2,531.25
2	87.50%	\$2,362.50
3	81.25%	\$2,193.75
4	75.00%	\$2,025.00
5	68.75%	\$1,856.25
6	62.50%	\$1,687.50
7	56.25%	\$1,518.75
8	50.00%	\$1,350.00
9	43.74%	\$1,181.25
10	37.50%	\$1,012.50
11	31.25%	\$843.75
12	25.99%	\$675.00
13	18.75%	\$506.25
14	12.50%	\$337.50
15	6.25%	\$168.75
16	0%	\$0.00

*Tuition Liability Chart for:*

» Web Development Immersive Remote (Online)

Tuition: \$13,850.

Pro Rata (based on \$13850 paid in full)			Pro Rata (based on \$13850 paid in full)		
Units out of 65 used	Percent Refunded	Money Refunded	Units out of 65 used	Percent Refunded	Money Refunded
0	100%	\$13,850.00	36	44.62%	\$6,179.23
1	98.46%	\$13,636.92	37	43.08%	\$5,966.15
2	96.92%	\$13,423.85	38	41.54%	\$5,753.08
3	95.38%	\$13,210.77	39	40.00%	\$5,540.00
4	93.85%	\$12,977.69	40	38.46%	\$5,326.92
5	92.31%	\$12,784.62	41	36.92%	\$5,113.85
6	90.77%	\$12,571.54	42	35.38%	\$4,900.77
7	89.23%	\$12,358.46	43	33.85%	\$4,687.69
8	87.69%	\$12,145.38	44	32.31%	\$4,474.62
9	86.15%	\$11,932.31	45	30.77%	\$4,261.54
10	84.62%	\$11,719.23	46	29.23%	\$4,048.46
11	83.08%	\$11,506.15	47	27.69%	\$3,835.38
12	81.54%	\$11,293.08	48	26.15%	\$3,622.31
13	80.00%	\$11,080.00	49	24.62%	\$3,409.23
14	78.46%	\$10,866.92	50	23.08%	\$3,196.15
15	76.92%	\$10,653.85	51	21.54%	\$2,983.08
16	75.38%	\$10,440.77	52	20.00%	\$2,770.00
17	73.85%	\$10,227.69	53	18.46%	\$2,556.92
18	72.31%	\$10,014.62	54	16.92%	\$2,343.85
19	70.77%	\$9,801.54	55	15.38%	\$2,130.77
20	69.23%	\$9,588.46	56	13.85%	\$1,917.69
21	67.69%	\$9,375.38	57	12.31%	\$1,704.62
22	66.15%	\$9,162.31	58	10.77%	\$1,491.54
23	64.62%	\$8,949.23	59	9.23%	\$1,278.46
24	63.08%	\$8,736.15	60	7.69%	\$1,065.38
25	61.54%	\$8,523.08	61	6.15%	\$852.31
26	60.00%	\$8,310.00	62	4.62%	\$639.23
27	58.46%	\$8,096.92	63	3.08%	\$426.15
28	56.92%	\$7,883.85	64	1.54%	\$213.08
29	55.38%	\$7,670.77	65	0%	\$0.00
30	53.85%	\$7,457.69			
31	52.31%	\$7,244.62			
32	50.77%	\$7,031.54			
33	49.23%	\$6,818.46			
34	47.69%	\$6,605.38			
35	46.15%	\$6,392.31			

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>. Please see below for a chart detailing financing options.

Financing Partner	Amount of Tuition Covered
Climb Credit	100%
Pave	100%

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.

CONSUMER INFORMATION

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement.

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

Information about General Assembly is published in this catalog that contains a description of policies, procedures, and other information about the school. General Assembly reserves the right to change any provision of the catalog at any time. Changes to the catalog must be approved and reviewed by the New York Bureau of Proprietary School Supervision. 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.

SCHOOL DIRECTORS

Mickey Slevin, NYC

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

AGENTS

Ava Alberti

Ann O'Rourke

Margaux Alicea

Jonathan Ochs

David Appleby

Mark Pearsall

Ryan Bosveld

Bryan Peguero

Kimberly Chodnicki

Melissa Shapiro

Paige Clarke

Corey Thomas

Joseph Cleary

Victor Vargas

Laura Consoli

Michael Vaughan

Kamarri Cummings

Joanna Williams

Colin DuBois

Shane Wilson

Clara de Souza

Christopher Falkowski

Patrick Fischer

Neiland Fitzgerald

Jonathan Hand

Thomas Hampton

Brendan Holland

Brian Laws

Courtney Lyons

Nicholas Maltagliati

Edmond O'Connell

TEACHERS

General Assembly employs both full-time and part-time teachers. Biographies for all teachers teaching upcoming courses are available at <https://generalassemb.ly/instructors> and under the course description on GA's website.

Instructor	Course	Degree	Institution/Experience
Aditi Joshi	PDM	B.S.	Yale University
Alex Combs	DSI	M.A., Economics	George Mason University
Alexander Koplin	UXDI	MFA, Design and Technology	Parsons, The New School of Design
Arun Sood	WDI	B.S., Biology	University of California, Santa Barbara
Amy Roberts	DAT	Ph.D., Nutrition Epidemiology	University of North Carolina, Chapel Hill
Arthur Bouie	FEWD	B.A., Liberal Studies	Excelsior College
Bryan Mytko	WDI	B.S. in Physics	Adelphi University
Brandon Davenport	DGM	B.S., Finance	Morgan State University
Chandler Moisen	FEWD	B.S., Business Administration	Babson College
Daniel Lederman	AN	M.S., Business Analytics	NYU, Stern School of Business
David Lifson	PDM	M.Eng., Computer Science	Cornell University
Douglas Hwang	PDM	MBA	Massachusetts Institute of Technology
Drew Mahrt	ADI	BS, Computer Science	University of Arizona
Eleanore Hopper	UXD	B.A., Art and Design Practice	University of California, Santa Cruz
Gil Kim	PDM	B.S., Chemical Engineering	Tufts University
Ivan Freaner	VIS	B.A., Advertising and Design	The Advertising Arts College
Jared Murphy	WDI	B.A., Applied Philosophy and Political Science	Simpson College
Jeff Konowitch	FEWD	B.A., Political Science and Theatre	Northwestern University
Jocelyn Miller	PDM	B.S., Computer Science and Cognitive Science	Dartmouth University
Joe Formica	UXD	B.S., Marketing	Manhattan College
Joe Keohan	WDI		6 years of experience in Web Development
Jon Chang	DGM	B.A.	Saint Olaf College
Kareem Grant	FEWD	M.B.A., General Management	NYU, Stern School of Business
Kate Zasada	PDM	B.S., Business Administration	Northeastern University
Kim Rust	DGM	MBA	Columbia University
Luke Mortensen	AN	MBA	University of Texas, Austin
Matt Raw	UXD	MS, Information, Human-Computer Interaction specialization	University of Michigan
John Bell	WDI		5 years of industry experience
Mike Morales	UXDI	B.F.A., Communication Design	Pratt Institute
Navin Manglani	AN	MBA	Columbia University
Phillippa Thomson	DSI	M.A., Social Sciences	Columbia University
Quaison Carter	DGM	M.B.A.	New Jersey Institute of Technology
Mindy Yuen	UXDI	M.A., Media Arts and Studies	Ohio University
Regine Gilbert	UXD	MBA, Marketing	University of Phoenix
Patrick Andrea	WDI	B.A.	The New School

Instructor	Course	Degree	Institution/Experience
Ryan Harper	PDM	B.A., Literature and Music	Yale University
Ryan Snelson	UXD	B.F.A., Visual Design	School of Visual Arts
Saimon Sharif	JS	B.Eng, Chemical Engineering	The Cooper Union for the Advancement of Science and Art
Sharon Lee Thony	DGM	MBA	Wharton School of Business, University of Pennsylvania
Sri Kanajan	DAT	MS, Software Engineering	The Cooper Union for the Advancement of Science and Art
Stefan Jansen	DAT	MPA, International Development	Harvard Kennedy School of Government
Steven Matt	DGM	MA, Management	New York University
Susan Sun	AN	MS, Statistics	Columbia University
Tamara Reiss	PDM	M.S., Management	University of Florida
Terry Rice	DGM	MBA, Marketing & Business Consulting	University of Buffalo
Rashida White	UXDI	BA, Psychology	City College of New York
Trevor Sammis	FEWD	BA, Biology	University of Richmond
Robert King	WDI	B.A., Computer Science	SUNY Geneseo
Tims Gardner	WDI	MPS	Tisch School of the Arts, New York University
Mottaqui Karim	FEWD	B. Eng. (Bachelor of Engineering, Electrical Engineering)	The Cooper Union for the Advancement of Science and Art
Michael Glumac	FEWD	B.A.	Pennsylvania State University
Danielle Kennedy	VIS	BFA	The College of New Jersey
Tyler Hartrich	UXDI	MBA, Sustainable Enterprise	Dominican University of California
Vincent Abruzzo	WDI	MA	Georgia State University
Matt Zamebelli	AN	B.S., Engineering	Cornell University
Ron Wilde	UXD	B.A., Political Science	University of Michigan
Bryan Harris	UXD	M.S., Teaching	Pace University

APPENDIX B

INFORMATION FOR STUDENTS AND STUDENT RIGHTS

Schools are required to give this disclosure pamphlet to individuals interested in enrolling in their school.

WHAT IS THE PURPOSE OF THIS PAMPHLET?

All prospective and enrolled students in a non-degree granting proprietary school are required to receive this pamphlet. This pamphlet provides an overview of students' rights with regard to filing a complaint against a school and accessing the tuition reimbursement fund if they are a victim of certain violations by the school.

Licensed private career schools which are licensed by the New York State Education Department are required to meet very specific standards under the Education Law and Commissioner's Regulations. These standards are designed to help insure the educational appropriateness of the programs which schools offer. It is important for you to realize that the New York State Education Department's Bureau of Proprietary School Supervision closely monitors and regulates all non-degree granting proprietary schools. The schools are required to have their teachers meet standards in order to be licensed by the Department. Schools are also required to have their curriculum approved by the New York State Education Department, at minimum, every four years, thereby helping to insure that all curriculum offered in the schools are educationally sound.

In addition, staff members of the Bureau of Proprietary School Supervision are often in the school buildings monitoring the educational programs being offered. The interest of the New York State Education Department is to ensure that the educational program being offered meets your needs and that your financial investment is protected.

The New York State Education Department's Bureau of Proprietary School Supervision wishes you success in your continued efforts to obtain the necessary skill training in order to secure meaningful employment. In addition, Bureau staff will continue to work with all the schools to help insure that a quality educational program is provided to you.

WHO CAN FILE A COMPLAINT?

If you are or were a student or an employee of a Licensed Private Career School in the State of New York and you believe that the school or anyone representing the school has acted unlawfully, you have the right to file a complaint with the New York State Education Department.

WHAT CAN A STUDENT OR EMPLOYEE COMPLAIN ABOUT?

You may make complaints about the conduct of the school, advertising, standards and methods of instruction, equipment, facilities, qualifications of teaching and management personnel, enrollment agreement, methods of collecting tuition and other charges, school license or registration, school and student records, and private school agents.

HOW CAN A COMPLAINT BE FILED BY A STUDENT OR EMPLOYEE?

You should try to resolve your complaint directly with the school unless you believe that the school would penalize you for your complaint. Use the school's internal grievance procedure or discuss your problems with teachers, department heads, or the school director. We suggest that you do so in writing and that you keep copies of all correspondence to the school. However, the school cannot require you to do this before you file a complaint with the New York State Education Department. If you do file a complaint with the Department, please advise the Bureau of any action that you have taken to attempt to resolve your complaint.

The steps you must take to file a complaint with the New York State Education Department are:

1. Write to the New York State Education Department at 116 West 32nd Street, 5th Floor, New York, New York 10001, or telephone the Department at (212) 643-4760, requesting an interview for the purpose of filing a written complaint. Bring all relevant documents with you to the interview, including an enrollment agreement, financial aid application, transcripts, etc. An investigator from the Department will meet with you and go through your complaint in detail.

2. If you cannot come for an interview, send a letter or call the office to request a complaint form. You must complete and sign this form and mail it to the office. Please include with it copies of all relevant documents. You should keep the originals. You must file a complaint within two years after the alleged illegal conduct took place. The Bureau cannot investigate any complaint made more than two years after the date of the occurrence.
3. The investigator will attempt to resolve the complaint as quickly as possible and may contact you in the future with follow-up questions. You should provide all information requested as quickly as possible; delay may affect the investigation of your complaint. When appropriate, the investigator will try to negotiate with the school informally. If the Department determines that violations of law have been committed and the school fails to take satisfactory and appropriate action then the Department may proceed with formal disciplinary charges.

WHAT IS THE TUITION REIMBURSEMENT FUND?

The Tuition Reimbursement Fund is designed to protect the financial interest of students attending non-degree proprietary schools. If a school closes while you are in attendance, prior to the completion of your educational program, then you may be eligible for a refund of all tuition expenses which you have paid. If you drop out of school prior to completion and you file a complaint against the school with the State Education Department, you may be eligible to receive a tuition refund if the State Education Department is able to provide factual support that your complaint is valid and to determine that there was a violation of Education Law or the Commissioner's Regulations as specified in Section 126.17 of the Commissioner's Regulations. To file a claim to the Tuition Reimbursement Fund, you must first file a complaint with the State Education Department at the address included in this pamphlet. The staff of the State Education Department will assist you in the preparation of a tuition reimbursement form (a sample of this form should have been provided to you upon enrollment).

WHAT IS THE TUITION REFUND AND CANCELLATION POLICY?

All schools must have a tuition refund and cancellation policy for each program included in the catalog and in the student enrollment agreement.

Read and understand the school's policy regarding tuition refund and cancellation before you sign the enrollment agreement. If you do not understand it, or are confused by the school's explanation, get help before you sign. You may ask for assistance from the Department at the address included in this pamphlet.

WHAT SHOULD STUDENTS KNOW ABOUT "PRIVATE SCHOOL AGENTS?"

Private School Agents are employed by schools for the purpose of recruiting or enrolling students in the school; they are not school counselors. Private school agents cannot require a student to pay a placement or referral fee. Each school agent must be licensed by the New York State Education Department, must have an Agent identification card and must be a salaried employee of the school. School agents who cannot show an Agent Identification Card are breaking the law if they try to interest students in enrolling in a particular school or group of schools. The name(s) of the agent(s) who enrolled a student must appear on that student's enrollment agreement. Therefore, you should write down the name of the agent who talked to you. Each student will be required to confirm the name(s) of the agent(s) when signing the enrollment agreement. A full refund shall be made to any student recruited by an unlicensed private school agent or even by a licensed agent if there is evidence that the agent made fraudulent or improper claims. To find out if you are eligible to receive a refund, you must follow the complaint procedures included in this page.

**WHAT SHOULD STUDENTS KNOW ABOUT
“GRANTS AND GUARANTEED STUDENT LOANS?”**

A grant is awarded to a student based on income eligibility, and it does not need to be repaid (for example, New York State Tuition Assistance Program (TAP) grants or Pell grants provided by the federal government).

Guaranteed student loans are low interest loans provided under the Federal Guaranteed Student Loan Program. The decision to apply for such a loan is yours--the school cannot require that you apply for a loan. You should understand that if you pay school tuition with money loaned to you from a lender you are responsible for repaying the loan in full, with interest, in accordance with the terms of the loan agreement. A failure to repay the loan can hurt your credit rating and result in legal action against you. Even if you fail to complete your educational program, you are still responsible for repaying all of the money loaned to you.

It is your right to select a lender for a guaranteed student loan. The school cannot require you to apply to a particular lender or lending institution. However, the school can recommend a lender, but if it does, the school must also provide you with a statement about your right and ability to obtain a loan from another lender and the insurance premiums charged on these loans.

Read and understand all the information and applications for financial aid grants and loans before signing.

**WHERE CAN STUDENTS FILE A COMPLAINT, FILE A
CLAIM TO THE TUITION REIMBURSEMENT FUND, OR GET
ADDITIONAL INFORMATION?**

Contact the New York State Education Department at:

New York State Education Department
116 West 32nd Street, 5th Floor
New York, New York 10001
Attention: Bureau of Proprietary School Supervision
(212) 643-4760

This pamphlet is provided to you by the New York State Education Department (NYSED). The NYSED regulates the operation of Licensed Private Career Schools.



APPENDIX C

TUITION DISCOUNT & SCHOLARSHIP CHART

	Tuition Discount or Scholarship Amount	Eligibility Criteria	Application Instructions
Alumni Discount	Depending on the course taken and the course sought after Alumni can receive anywhere from \$75 to \$1200 off	Apply for a different, additional General Assembly program after graduating from one in the past.	Provide copy of Certificate of Completion to Admissions Agent
Staff Discount	Any part-time, online, or CWE Course for free	All staff are eligible for this benefit after 6 months of employment with General Assembly	Employment verified through internal HR
Faculty Discount	GA Classes & Workshops: Either: A -- 50% Discount, or B -- Unlimited free Classes & Workshops GA Part-Time Courses: C -- \$400 tuition credit (1 credit per course) D -- \$200 tuition credit for up to 5 friends & family (one time use for each). E -- 2 Free	Part-Time Instructors: A,C,D Instructional Associate (Part-time or Immersive): A,C Contract Immersive Instructor: Instructional Lead: B,C,D Full-Time Lead: B,D,E Circuits Instructors: A,C,D Eligible for this benefit after 6 month of employment with General Assembly	Employment verified through Regional or School Director
Community Tuition Discount	\$100 for part-time online programs \$200 for part-time on-campus programs \$500 for full-time programs	Nomination by a member of General Assembly's full-time staff or Program faculty	Referral by a GA employee or teacher to Admissions Agent
Need-based Scholarships	Covers full costs of eligible programs	Admitted students who fulfill all scholarship requirements, and are selected by a committee using an assessment rubric	Visit the Opportunity Fund website to access the application: generalassemb.ly/opportunity-fund
Career Tracks Discount	\$375 for two 10-week online courses \$300 for one 10-week and one 5- or 6-week online course	Students must enroll in one of three online career tracks: Front-End Coder Track, Product Designer Track, or Digital Marketer Track	Visit the Career Tracks website to access the application: https://learn.generalassemb.ly/not-a-school-tracks/

APPENDIX D

SECTION 1.1:

CURRICULUM ADMISSIONS, ENROLLMENT, AND GRADUATES: WEB DEVELOPMENT IMMERSIVE (420 HOURS)

	Diploma			ATB			All
	Full-time	Part-time	Total	Full-time	Part-time	Total	Total
Part I Admissions: Applications, Acceptances & Denials July 1, 2015 through June 30, 2016							
Total applications	3370	-	3370	-	-	-	3370
Applications accepted	501	-	501	-	-	-	501
Applications denied	2869	-	2869	-	-	-	2869
Part II Current Year Enrollment July 1, 2015 through June 30, 2016							
New enrollment	443	-	443	-	-	-	443
Still enrolled / continuing from previous year	120	-	120	-	-	-	120
Total students in program	563	-	563	-	-	-	563
Part III Status of 2015-16 Enrollment as of June 30, 2016							
Still enrolled / continuing into next period	59	-	59	-	-	-	59
Noncompleters	61	-	61	-	-	-	61
Graduates	443	-	443	-	-	-	443

Part 4 Graduate Follow-up		Diploma	ATB	All
Employed in:	Related field	227	-	227
	Slightly related field	26	-	26
	Unrelated field	63	-	63
	Military	-	-	-
Seeking employment	9	-	9	
Pursuing additional education	20	-	20	
Other, unavailable for employment	0	-	0	
Status unknown	98	-	98	
Total Graduates July 1, 2015 - June 30, 2016	443	-	443	

**SECTION 1.2:****CURRICULUM ADMISSIONS, ENROLLMENT, AND GRADUATES: USER EXPERIENCE DESIGN IMMERSIVE (350 HOURS)**

	Diploma			ATB			All
	Full-time	Part-time	Total	Full-time	Part-time	Total	Total
Part I Admissions: Applications, Acceptances & Denials July 1, 2015 through June 30, 2016							
Total applications	1765	-	1765	-	-	-	1765
Applications accepted	353	-	353	-	-	-	353
Applications denied	1413	-	1413	-	-	-	1413
Part II Current Year Enrollment July 1, 2015 through June 30, 2016							
New enrollment	323	-	323	-	-	-	323
Still enrolled/continuing from previous year	60	-	60	-	-	-	60
Total students in program	383	-	383	-	-	-	383
Part III Status of 2015-16 Enrollment as of June 30, 2016							
Still enrolled/continuing into next period	60	-	60	-	-	-	60
Noncompleters	30	-	30	-	-	-	30
Graduates	288	-	288	-	-	-	288

Part 4 Graduate Follow-up		Diploma	ATB	All
Employed in:	Related field	158	-	158
	Slightly related field	38	-	38
	Unrelated field	18	-	18
	Military	-	-	-
Seeking employment		7	-	7
Pursuing additional education		12	-	12
Other, unavailable for employment		0	-	0
Status unknown		55	-	55
Total Graduates July 1, 2015 - June 30, 2016		288	-	288

SECTION 1.3:

CURRICULUM ADMISSIONS, ENROLLMENT, AND GRADUATES: ANDROID DEVELOPMENT IMMERSIVE (420 HOURS)

	Diploma			ATB			All
	Full-time	Part-time	Total	Full-time	Part-time	Total	Total
Part 1 Admissions: Applications, Acceptances & Denials July 1, 2015 through June 30, 2016							
Total applications	305	-	305	-	-	-	305
Applications accepted	44	-	44	-	-	-	44
Applications denied	261	-	261	-	-	-	261
Part 2 Current Year Enrollment July 1, 2015 through June 30, 2016							
New enrollment	25	-	25	-	-	-	25
Still enrolled/continuing from previous year	-	-	-	-	-	-	-
Total students in program	25	-	25	-	-	-	25
Part 3 Status of 2015-16 Enrollment as of June 30, 2016							
Still enrolled/continuing into next period	0	-	0	-	-	-	0
Noncompleters	3	-	3	-	-	-	3
Graduates	22	-	22	-	-	-	22

Part 4 Graduate Follow-up		Diploma	ATB	All
Employed in:	Related field	9	-	9
	Slightly related field	5	-	5
	Unrelated field	4	-	4
	Military	-	-	-
Seeking employment		1	-	1
Pursuing additional education		3	-	3
Other, unavailable for employment		0	-	0
Status unknown		0	-	0
Total Graduates July 1, 2015 - June 30, 2016		22	-	22

SECTION 1.4:
CURRICULUM ADMISSIONS, ENROLLMENT, AND GRADUATES: DATA SCIENCE IMMERSIVE (480 HOURS)

	Diploma			ATB			All
	Full-time	Part-time	Total	Full-time	Part-time	Total	Total
Part 1 Admissions: Applications, Acceptances & Denials July 1, 2015 through June 30, 2016							
Total applications	350	-	350	-	-	-	350
Applications accepted	29	-	29	-	-	-	29
Applications denied	321	-	321	-	-	-	321
Part 2 Current Year Enrollment July 1, 2015 through June 30, 2016							
New enrollment	15	-	15	-	-	-	15
Still enrolled /continuing from previous year	-	-	-	-	-	-	-
Total students in program	15	-	15	-	-	-	15
Part 3 Status of 2015-16 Enrollment as of June 30, 2016							
Still enrolled /continuing into next period	0	-	0	-	-	-	0
Noncompleters	4	-	4	-	-	-	4
Graduates	11	-	11	-	-	-	11

Part 4 Graduate Follow-up		Diploma	ATB	All
Employed in:	Related field	8	-	8
	Slightly related field	0	-	0
	Unrelated field	3	-	3
	Military	-	-	-
Seeking employment		0	-	0
Pursuing additional education		0	-	0
Other, unavailable for employment		0	-	0
Status unknown		0	-	0
Total Graduates July 1, 2015 - June 30, 2016		11	-	11

**SECTION 2:****COURSE ENROLLMENT, GRADUATES, AND NONCOMPLETES**

Course name	Course code	Course clock hours	Students enrolled from previous period	New students enrolled July 1 2015 - June 30 2016	Course noncompleters July 1 2015 - June 30 2016	Course graduates July 1 2015 - June 30 2016	Students continuing enrollment into next period
Data Analytics	1084	40	50	288	30	258	61
Data Analysis Circuit (Online)	1088	60	0	33	6	27	8
Data Science	1599	60	43	219	21	198	27
Digital Marketing	872	60	76	437	60	372	81
Digital Marketing Circuit (Online)	1484	30	0	19	2	17	6
Front-End Web Development	875	60	85	415	45	370	61
HTML, CSS & Web Design Circuit (online)	1439	100	6	17	3	14	4
JavaScript Development	1581	60	0	72	10	62	33
Product Management	876	40	47	313	17	296	61
User Experience Design	877	40	47	313	17	296	61
User Experience Design Circuit (Online)	2028	48	0	6	0	6	3
Visual Design	879	32	8	107	11	96	15
Unduplicated count* of students reported in all courses listed above:							
			384	2028	195	1833	417



**SECTION 3:
FINANCIAL ASSISTANCE**

Federal/State Financial Assistance Program	Number of students		
	Full-time	Part-time	Total
TAP (Tuition Assistance Program)	-	-	-
GSL (Guaranteed Student Loan)	-	-	-
PELL (Basic Education Opportunity Grant)	-	-	-
SEOG (Special Education Opportunity Grant)	-	-	-
ACCES VR (Adult Career and Continuing Education Services Vocational Rehabilitation)	-	-	-
WIA (Workforce Investment Act)	-	-	-
Other Federal / State Subsidies	-	-	-
Private Student Loans (Identify by Name of Lender)	-	-	-
Lender #1: Affirm	14	-	14
Lender #2: Earnest	64	2	66
Lender #3: Climb	68	13	81
UNDUPLICATED COUNT* of Students Receiving Financial Assistance	146	15	161

APPENDIX E – SPECIFIC POLICIES FOR GI BILL RECIPIENTS

CURRICULUM OUTLINE FOR WEB DEVELOPMENT IMMERSIVE

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 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	60	45		105
WDI102	JavaScript & APIs	50	55		105
WDI 103	Ruby on Rails and MVC Concepts	60	75		135
WDI 104	Computer Science Fundamentals	20	55		75
TOTAL		190	230	0	420

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

WDI101

Web Development Fundamentals

Subject Hours: 105 hours (60 lecture hours, 45 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: 105 hours (50 lecture hours, 55 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: 135 hours (60 lecture hours, 75 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: 75 hours (20 lecture hours, 55 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*

UXDI102

Discovery & User Experience Design

Subject Hours: 100 hours (70 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: 70 hours (40 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: 75 hours (55 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: 70 hours (40 lecture hours, 30 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*

ACADEMIC CALENDAR/CLASS SCHEDULES

Web Development Immersive, 35 hours a week, 12 weeks

3/27/2017 – 6/19/2017, Monday – Friday 9AM – 4PM
4/24/2017 – 7/18/2017, Monday – Friday 9AM – 4PM
5/22/2017 – 8/15/2017, Monday – Friday 9AM – 4PM
6/26/2017 – 9/20/2017, Monday – Friday 9AM – 4PM
7/24/2017 – 10/16/2017, Monday – Friday 9AM – 4PM
8/28/2017 – 11/20/2017, Monday – Friday 9AM – 4PM
9/25/2017 – 12/19/2017, Monday – Friday 9AM – 4PM
10/16/2017 – 1/16/2018, Monday – Friday 9AM – 4PM
11/13/2017 – 2/13/2018, Monday – Friday 9AM – 4PM
12/4/2017/3/14/2018, Monday – Friday 9AM – 4PM

User Experience Design Immersive, 35 hours a week, 10 weeks

3/27/2017 – 6/1/2017, Monday – Friday 9AM – 4PM
4/24/2017 – 6/27/2017, Monday – Friday 9AM – 4PM
5/22/2017 – 8/15/2017, Monday – Friday 9AM – 4PM
6/26/2017 – 9/18/2017, Monday – Friday 9AM – 4PM
7/24/2017 – 10/16/2017, Monday – Friday 9AM – 4PM
8/21/2017 – 11/13/2017, Monday – Friday 9AM – 4PM
9/25/2017 – 12/19/2017, Monday – Friday 9AM – 4PM
10/23/2017 – 1/24/2018, Monday – Friday 9AM – 4PM
11/27/2017 – 2/19/2018, Monday – Friday 9AM – 4PM

SPECIFIC POLICIES FOR GI BILL RECIPIENTS

Credit for Prior Learning (38 CFR 21.4254(c)(3)). The school maintains a written record of the previous education and training of the GI Bill recipient and grant credit appropriately, with the training period shortened proportionately.

Pro Rata Refund (38 CFR 21.4254(c)(13), 21.455). We will refund the unused portion of prepaid tuition and fees on a pro rata basis. The exact proration will be determined on the ratio of the number of days of instruction completed by the student to the total number of instructional days in the course. Any amount in excess of \$10.00 for an enrollment fee or registration fee will also be prorated.

Certified as True and Correct in Content and Policy.

