



# General Assembly's Catalog

New York  
Campus

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January 1, 2021 – December 31, 2021

Certified as True and Correct in Content and Policy.

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GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government web site at <http://www.benefits.va.gov/gibill>.

## Our Story

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

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

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

## Mission and Objectives

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

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

## Governance

General Assembly is governed by a board of directors. 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).

Students should be aware that some information in the catalog may change. It is recommended that students considering enrollment check with the licensed school director to determine if there is any change from the information provided in the catalog. In addition, a catalog will contain information on the school's teaching personnel and courses/curricula offered. Please be advised that the State Education department separately licenses all teaching personnel and independently approves all courses and curricula offered. Therefore, it is possible that courses/curricula listed in the school's catalog may not be approved at the time that a student enrolls in the school or the teaching personnel listed in the catalog may have changed. It is again recommended that the student check with the

licensed school director to determine if there are any changes in the courses/curricula offered of the teaching personnel listed in the catalog.

General Assembly is not accredited.

## Facilities and Equipment

All classes are taught at:

10 East 21st St., 3rd and 4th floor  
 New York, NY 10010  
 ny@generalassemb.ly  
 1-917-722-0237

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

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

## Hours

### Class Hours

Monday – Thursday 8 a.m. – 10 p.m

Friday 8 a.m. – 6 p.m

Saturday – Sunday 9 a.m. – 6 p.m

### Administration Hours

Monday – Friday 9 a.m. – 5 p.m

## Holidays

General Assembly is closed on the following holidays. Instructors may choose to reschedule classes on additional dates with advance notice to students. Opportunities will be provided to make up any material missed.

Date	Holiday
January 01, 2021	New Year’s Day
January 18, 2021	MLK Day
February 15, 2021	President’s Day
May 31, 2021	Memorial Day
June 18, 2021	Juneteenth
July 5, 2021	Independence Day Observed
September 6, 2021	Labor Day

November 02, 2021	Election Day
November 11, 2021	Veterans Day
November 24, 2021	Day before Thanksgiving
November 25, 2021	Thanksgiving Day
November 26, 2021	Day after Thanksgiving
December 24, 2021	Christmas Eve
December 25, 2021	Christmas Day
December 27, 2021	Christmas Holidays
December 28, 2021	Christmas Holidays
December 29, 2021	Christmas Holidays
December 30, 2021	Christmas Holidays
December 31, 2021	New Year's Eve

## Courses Offered

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

General Assembly follows the required student-teacher ratios listed on its programmatic approvals from the New York State Education Department’s Bureau of Proprietary School Supervision (BPSS).

The schedule of courses offered may be found on our website at: <https://generalassemb.ly/locations/new-york-city>.

General Assembly offers the following courses:

Courses Offered	Course Length (Instructional Hours)	Course offered in the following formats	
		Part-time	Full-time
<b>Immersive Courses</b>			
Data Science Immersive	420 hours / 12 weeks		X
Data Science Immersive Remote	420 hours / 12 weeks or 24 weeks	X	X
Software Engineering Immersive	420 hours / 12 weeks or 24 weeks	X	X
Software Engineering Immersive Remote	420 hours / 12 weeks or 24 weeks	X	X
User Experience Design Immersive	420 hours / 12 weeks	X	X
User Experience Design Immersive Remote	420 hours / 12 weeks or 24 weeks	X	X
<b>Non-Immersive Courses</b>		In-person	Online

Cybersecurity for Developers	40 hours / 1 or 10 weeks	X	X
Data Analytics	40 hours / 1 or 10 weeks	X	X
Data Science	60 hours / 10 weeks	X	X
Digital Marketing	40 hours / 1 or 10 weeks	X	X
Front-End Web Development	60 hours / 10 weeks	X	X
JavaScript Development	60 hours / 10 weeks	X	X
Product Management	40 hours / 1 or 10 weeks	X	X
Python Programming	40 hours / 1 or 10 weeks	X	X
React Development	40 hours / 1 or 10 weeks	X	X
User Experience Design	40 hours / 1 or 10 weeks	X	X
Visual Design	32 hours / 1 or 8 weeks	X	X

## Admissions Policy and Procedure

### ***Entrance Requirements and Enrollment Dates***

Admission into any General Assembly course requires that students have one of the following:

- High school diploma.
- General Education Diploma — GED.
- Test Assessing Secondary Completion — TASC.
- 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.
2. Receipt of prior education documentation, as stated in the Admissions Policy.
3. Receipt of Test of English as a Foreign Language (TOEFL) examination score of an 80 or higher for the Internet-based test and 550 or higher for the paper-based test.

### Course-Specific Admissions Requirements

Admissions decisions are also based on the following:

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

### Required Equipment

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

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

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

### Admissions Procedure

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

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

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

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

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

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

***Pre-Work Requirements***

Pre-course assignments are required for the following courses:

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

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

If a student is unable to complete the pre-work prior to the first day of the class and seeks to cancel their enrollment, they should refer to the Cancellation Policy on page 31.

***Admissions Deadline***

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

***Foreign Transcript Evaluation***

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

***Admission Denials***

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

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

General Assembly reserves the right to deny admission or readmission to any applicant or student who is disruptive to the educational environment. If an applicant or student violates General Assembly's code of conduct, including but not limited to engaging in threatening, abusive, or dangerous behavior towards any staff member, student, or other member of the General Assembly community, such applicant or student may be prohibited from enrollment in another course and may be subject to other discipline.

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

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

## Transfer of Previous Credit and Prior Credit Policy

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

## Course Descriptions and Objectives

### **Cybersecurity for Developers**

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

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

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

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

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

## **Data Analytics**

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

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

You'll practice collecting, cleaning, and analyzing data using Excel and SQL. Additionally, you'll learn to create data dashboards and various visualizations to communicate insights using Excel and Tableau.

This course culminates in a presentation in which you'll share the results of your own analysis on a data set with your classmates and instructional team.

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

- Explain the value of data.
- Utilize statistics to describe a data set and validate its analysis.
- Clean data sets using Excel's core functionality.
- Analyze data sets using visualizations and PivotTables in Excel.
- Create basic SQL queries from databases.
- Create a local SQL database.
- Import data into a local SQL database.
- Create complex queries using JOINS and other advanced SQL functionality.
- Aggregate and analyze data using efficient SQL queries.
- Build compelling and clear visualizations in Tableau.
- Deliver effective presentations with data.

## **Data Science**

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

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

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

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

- Perform exploratory data analysis with powerful programmatic tools, Python, and command line.
- Build and refine machine learning models to predict patterns from data sets.

- Learn the language of data scientists to contribute as part of a data science team.
- Communicate data-driven insights to a non-technical audience.

### **Data Science Immersive**

*Immersive, Full-time, On-campus (420 hours / 12 weeks)*

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

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

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

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

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

### **Data Science Immersive Remote**

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

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

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

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

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

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

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

## **Digital Marketing**

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

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

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

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

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

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

## **Front-End Web Development**

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

This course introduces students to the basics of programming for the web using HTML, CSS, and JavaScript. Designed for beginners, it teaches students how to build the visual and interactive

components of a website. Students will learn how to create the structural foundation of a site (HTML), style it (CSS), and add logic to control its behavior (JavaScript) through the core languages that make up the web. They will also gain an understanding of how the web works and how to customize their sites using their own designs and ideas.

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

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

## ***JavaScript Development***

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

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

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

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

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

## ***Product Management***

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

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

Product managers understand their users, their market, and their organizations better than anyone, allowing them to create products and features that succeed in the real world. In this course, students

will explore the different processes and skills required to guide product development from ideation through execution and iteration in an Agile development environment.

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

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

## ***Python Programming***

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

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

This course provides professionals with the know-how needed to program in Python — no prior coding experience required. Python is a popular, well-supported, and “readable” programming language that anyone from a manager to an analyst can leverage to their advantage. Whether you have experience in programming or are looking to get started for the first time, this course will put you on the fast track to honing your skills.

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

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

## **React Development**

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

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

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

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

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

## **Software Engineering Immersive**

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

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

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

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

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

- Coding webpages using Hypertext Markup Language (HTML), Cascading Style Sheets (CSS), and JavaScript
- Programming fundamentals and software engineering best practices.
- Version control and collaborative software development with Git and GitHub.
- Developing full-stack applications with in-demand technologies such as Ruby

on Rails, Python with Django, and Express with Node.js.

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

### **Software Engineering Immersive Remote**

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

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

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

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

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

- Coding webpages using Hypertext Markup Language (HTML), Cascading Style Sheets (CSS), and JavaScript
- Programming fundamentals and software engineering best practices.
- Version control and collaborative software development with Git and GitHub.
- Developing full-stack applications with in-demand technologies such as Ruby on Rails, Python with Django, and Express with Node.js.
- Building full-stack applications by leveraging common design and architectural patterns like model–view– controller (MVC) and Representational State Transfer (REST).

- Safely modeling and storing data in SQL and NoSQL databases.
- Consuming and integrating third-party application programming interfaces (APIs) in an application.
- Front-end web application development with modern JavaScript frameworks such as React.
- Deploying applications to the web via cloud-based hosting.
- Implementing common data structures encountered in technical interview situations, such as Linked Lists and Trees.
- Solving algorithm challenges and analyzing the computational complexity of algorithms using Big O notation.

## **User Experience Design**

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

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

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

### **Introduction to UX Design**

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

### **User Research**

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

### **Insights and Personas**

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

### **Sketching**

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

### **Feature Prioritization**

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

## Maps and Flows

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

## Wireframing

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

## Wireframes to Prototypes

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

## Usability Testing

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

## Project Demo and Critique

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

## Visual Design

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

## Design Systems and Patterns

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

## Leveling Up Testing and Usability Advanced User Research

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

## Design for Behavior and Emotion

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

## Your Personal Brand as a Designer

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

### Your Portfolio and Career

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

### Flexible Sessions

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

### Final Presentations

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

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

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

## ***User Experience Design Immersive***

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

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

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

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

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

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

- Identify and implement the most effective methods of user research to gain a deeper understanding of what users want and need.

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

### ***User Experience Design Immersive Remote***

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

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

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

## **Visual Design**

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

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

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

### **Introduction to Visual Design**

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

### **Brand and User Research**

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

### **From Research to Moodboards**

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

### **Content Strategy for Visual Designers**

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

### Layout and Composition

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

### Responsive Grids and UI Patterns

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

### Introduction to Typography

- Discuss the importance of typography in visual design.
- Define key terms related to typography.
- Practice selecting and pairing typefaces for a design project.

### Typography Decisions

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

### Introduction to Imagery

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

### Incorporating Imagery

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

### Introduction to Color Theory

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

### Applying Color

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

### Flexible Sessions

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

### Final Presentations

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

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

- Take on challenging design problems, come up with creative solutions, and mock them up in production-ready detail.
- Apply the fundamentals of layout, typography, and color theory to create a landing page that you can use as a portfolio piece.

- Use industry-standard tools to design high-fidelity compositions.
- Use the technical vocabulary required to communicate with visual and user interface designers.

## Academic Policies

### Homework

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

### Hours

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

General Assembly offers curricula measured in clock hours, not credit hours. Certificates of Completion, i.e., school diplomas, are issued to students who meet clock hour requirements. The granting of any credit to students who participated in and/or completed a program at General Assembly is solely at the discretion of any other institution of higher education that the student may opt to subsequently attend.

### Standards of Progress

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

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

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

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

## Grading System

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

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

## 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, they may be provided with additional assistance outside of class. If the student is unable to make satisfactory academic progress with this assistance, they may be withdrawn from the program. Informal feedback is provided to students throughout the course. Students dismissed for unsatisfactory academic progress may reenter General Assembly subject to approval by the licensed school director.

## Attendance

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

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

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

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

General Assembly does not provide an interruption option.

**Immersive Course**

With prior approval from General Assembly:

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

**Non-immersive Courses**

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

Students in 1-week courses must attend every class.

***Religious Accommodation Policy***

General Assembly will make good faith efforts to provide reasonable religious accommodations to students who have sincerely held religious practices or beliefs that conflict with a scheduled course session or requirement.

Students requesting a religious accommodation should make the request, in writing, to their instructor and student services team with as much advance notice as possible.

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

***Leave of Absence Policy***

A leave of absence is to be granted only in extenuating circumstances, such as an accident, prolonged illness, maternity leave, or the death of a relative. The school is expected to explain the implications of a leave to the student. If the student fails to return on the agreed upon date, the student will be dismissed and a refund calculation performed. Experience has shown that most students do not return from a leave of absence. Some programs are too short to make a leave of absence practical. A retention evaluation upon return may be performed.

The licensed school director is expected to review the student's request, preferably in person with the student requesting the leave. Not all leave requests should be granted. All leaves of absence must be requested and approved in writing.

***Transfer***

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

### ***Make-Up Work***

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

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

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

### ***Extensions***

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

### ***Completion***

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

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

### ***Student Rights (See Appendix B)***

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

Students have the right to view their own academic records.

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

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

### ***Student Conduct and Dismissal***

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

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

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

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

### ***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 licensed school 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 licensed school director.

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

## ***Diversity and Inclusion Values Statement***

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

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

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

## **Student Services**

### ***Academic Advising***

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

### ***Housing***

General Assembly does not provide student housing.

### ***MyGA***

Enrolled students will have unrestricted access to MyGA, a digital library of course-specific learning resources and tools, available 24 hours per day, 7 days per week via our learning management platform. This also includes access to all of the curriculum, support materials, and online community relevant to a student's program of study. All resources included in the platform are available to students without additional charge while enrolled. Due to the rapidly changing nature of the content of the curriculum for our programs, maintaining a digital library allows us to continually modify and upgrade the available materials so that enrolled students have access to the most current information available.

### ***Employment Assistance***

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

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

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

General Assembly cannot and does not guarantee employment or salary.

### ***Student 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 or not 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 the licensed 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 their teacher, who will attempt to resolve the situation. If a resolution does not occur, the student or teacher member should provide a written description of the concern to the licensed school director, who will investigate the complaint and provide a prompt written response. General Assembly attempts to resolve all complaints within 30 days. The licensed school 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 Education Department's Bureau of Proprietary School Supervision (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 & 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. Except in cases of force majeure, you will be entitled, at your discretion, to attend the course at the proposed later date or to receive a full refund of any course fees you have already paid to attend the course on the original date and/or location.
2. General Assembly reserves the right to cancel an enrollment based on conduct violations prior to course start date. If you display threatening, abusive, or dangerous behavior toward us or any of our staff or personnel, then we reserve the right to refuse to allow you to continue taking the course. In such circumstances, you will not be entitled to a refund of any fees paid except as mandated by your state's refund policy, and we reserve the right to prevent you from taking any course in the future if we feel that is necessary for the protection of our staff or personnel.
3. General Assembly reserves the right to cancel an enrollment if a student has failed to complete the pre-work required for course participation.
4. General Assembly reserves the right to cancel an enrollment or disenroll a student for delinquent past-due balances. Students who finance their GA course with their GI Bill® benefit will not be canceled or dis-enrolled if tuition payments from Department of Veterans Affairs are delayed.

### ***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 their enrollment agreement. This can be done by email or by hand delivery. The written notice of cancellation, if sent by mail, is effective when deposited in the mail properly addressed with proper postage. The notification is effective when General Assembly receives notice or the date the notice is mailed, whichever is sooner.
3. The written notice of cancellation need not take any particular form and, however expressed, it is effective if it shows that the student no longer wishes to be bound by the Enrollment Agreement.
4. If the enrollment agreement is cancelled, the school will refund the student any money they 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's licensed school director in writing of the student's intent to withdraw may delay any applicable refund of tuition to the student pursuant to Section 5002(3) of the Education Law.
- 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 licensed school director into a future instance of the course after final grades have been issued for the original course.
- The student has failed to attend class for three class meetings without prior approval.\*

Students who withdraw due to an emergency, such as personal or family illness or national service, may be reenrolled into another General Assembly course following approval by the licensed school 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), except for students who are receiving educational benefits from the Department of Veterans Affairs, for whom the amount of the registration fee or application fee in excess of \$10 may be subject to proration per the VA Prorated Refund Policy.

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

### **Quarters Refund Policy**

The Quarters Refund Policy applies to all campus-based courses that are 7–14 weeks long. Students are refunded based on the Refund Liability Charts listed below.

- A. A student who cancels within seven 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 the following:
  - a. The non-refundable registration fee.
  - b. The cost of any textbooks or supplies accepted.
  - c. 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 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%

For students who choose to fund their tuition pursuant to an income share agreement (ISA), the ISA contract is not binding until the Right to Cancel period has expired (seven business days). For ISA funded students who withdraw, the refund percentage noted above will be applied to the Funding Amount specified in the ISA. For example, if the ISA Funding Amount is \$10,000.00, and a student withdraws in the third week, then the ISA Funding Amount would be reduced to \$5,000.00 (50%). If the student withdraws in the fourth week in this example, then the Funding Amount would be reduced to \$7,500.00 (75%). The refund percentage will be applied to the Funding Amount and Payment Cap as specified in the ISA.

### Mini Refund Policy

The Mini Refund Policy applies to all campus-based courses that are 1–6 weeks long. Students are refunded based on the Refund Liability Charts listed below.

- A. A student who cancels within seven 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 the following:
  - a. The non-refundable registration fee.
  - b. The cost of any textbooks or supplies accepted.
  - c. 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%
After the fourth week	0%

**Refund Policy for VA Education Beneficiaries**

Pro Rata Refund (38 CFR 21.4254(c)(13), 21.455). General Assembly will refund the unused portion of prepaid tuition and fees on a pro rata basis. The exact proration will be determined on the ratio of the number of days of instruction completed by the student to the total number of instructional days in the course. Any amount in excess of \$10.00 for an enrollment fee or registration fee will also be prorated. Refunds are determined based on the proration of tuition and percentage of program completed at withdrawal, up until 40% of the program.

**Tuition and Fees**

**Payment Policy**

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

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

Payment in full is a graduation requirement and certificates of completion will be withheld until full balance is paid. 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. Students who finance their GA course with their GI Bill® benefit will not be penalized or refused a certificate of completion if tuition payments from Department of Veterans Affairs are delayed.

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

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

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

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

### ***Third-Party Sponsor Payment Policy***

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

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

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

### ***Income Share Agreement Policy***

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

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

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

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

If a student withdraws from their program, the tuition will be pro-rated pursuant to General Assembly’s refund policy and consistent with New York Education Law § 5002(3). The corresponding payment cap amount will also be pro-rated in accordance with the same formula stated in the refund policy.

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

### Tuition and Fees

The schedule of courses offered may be found on our website at: <https://generalassemb.ly/locations/new-york-city>.

New York Students			
Course	Registration Fee (Non-Refundable)	Tuition	Total Cost
Cybersecurity for Developers & Cybersecurity for Remote	\$100	\$3,850	\$3,950
Data Analytics & Data Analytics Remote	\$100	\$3,850	\$3,950
Digital Marketing & Digital Marketing Remote	\$100	\$3,850	\$3,950
Data Science & Data Science Remote	\$100	\$3,850	\$3,950
Data Science Immersive & Data Science Immersive Remote	\$100	\$15,850	\$15,950
Front-End Web Development & Front-End Web Development Remote	\$100	\$3,850	\$3,950
JavaScript Development &	\$100	\$3,850	\$3,950

JavaScript Development Remote			
Product Management & Product Management Remote	\$100	\$3,850	\$3,950
Python Programming & Python Programming Remote	\$100	\$3,850	\$3,950
React Development & React Development Remote	\$100	\$3,850	\$3,950
Software Engineering Immersive & Software Engineering Immersive Remote	\$100	\$15,850	\$15,950
User Experience Design & User Experience Design Remote	\$100	\$3,850	\$3,950
User Experience Design Immersive & User Experience Design Immersive Remote	\$100	\$15,850	\$15,950
Visual Design & Visual Design Remote	\$100	\$2,700	\$2,800

## Tuition Liability

### In-Person Non-Immersive Courses

Weekly tuition liability chart for: Cybersecurity for Developers, Data Analytics, Data Science, Digital Marketing, Front-End Web Development, JavaScript Development, Product Management, Python Programming, React Development

Tuition: \$3,850.00

Quarter 1 (based on \$3,850.00 paid in full)

Amount of Course Completed	Percent Refunded	Money Refunded
Prior to or During Week 1	100%	\$3,850.00
During Week 2	75%	\$2,887.50
During Week 3	50%	\$1,925.00
During Week 4	25%	\$962.50
After Week 4	0%	\$0.00

Weekly tuition liability chart for Visual Design

Tuition: \$2,700.00

Quarter 1 (based on \$2,700.00 paid in full)

Amount of Course Completed	Percent Refunded	Money Refunded
Prior to or During Week 1	100%	\$2,700.00
During Week 2	75%	\$2,025.00

During Week 3	50%	\$1,350.00
During Week 4	25%	\$675.00
After Week 4	0%	\$0.00

Weekly tuition liability chart for Cybersecurity for Developers (1 week), Data Analytics(1 week), Data Science (1 week), Digital Marketing (1 week), Front-End Web Development (1 week), JavaScript Development (1 week), Product Management (1 week), Python Programming (1 week), React Development (1 week)

Tuition: \$3,850.00

Mini (based on \$3,850.00 paid in full)

Amount of Course Completed	Percent Refunded	Money Refunded
0-15%	100%	\$3,900.00
16%-30%	75%	\$2,925.00
31%-45%	50%	\$1,950.00
46%-60%	25%	\$975.0
After 60%	0%	\$0.00

Tuition: \$2,700.00

Mini (based on \$2,700.00 paid in full)

Amount of Course Completed	Percent Refunded	Money Refunded
0-15%	100%	\$2,700.00
16%-30%	75%	\$2,025.00
31%-45%	50%	\$1,350.00
46%-60%	25%	\$675.00
After 60%	0%	\$0.00

### In-Person, Immersive Courses

Weekly tuition liability chart for Data Science Immersive, Software Engineering Immersive, User Experience Design Immersive

Tuition: \$15,850.00

Quarter 1 (based on \$15,850.00 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%	\$0.00

**Remote Courses**

Weekly tuition liability chart for Data Analytics Remote

Tuition: \$3,850.00

Pro Rata (based on \$3,850.00 paid in full)

Units used	Percent Refunded	Money Refunded
0	100%	\$3,850
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
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

Weekly tuition liability chart for Cybersecurity for Developers Remote, Data Science Remote, Digital Marketing Remote, Front-End Web Development Remote, JavaScript Development Remote, Product Management Remote, Python Programming Remote, React Development Remote

Tuition: \$3,850.00

Pro Rata (based on \$3,850.00 paid in full)

Units used	Percent Refunded	Money Refunded
0	100%	\$3,850
1	95%	\$3,657.50
2	90%	\$3,465
3	85%	\$3,272.50
4	80%	\$3,080
5	75%	\$2,877.50
6	70%	\$2,695
7	65%	\$2,502.50
8	60%	\$2,310
9	55%	\$2,117.50
10	50%	\$1,925
11	45%	\$1,732.50
12	40%	\$1,540
13	35%	\$1,347.50
14	30%	\$1,155
15	25%	\$962.50
16	20%	\$777
17	15%	\$577.50
18	10%	\$385
19	5%	\$192.50
20	0%	\$0

Weekly tuition liability chart for Visual Design Remote

Tuition: \$2,700.00

Pro Rata (based on \$2,700.00 paid in full)

Units used	Percent Refunded	Money Refunded
0	100%	\$2,700
1	93.75%	\$2,531.25
2	87.50%	\$2,362.50
3	81.25%	\$2,193.75
4	75.00%	\$2,025
5	68.75%	\$1,856.25
6	62.50%	\$1,687.50
7	56.25%	\$1,518.75
8	50.00%	\$1,350
9	43.74%	\$1,181.25
10	37.50%	\$1,012.50
11	31.25%	\$843.75
12	25.99%	\$675
13	18.75%	\$506.25
14	12.50%	\$337.50
15	6.25%	\$168.75
16	0%	\$0

Weekly tuition liability chart for Software Engineering Immersive Remote & User Experience Design Immersive Remote

Tuition: \$14,850.00

Pro Rata (based on \$14,850.00 paid in full)

Units used	Percent Refunded	Money Refunded	Units used	Percent Refunded	Money Refunded
0	100.00%	\$14,850.00	31	48.33%	\$7,177.50
1	98.33%	\$14,602.50	32	46.67%	\$6,930.00

2	96.67%	\$14,355.00	33	45.00%	\$6,682.50
3	95.00%	\$14,107.50	34	43.33%	\$6,435.00
4	93.33%	\$13,860.00	35	41.67%	\$6,187.50
5	91.67%	\$13,612.50	36	40.00%	\$5,940.00
6	90.00%	\$13,365.00	37	38.33%	\$5,692.50
7	88.33%	\$13,117.50	38	36.67%	\$5,445.00
8	86.67%	\$12,870.00	39	35.00%	\$5,197.50
9	85.00%	\$12,622.50	40	33.33%	\$4,950.00
10	83.33%	\$12,375.00	41	31.67%	\$4,702.50
11	81.67%	\$12,127.50	42	30.00%	\$4,455.00
12	80.00%	\$11,880.00	43	28.33%	\$4,207.50
13	78.33%	\$11,632.50	44	26.67%	\$3,960.00
14	76.67%	\$11,385.00	45	25.00%	\$3,712.50
15	75.00%	\$11,137.50	46	23.33%	\$3,465.00
16	73.33%	\$10,890.00	47	21.67%	\$3,217.50
17	71.67%	\$10,642.50	48	20.00%	\$2,970.00
18	70.00%	\$10,395.00	49	18.33%	\$2,722.50
19	68.33%	\$10,147.50	50	16.67%	\$2,475.00
20	66.67%	\$9,900.00	51	15.00%	\$2,227.50
21	65.00%	\$9,652.50	52	13.33%	\$1,980.00
22	63.33%	\$9,405.00	53	11.67%	\$1,732.50
23	61.67%	\$9,157.50	54	10.00%	\$1,485.00
24	60.00%	\$8,910.00	55	8.33%	\$1,237.50
25	58.33%	\$8,662.50	56	6.67%	\$990.00
26	56.67%	\$8,415.00	57	5.00%	\$742.50
27	55.00%	\$8,167.50	58	3.33%	\$495.00
28	53.33%	\$7,920.00	59	1.67%	\$247.50
29	51.67%	\$7,672.50	60	0.00%	\$0.00

30	50.00%	\$7,425.00			
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Weekly tuition liability chart for Data Science Immersive

Tuition: \$15,850.00

Pro Rata (based on \$15,850.00 paid in full)

Units used	Percent Refunded	Money Refunded	Units used	Percent Refunded	Money Refunded
0	100.00%	\$15,850.00	31	48.33%	\$7,660.83
1	98.33%	\$15,585.83	32	46.67%	\$7,396.67
2	96.67%	\$15,321.67	33	45.00%	\$7,132.50
3	95.00%	\$15,057.50	34	43.33%	\$6,868.33
4	93.33%	\$14,793.33	35	41.67%	\$6,604.17
5	91.67%	\$14,529.17	36	40.00%	\$6,340.00
6	90.00%	\$14,265.00	37	38.33%	\$6,075.83
7	88.33%	\$14,000.83	38	36.67%	\$5,811.67
8	86.67%	\$13,736.67	39	35.00%	\$5,547.50
9	85.00%	\$13,472.50	40	33.33%	\$5,283.33
10	83.33%	\$13,208.33	41	31.67%	\$5,019.17
11	81.67%	\$12,944.17	42	30.00%	\$4,755.00
12	80.00%	\$12,680.00	43	28.33%	\$4,490.83
13	78.33%	\$12,415.83	44	26.67%	\$4,226.67
14	76.67%	\$12,151.67	45	25.00%	\$3,962.50
15	75.00%	\$11,887.50	46	23.33%	\$3,698.33
16	73.33%	\$11,623.33	47	21.67%	\$3,434.17
17	71.67%	\$11,359.17	48	20.00%	\$3,170.00
18	70.00%	\$11,095.00	49	18.33%	\$2,905.83
19	68.33%	\$10,830.83	50	16.67%	\$2,641.67
20	66.67%	\$10,566.67	51	15.00%	\$2,377.50
21	65.00%	\$10,302.50	52	13.33%	\$2,113.33
22	63.33%	\$10,038.33	53	11.67%	\$1,849.17

23	61.67%	\$9,774.17	54	10.00%	\$1,585.00
24	60.00%	\$9,510.00	55	8.33%	\$1,320.83
25	58.33%	\$9,245.83	56	6.67%	\$1,056.67
26	56.67%	\$8,981.67	57	5.00%	\$792.50
27	55.00%	\$8,717.50	58	3.33%	\$528.33
28	53.33%	\$8,453.33	59	1.67%	\$264.17
29	51.67%	\$8,189.17	60	0.00%	\$0.00
30	50.00%	\$7,925.00			

## Financial Assistance

General Assembly does not participate in federal or state financial aid programs and we do not provide institutional financing. We do provide information on a range of financing options through independent, private funding sources, which you can read more about at: <https://generalassembly.com/apply/financing-your-education>. For students interested in financing the cost of their program, we have partnered with high-quality lenders that offer affordable rates to our community members.

### Loans

	Climb	Meritize
Loan options available for:	Immersives, non-Immersive, Remote, and accelerated formats	On-campus Immersive and non-Immersive programs
Co-borrower option?	Yes	Yes
Cost-of-living expenses	Climb allows borrowers to finance up to \$7,000 in cost-of-living expenses if they also finance their full tuition.	Meritize allows borrowers to finance up to \$7,000 in cost-of-living expenses if they also finance their full tuition.
Deferral period?	No. Students are expected to pay small interest payments during class. The first principal payment is due one month after their course ends.	Yes. Students have the option to defer principal payments for six months (three months in-program and three months post-program).
Loan term length	Three-year loan term	Five- or ten-year loan term
Interest Rates	5-14%	4.95-14.95%
Fees	5% of loan amount	0.3-5% of loan amount

<p>Who should apply?</p>	<p>Students with a co-borrower who has great credit will have a higher likelihood of being approved and securing a good rate. Students who wish to take part-time and online programs should also apply.</p> <p>Climb uses a soft credit pull in its preliminary decision-making. Applicants who accept pre-approval terms authorize a hard credit pull.</p>	<p>Students who want to enhance their loan application with academic performance data (transcripts can be submitted as part of the application process). Students who wish to have a longer deferral period should also apply. Meritize uses a hard credit pull in their decision-making process. Hard inquiries will appear on your credit report.</p>
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## Legal Considerations

### **Terms of Service & Privacy Policy**

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

### **Force Majeure**

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

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

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

### **Personal Property**

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

### **Intellectual Property**

#### **General Assembly Intellectual Property**

General Assembly programs and all intellectual property related thereto including but not limited to coursework, project descriptions, exercises, learning experiences, solutions, example projects, material stored in General Assembly’s private git repositories, or other training materials are the exclusive

property of General Assembly unless noted otherwise. Enrolled students shall have the right to use, study, share (copy), and modify all course work, including any projects performed by an enrolled student, for the sole purpose of personal training and education. In no event shall the authors or copyright holders be liable for any claim, damages, or other liability.

### **General Assembly Proprietary Materials**

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

### **Media Release**

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

### **Consumer Information**

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

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

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

## Appendix A: Ownership, Management, and Faculty

### Board of Directors

Lisa Lewin  
Sergio Picarelli  
Phillipp Lustenberger

### Ownership

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

### Management

Lisa Lewin, MBA, Chief Executive Officer  
Philipp Lustenberger, MBA, Chief Financial Officer  
Laura Youngblom, MBA, VP of Admissions  
Liz Simon, J.D., Chief Operating Officer  
Scott Zaloom, President Consumer Business

### Licensed School Directors

Macia Batista, New York City

### VA School Certifying Official

Kim Cordova, sco@ga.co

### Licensed Agents

Jess Aguilar, Margaux Alicea, Chris Anisowicz, Gabriella Arenas, Chris Austin, Damien Basey, Nichole Bolton, Ryan Bosveld, Brian Brochstein, Emilie Buckley, Andre Bufi, Mollie Cline, Cecilia Colangelo, Simone Cunningham, Russell Enright, Oliver Fisher, Ryan Ford, David Fox, Clara Graham, Megan Grajeda, Adrienne Harris, Sasha Hasanbegovic, April Hostler, Zac Iseman, Demyah Jackson, Meghan Jaremenko, Jordan Karp, Rob Katzwer, Bilal Khalid, Kelly Killoran, Lyam Lugo, Tiani McCarthy, Everett McCrea, Nurisellie Morales, Anthony Navetta, Alec Nichols, Kimberly Padley, Mobeen Qureshi, Grace Radin, Daniel Rodriguez, Nicole Schaffer, Joey Schatzberg, Evan Silverman, Eli Sklarsky, Moira Smith, Jonathan Spalding, Lauren Stephenson, Nicole Taylor, Chelsea Tyler, Daniel Usem, Alexandra Weiner, Loy Wierzba, Joanna Williams, Jessica Williams, Ameche Williams, Benjamin Woehler, Stephanie Zaragoza, Fatema Zerín,

### Teachers

General Assembly employs both full 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.

New York Teachers			
Instructor	Course	Degree	Institution/Experience
Nisar Ahmed	AN	BS	Concordia University
Anila Alexander	PDM	BA	New York University
Greg Bayer	PDM	BA	Princeton University

Jonathan Bechtel	DAT	BS	The Ohio State University
Alison Bunce	UXD	BS	Fashion Institute of Technology
Kimberly Burgas	UXD	MSc, Visual Sociology	Goldsmiths, University of London
Diane Cai	DAT, PYTH	BA	Brown University
Nigel Caldon	AN	BA	New York University
Isabela Carvalho	UXDI	BS, MS	University of Rochester / University of Michigan
Richie Castellanes	DAT	MS	Columbia
Ryan Cooley	PDM	BA, MPA	Clark University
Nate Cooper	FEWD	BA	University of California, Santa Cruz
Riley Dallas	DAT	BBA	Texas A&M University
Britanny Dandy	DGM	MA, TV Radio, & Film; BS, Media Managment	Syracuse / N.C. Agricultural and Tech University
Zachary Dorsett	UXDI	BA, MS	North Carolina State University / New York University
Winston Featherly-Bean	DAT	BA	Oxford University
Elizabeth Ferrao	PDM	BS	Rochester Institute of Technology
Monica Finc	UXD	BS, Sociology, City and Regional Planning	University of California, Berkeley
Brian Flynn	SEI, PDM, FEWD	BA	University of Michigan
Joseph Formica	UXD	BS, Marketing	Manhattan College
Bruno Galvao	SEI	BS	University of Pittsburgh
Daniel Goldman	SEI	BS, Math and Philosophy	Wesleyan University
Kimberly Goulbourne	FEWD	BFA	Savannah College of Art and Design
Kareem Grant	FEWD, JS	MBA	New York University
Stella Guan	VIS	BA	La Salle University
Christopher Guimarin	VIS	BFA	Syracuse University
Casey Harding	SEI	BA	Columbia College Chicago
Tyler Hartrich	UXDI	MBA	Dominican University of California
Christopher Harvell	AN	MBA	Columbia University
Matthew Higgins	DGM	BA	University of Pittsburgh

Salim Holder	DGM	MBA	University of Rochester
Alex Hubbard	DAT	MA	LIU Brooklyn
Vanessa Janowski	PDM	PhD	Caltech
Dominika Juraszek	VIS	MFA	California Institute of the Arts
Neil Kahn	UXDI	BA	Parsons School of Design
Sarkis Kalashian	PDM	BA	University of California, Berkeley
Taqqui Karim	FEWD, JS	BEng, Electrical Engineering	The Cooper Union for the Advancement of Science and Art
Tiffany Kelly	DAT	BS	Nova Southeastern University
Joe Keohan	FEWD, JS, SEI	BA	State University of New York College at Cortland
Minsun (Mini) Kim	UXD	MFA	School of Visual Arts
Poranee Kingpetcharat	AN	MPA	Harvard University
Jacob Koehler	DAT, PYTH	PhD	Columbia University
Rachel Livingston	AN	BS, Chemical Engineering	Massachusetts Institute of Technology
Alissa Livingston	AN	MBA	Columbia University
Debashis Mazumder	PDM	MBA, BA	Wayne State University; University of Michigan
Terrence McLaughlin	DGM	BS, Strategic Communications	Elon University
Nathan Miranda	FEWD	BS, Computer Science	Fordham University
Miguel Molina	UXD	MS, Intergrated Digital Media	New York University
Rupali Monga	DGM	BBA, MBA	Baruch College; University of Rochester
Rachel Moskowitz	SEI	BS, Digital Multimedia Design	Touro College
Amy Mullen	DGM	BA	Temple University
Shalyn Oswald	UXDI	BA	University of Toronto
Melina Peterson	DGM	BA Sociology	University of California, Los Angeles
Tamora Petitt	UXDI	BFA	University of Oklahoma
Tiffany Poss	FEWD	BFA	Fashion Institute of Technology

Meghna Raghunathan	UXDI	BFA	Carnegie Mellon University
Andrew Rooks	DGM	MBA	New York University
Ryan Salerno	FEWD	BS	Binghamton University
Vincent Scatliffe	UXDI, UXD	BA	Rhode Island School of Design
Saimon Sharif	FEWD, JS	BEng, Engineering	The Cooper Union for the Advancement of Science and Art
Jane Shclover	AN	BS, International Business	Northwestern University
Suresh Sigera	PYTH, SEI	BSc, Computer Science	Oxford University
Soleil Solomon	SEI	BA	Oberlin College
Joseph Sorrentino	AN	BBA	Fordham University
Ali Spittel	SEI	BS	Hamilton College
Spencer Stebbins		BFA	New York University
Sydney Stein	DGM	BA, Journalism & Dance	University of Colorado, Boulder
Michael Stromer	SEI	BS	New York University
Michael Suen	UXD	BA	Middlebury College
Sharon Thony	DGM	MBA	The Wharton School
Bill Townsley	VIS, UXD	AA	Art Institute of Dallas

## Appendix B: Information for Students and Students' Rights

### ***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 ensure 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 St., 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 interest 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	Tuition Discount	Eligibility Criteria	Application Instructions
Alumni Discount	Depending on the course taken and the course sought after, alumni can receive anywhere from \$75 to \$2,000 off.	Apply for a different, additional General Assembly program after graduating from one in the past.	Provide a copy of your certificate of completion to an Admissions representative.
Community Tuition Discount	<p>\$100 for part-time online programs</p> <p>\$200 for part-time on-campus programs</p> <p>\$500 for full-time programs</p>	Nomination by a member of General Assembly's full-time staff or program faculty.	Referral by a GA employee or teacher to an Admissions representative.
See Her Excel Discount	<p>\$1500 off one of the following courses:</p> <ul style="list-style-type: none"> <li>- Software Engineering Immersive</li> <li>- Software Engineering Immersive Remote</li> <li>- Data Science Immersive</li> </ul>	<p>Students must:</p> <ul style="list-style-type: none"> <li>-Be 18 or older</li> <li>-Self-identify as a woman, trans, or genderqueer person</li> <li>-Have annual income of less than \$40k / year</li> <li>-Have been admitted to one of the following immersive courses: Software Engineering Immersive, Software Engineering Immersive Remote, or Data Science Immersive</li> </ul>	There is no additional application for this discount. Students must simply self-identify gender identity and annual income on the existing admissions survey.
Part-time Regular Staff Discount	<p>First year of employment: 20% off part-time or full-time courses</p> <p>After 1 year of employment: 1 free part-time remote course</p>	Part-time Regular Staff are eligible for this discount within the tenure guidelines outlined to the left. An individual's performance and work must be consistent and one's enrollment cannot disrupt work schedule.	Employment verified through employee's manager.
Full-Time Regular Employee Discount	Part-time courses are free. Departing employees who have been at GA for more than 6 months and are leaving in good standing may also apply the cost of a part-time course to a full-time course (pending signature of a separation agreement).	Full-time regular staff (including instructors) are eligible for this discount after 3 months of employment at GA, or at manager's request/ approval.	Employment verified through employee's manager.
Active Instructors and Expert Network Members Discount	20% off part-time and full-time courses.	<p>Eligibility includes any individual teaching a class, workshop or course for GA (does not include Distinguished Faculty Members or FT Regular Employee instructors).</p> <p>The instructor must be in good standing, have an active employment paperwork on file, and go through standard admissions process.</p> <p>Discount is contingent on course availability and completion of pre-work.</p>	Instructor must have the discount approved by their manager.

<p>Distinguished Faculty Member Discount</p>	<p>Part-time courses are free.</p> <p>Distinguished faculty who have been members for more than 6 months and are in good standing may also apply the cost of a part-time course to a full-time course (pending approval of program manager).</p>	<p>Distinguished Faculty Members (regardless of employment classification) are eligible for this discount. They must be in good standing and go through the standard admissions process.</p> <p>Discount is contingent on course availability and completion of pre-work.</p>	<p>Employment and discount verified through Manager.</p>
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## Appendix D: Occupational Education Data Survey

The results of the May 22 2020 to June 30, 2020 Occupational Education Data Survey will be available on or around April 15, 2021.

## Appendix E: Student Expulsion Policy Guidelines

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

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

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

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

severity of the activity and pending investigation. Any student, who is deemed by the investigation to have engaged in severe harassing or discriminatory activities, may be expelled at the discretion of General Assembly, depending on the severity of the activity.

8. Misuse of General Assembly Property – General Assembly property is for the provision of school services. Students who damage, misuse, steal or otherwise use the property in a way that is prohibited may be expelled and required to make restitution.
9. 9. Endangerment of Staff or Students – General Assembly is committed to the right of all school staff, students, clients and visitors to be safe. Students who by action or neglect in any way endanger the safety of themselves or others may be expelled. Prior to expulsion, depending on the severity and nature of the situation, General Assembly may take intermediate steps at its discretion including verbal and written warnings.

Notification: Students who are subject to expulsion for any reason will be notified in writing. The notification will contain a description of the basis for expulsion and the effective date. Expelled students who dispute the facts of the expulsion and wish to appeal must appeal the decision in writing within one week of the notification by following General Assembly's grievance procedure and by providing sufficient proof to support the complaint.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

#### ***VA Pending Payment Compliance***

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

- Prevent nor delay the student's enrollment;
- Assess a late penalty fee to the student;
- Require the student to secure alternative or additional funding;
- Deny the student access to any resources available to other students who have satisfied their tuition and fee bills to the institution, including but not limited to access to classes, libraries, or other institutional facilities.

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

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

#### ***Curriculum Outline for Software Engineering Immersive***

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, and JavaScript experience.

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

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

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

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

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

**Unit 1: Front End Development**

Subject Hours: 160 hours (42 lecture hours, 98 lab hours)

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

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

**Unit 2: Full Stack Development**

Subject Hours: 120 hours (34 lecture hours, 71 lab hours)

Prerequisites: Unit 1 Subject

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

**Unit 3: Front End Frameworks**

Subject Hours: 104 hours (28 lecture hours, 62 lab hours)

Prerequisites: Unit 2

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

**Unit 4: API’s and Full Stack Development**

Subject Hours: 96 hours (15 lecture hours, 70 lab hours)

Prerequisites: Unit 3

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

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

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

### Curriculum Outline for User Experience Design Immersive

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

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

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

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

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

Course Outline					
Subject	Subject Title	Lecture	Lab*	Ext	Total
Unit 1	UX Foundations	28	42		70
Unit 2	UI Foundations	30	40		70
Unit 3	Design Iteration and Development	26	44		70
Unit 4	Working with a Product Team	30	40		70
Unit 5	UX in the Real World	24	81		105
Unit 6	UX Career Planning	13	22		35
<b>TOTAL</b>		<b>151</b>	<b>269</b>		<b>420</b>

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

**Unit 1: UX Foundations**

Subject Hours: 70 hours (28 lecture hours, 42 lab hours)

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

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

**Unit 2: UI Foundations**

Subject Hours: 70 hours (30 lecture hours, 40 lab hours)

Prerequisites: Unit 1: UX Foundations

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

**Unit 3: Design Iteration and Development**

Subject Hours: 70 hours (26 lecture hours, 44 lab hours)

Prerequisites: Unit 2: UI Foundations

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

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

Subject Hours: 70 hours (30 lecture hours, 40 lab hours)

Prerequisites: Unit 3: Design Iteration and Development

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

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

Subject Hours: 105 hours (24 lecture hours, 81 lab hours)

Prerequisites: Unit 4: Working with a Product Team

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

**Unit 6: UX Career Planning**

Subject Hours: 35 hours (13 lecture hours, 22 lab hours)

Prerequisites: Unit 5: UX in the Real World

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

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

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

**Course Schedule**

*The 2021 course schedule is not currently available.*

## Appendix G: Educational Programs

### ***The CodeBridge Program***

The CodeBridge program is an education program offered directly by Per Scholas and General Assembly. It is funded by a combination of public and private sector grants and is free to the students who participate.

Students who enroll in CodeBridge take five weeks of training at Per Scholas, a Bronx-based nonprofit that offers web development training programs to unemployed or minimum-wage workers. They then enroll at General Assembly for its standard 12-week Software Engineering Immersive course.

CodeBridge is not a financing partner, private lending source, or a financial aid fund. Further, there is no financial relationship between General Assembly and Per Scholas.

### ***The TechHire Program***

In partnership with LaGuardia Community College, the TechHire – OpenCode program allows students learn programming fundamentals, product development, and web development to prepare for jobs as front-end web developers. It is funded by the U.S. Department of Labor.

Students who enroll in the program participate in training at LaGuardia Community College for five weeks and then enroll in General Assembly’s Software Engineering Immersive 12-week program.

TechHire is not a financing partner, private lending source, or a financial aid fund. Further, there is no financial relationship between General Assembly and LaGuardia Community College.