

# General Assembly Catalog

New York  
Campus

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2026

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## Our Story

General Assembly (GA) is a leader in education and career transformation, specializing in today's most in-demand skills: data analytics, data science, 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. What began as a co-working space in 2011 has since grown into a global learning experience with multiple global campuses and over 97,000 graduates worldwide. We offer part-time online courses.

## Mission and Objectives

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

- Delivering best-in-class, practical education in technology, 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 or the teaching personnel listed in the catalog.

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

## Facilities and Equipment

The administrative offices for our online campus are located at:

10 East 21st St., 3<sup>rd</sup> floor,  
New York, NY 10010  
+1 844 969 4669  
Newyork@generalassemb.ly

<mailto:ny@generalassemb.ly> General Assembly's facilities meet ADA accessibility standards. The New York administrative space contains offices, conference and storage space used by staff and instructors to administrate and deliver synchronous online courses.

## Course Start/End Dates and Holiday Schedule

General Assembly runs classes continually through the calendar year. Start and end dates for offered classes can be found on the school website by selecting the course of interest under the [What we Teach](#) menu at the top.

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

2026 Holidays (All Courses)	
Date	Holiday
01/01/2026	New Year's Day
01/02/2026	Winter Break
01/19/2026	Martin Luther King Jr. Day
02/16/2026	President's Day
04/03 - 04/06/2026	Spring Break
05/25/2026	Memorial Day
06/19/2026	Juneteenth
06/29 - 07/05/2026	Summer Break
09/07/2026	Labor Day
11/11/2026	Veteran's Day
11/26/2026	Pre-Thanksgiving
11/25 - 11/27/2026	Thanksgiving Break
12/21-12/31/2026	Winter Break

## Hours

### Class Hours

Monday – Friday, 8 a.m. - 11 p.m.

### Administration Hours

Monday – Friday 8:30 a.m. – 6 p.m.

## Courses Offered

There are two categories of online courses offered at General Assembly: Bootcamps and Short Courses. All courses lead to a Certificate of Completion. GA's bootcamp courses are designed to prepare students for a new career in their field of study. Short courses are designed to help students level up in a skill set, explore topics of personal or professional interest, and engage in project-based learning in a collaborative environment. Short courses are not designed to lead to employment but rather to introduce transferable occupational skills that are applicable across multiple fields and in multiple roles. They are designed to introduce skills that will be useful in a student's professional journey. General Assembly's courses are not designed to lead to positions in a profession requiring state licensure.

Consistent with our mission, General Assembly conducts industry research as well as interacts with corporate partners to determine skills that are in high demand and create and continuously improve our courses. Additional course details are provided in the 'Course Descriptions and Objectives' section. Please check our website at <https://generalassemb.ly/browse> for course availability. 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).

Online Course	Course Length (Instructional Hours)	Course Format	
		Part-time	Full-time
<b>Bootcamps</b>			
Data Analytics Bootcamp Online	420 hours / 12 weeks		X
Data Science Bootcamp Online	420 hours / 12 weeks		X
Information Technology Bootcamp Online	240 hours / 12 weeks	X	
Software Engineering Bootcamp Online	420 hours / 12 weeks		X
User Experience Design Bootcamp Online	420 hours / 12 weeks		X

**Disciplines**

General Assembly categorizes individual short courses under 7 discipline areas that, when grouped together, form a student's learning pathway. Some courses may be cross-listed in more than one discipline. These discipline areas include:

**AI Data Analytics**

Courses in this discipline focus on leveraging AI to enhance data-driven decision making and analytical capabilities. Courses progress from foundational data visualization and Python programming to advanced AI applications in data engineering, database management, and deep learning implementation. Students learn to integrate AI tools into traditional analytics workflows, automate data processes, and apply machine learning techniques to extract actionable insights from complex datasets.

**AI & Machine Learning**

Courses in this discipline provide comprehensive technical training in building, deploying, and maintaining AI systems. Courses advance from applied AI and deep learning fundamentals through data engineering automation to enterprise-level MLOps and infrastructure management. Students develop the technical expertise to create robust AI solutions, manage machine learning pipelines, and ensure reliable AI system performance in production environments.

**AI Experience & Design**

Courses in this discipline focus on designing human-centered AI experiences and interfaces. Courses progress from UX research and strategy fundamentals through AI-specific design methodologies to portfolio development and storytelling. Students learn to design intuitive AI interactions, conduct user research for AI products, create compelling AI user experiences, and communicate design decisions for AI-enhanced products.

**AI Fundamentals**

Courses in this discipline provide accessible entry points into AI literacy for professionals across all industries. Courses progress from workplace AI applications through hands-on coding experience to strategic AI implementation. Students develop practical AI skills, understand how to apply AI tools in their current roles, and gain the foundational knowledge needed to leverage AI strategically in any professional context.

**AI Software Engineering**

Courses in this discipline bridge traditional software development with AI-powered applications and tools. Courses progress from foundational web development skills through backend programming to specialized AI application development and system reliability. Students learn to integrate AI capabilities into software products, build AI-enhanced web applications, and develop the technical infrastructure needed to support intelligent software systems.

**AI Product Management**

Courses in this discipline prepare product leaders to strategically integrate AI into product development processes and business strategy. Courses advance from AI-first product management principles through project management skills to strategic business intelligence applications. Students learn to identify AI opportunities, manage AI product development cycles, make data-driven product decisions, and align AI capabilities with business objectives.

**AI & Marketing**

Courses in this discipline empower marketing professionals to leverage AI for campaign optimization, content creation at scale, and data-driven decision making. Courses progress from performance marketing automation through creative production and strategic content development to comprehensive business intelligence applications. Students learn to automate campaign management and optimization, streamline creative workflows, develop AI-enhanced content strategies for personalization and efficiency across all marketing channels, and ultimately harness advanced business intelligence tools for deeper marketing analytics and measurable results.

Online Courses	Course Length (Instructional Hours)	Course Format	
Short Courses		Accelerated	Standard
Agentic AI Strategy	32 hours / 1 or 8 weeks	X	X
AI Product Strategy	32 hours / 1 or 8 weeks	X	X
AI Systems Engineering & Reliability	32 hours / 1 or 8 weeks	X	X
AI Workplace Fundamentals	32 hours / 1 or 8 weeks	X	X
AI-First Product Management	32 hours / 1 or 8 weeks	X	X
Applied AI and Deep Learning in Action	32 hours / 1 or 8 weeks	X	X
Back-End Development with JavaScript	32 hours / 1 or 8 weeks	X	X
Build AI Web Applications	32 hours / 1 or 8 weeks	X	X
Build AI Agents	32 hours / 1 or 8 weeks	X	X
Business Intelligence with AI	32 hours / 1 or 8 weeks	X	X
Creative Production with AI	32 hours / 1 or 8 weeks	X	X
Content Marketing Strategy with AI	32 hours / 1 or 8 weeks	X	X
Data Analytics and Visualization	32 hours / 1 or 8 weeks	X	X
Data Engineering & Automation with AI	32 hours / 1 or 8 weeks	X	X
Database Management with AI Integration	32 hours / 1 or 8 weeks	X	X
Front-End Development with HTML & CSS	32 hours / 1 or 8 weeks	X	X
MLOps & AI Infrastructure	32 hours / 1 or 8 weeks	X	X
Performance Marketing with AI	32 hours / 1 or 8 weeks	X	X

Project Management Skills with AI	32 hours / 1 or 8 weeks	X	X
Python for AI & Data	32 hours / 1 or 8 weeks	X	X
UI Design for AI Products	32 hours / 1 or 8 weeks	X	X
UX Research & Strategy with AI	32 hours / 1 or 8 weeks	X	X
UX Design for AI Experiences	32 hours / 1 or 8 weeks	X	X
UX Portfolio Storytelling with AI	32 hours / 1 or 8 weeks	X	X
Vibe Coding	32 hours / 1 or 8 weeks	X	X

## Required Equipment and Technical Support

### Required Equipment

All General Assembly students are required to have access to a laptop with an up-to-date operating system and wireless Internet capability for each class session. For most courses, Mac laptops are not required but they are preferred as instructors will be using Mac laptops and may not be able to provide as much support with certain technical issues to students using PCs. Online students are also required to have an external monitor in addition to their laptop.

Each course will require high-speed internet and a dedicated workspace. Students need a quiet workspace (i.e., a desk and chair where they can sit for the whole class), preferably in a private room away from roommates, family members, etc. For students in online courses, class archiving services are available.

[Technical Specification and Setup Guides](#) for any course can be accessed online and should be reviewed prior to enrollment.

### Troubleshooting

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

## Admissions Policy and Procedure

### Entrance Requirements

Admission into any General Assembly course requires that the student have a high school diploma or equivalent (General Education Diploma – GED) or a diploma from an institution of higher education accredited by an accrediting association recognized by the U.S. Department of Education. General Assembly recognizes high school diplomas from U.S. territories (including Puerto Rico, Guam, the U.S. Virgin Islands, American Samoa, and Northern Mariana Islands) and Canada, if produced or translated to English, as equivalent to a U.S. high school diploma. Diploma equivalencies from these regions will be reviewed during the Admissions process for further evaluation need.

General Assembly does not admit ability-to-benefit students.

Prospective students in the following bootcamps will be required to take a course-specific admissions assessment as part of the admissions process

- Data Analytics Bootcamp Online
- Data Science Bootcamp Online
- Software Engineering Bootcamp Online
- User Experience Design Bootcamp Online

## Enrollment Period & Admission Deadline

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

## Foreign Transcript Evaluation

All foreign transcripts used for proof of graduation must be translated into English and evaluated to meet U.S. equivalency

## International Students and English Language Services

General Assembly does not offer visa services to prospective students from other countries or English language services. General Assembly also does not vouch for student status or any associated charges. General Assembly does not offer English as a Second Language instruction. All instruction occurs in English. English language proficiency is documented by the admissions interview, receipt of prior education documentation, as stated in the Admissions Policy and receipt of Test of English as a Foreign Language (TOEFL) examination score of an 80 or higher for the Internet-based test and 550 or higher for the paper-based test.

## Recommended Experience

The following table outlines the level and/or type of experience recommended for maximizing success in many of GA's courses. While this experience is not required, Admissions will discuss the student background and learning goals during the admissions process to help determine if the course is a good fit.

### Short Courses – By Discipline:

AI Fundamentals: Students taking AI Fundamentals courses are not expected to have any prior AI or technical skills but should be comfortable with basic computer operations—such as organizing files, navigating browsers, and using online tools.

AI & Marketing: Students taking AI & Marketing courses are not expected to have prior digital marketing or creative content work experience but should be comfortable with basic computer operations and navigating online tools. While a basic familiarity with digital marketing or content creating concepts will make learning new information and tools easier, any learners with an interest in how AI is shaping and improving work in the marketing field who have a willingness to experiment with new tools can be successful in these courses.

AI Product Management: Students taking AI Product Management courses are not expected to have any prior product management or technical skills but should be comfortable with basic computer operations—such as organizing files, navigating browsers, and using online tools. While previous experience with concepts such as user research, cross-functional collaboration or product lifecycle management will make certain topics easier, none are required for success.

AI Data Analytics: Students taking AI Data Analytics courses are not expected to have any prior data analytics experience or technical skills but should be comfortable working with basic spreadsheets and/or

structured data. Recommended experience for courses at intermediate or higher levels are included in the table below:

Online Course	Course Level	Recommended Experience
Database Management with AI Integration	Intermediate	Prior experience or familiarity with: <ul style="list-style-type: none"> <li>• SQL fundamentals</li> <li>• Cloud concepts</li> <li>• Python or basic scripting languages</li> <li>• Data pipelines</li> <li>• Git and/or command-line tools</li> </ul>
Applied AI & Deep Learning in Action	Intermediate	Prior experience or familiarity with: <ul style="list-style-type: none"> <li>• Python</li> <li>• Programming concepts</li> <li>• Writing simple scripts/programs</li> </ul>

AI & Machine Learning: Students taking AI & Machine Learning courses are expected to have foundational data analytics skills as all courses are intermediate or more advanced. Recommended experience for all courses at intermediate or higher levels are included in the table below:

Online Course	Course Level	Recommended Experience
Applied AI & Deep Learning in Action	Intermediate	Prior experience or familiarity with: <ul style="list-style-type: none"> <li>• Python</li> <li>• Programming concepts</li> <li>• Writing simple scripts/programs</li> </ul>
Data Engineering & Automation with AI	Intermediate	Prior experience or familiarity with: <ul style="list-style-type: none"> <li>• Data analytics concepts</li> <li>• Software development concepts (navigating file systems, development tools like VS Code)</li> <li>• Python</li> <li>• SQL</li> <li>• Git and GitHub</li> </ul>
AI Systems Engineering & Reliability	Intermediate	Prior experience (1-2 years) or familiarity with: <ul style="list-style-type: none"> <li>• Machine learning fundamentals</li> <li>• Programming fundamentals</li> <li>• Natural language processing</li> <li>• Building and deploying AI Applications</li> <li>• Cloud environments</li> </ul>
MLOps & AI Infrastructure	Advanced	2 years of experience with (or prior education on): <ul style="list-style-type: none"> <li>• Data analytics concepts</li> <li>• Cloud computing</li> <li>• Programming fundamentals</li> <li>• Git and GitHub</li> <li>• SQL</li> </ul>

AI Software Engineering: Students taking AI Software Engineering courses are not expected to have any prior programming or technical skills but should be comfortable with basic computer operations—such as organizing files, navigating browsers, and using online tools. Recommended experience for courses at intermediate or higher levels are included in the table below:

Online Course	Course Level	Recommended Experience
Back-End Development with JavaScript	Intermediate	Prior experience or familiarity with: <ul style="list-style-type: none"> <li>• JavaScript fundamentals</li> <li>• Web development</li> <li>• Basic programming logic</li> <li>• Command line interface</li> </ul>
Build AI Web Applications	Intermediate	Prior experience or familiarity with: <ul style="list-style-type: none"> <li>• JavaScript fundamentals</li> <li>• Web development</li> <li>• VS Code</li> <li>• Git &amp; GitHub</li> </ul>
AI Systems Engineering & Reliability	Intermediate	Prior experience (1-2 years) or familiarity with: <ul style="list-style-type: none"> <li>• Machine learning fundamentals</li> <li>• Programming fundamentals</li> <li>• Natural language processing</li> <li>• Building and deploying AI Applications</li> <li>• Cloud environments</li> </ul>

**AI Experience & Design:** Students taking AI Experience & Design courses are not expected to have any prior technical skills but should be comfortable with basic computer operations—such as organizing files, navigating browsers, and using online tools. Recommended experience for courses at intermediate or higher levels are included in the table below:

Online Course	Course Level	Recommended Experience
UX Design for AI Experiences	Intermediate	Prior experience or familiarity with: <ul style="list-style-type: none"> <li>• UX Design/Product Design fundamentals</li> </ul>
UI Design for AI Products	Intermediate	Prior experience or familiarity with: <ul style="list-style-type: none"> <li>• UX Design/Product Design fundamentals</li> </ul>
UX Portfolio Storytelling with AI	Intermediate	1-3 UX projects for use in portfolio Prior experience or familiarity with: <ul style="list-style-type: none"> <li>• UX Design/Product Design fundamentals</li> </ul>

**Bootcamps:**

Course	Course-Specific Recommended Experience
Data Science Bootcamp Online	Basic computer literacy, basic statistics experience, familiarity with programming fundamentals and python programming,
Software Engineering Bootcamp Online	Basic HTML, CSS, and JavaScript experience.

**Admissions Procedure**

General Assembly offers multiple pathways for prospective students to enroll in its courses. Depending on the course, enrollment may be completed through a traditional assisted process or through an automated self-service enrolment experience.

For many short courses, enrollment may be initiated through an automated process which guides prospective students through eligibility screening and required disclosures. Eligibility screening questions are designed to confirm that they meet the admissions criteria and, as applicable, recommended background or experience for the selected course. Successful completion of the screening process allows students to proceed with the enrollment steps. For certain courses, additional steps, such as documentation review diagnostic assessments, or follow-up

with an Admissions Specialist, may be required to verify eligibility prior to the course start date. Prospective students are encouraged to reach out to our Admissions team with questions at any state of the process

All students must sign an Enrollment Agreement and receive a copy of the of the course catalog prior to the course start date. A copy of the completed Enrollment Agreement will be provided to the student. Enrollment is considered complete only after the Enrollment Agreement has been executed and any applicable eligibility requirements have been verified by General Assembly. Where applicable, pre-course work must be completed before the scheduled course start.

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.

## Admission Denials

Prospective students are required to submit accurate and complete information requested during the admissions process. Individuals who fail to do so will be denied admission. Any prospective student or enrolled student found to have falsified information provided during eligibility screening, enrollment, or admissions review, or to have provided false or misleading information relating to admission to General Assembly may be denied admission or withdrawn if already in attendance.

General Assembly reserves the right to deny admission or readmission to any prospective student or enrolled student whose conduct is disruptive to the educational environment. If a prospective student or enrolled student violates General Assembly's Code of Conduct (see Appendix D), including but not limited to engaging in threatening, abusive, or dangerous behavior towards any staff member, student, or other member of the GA community, such individual may be prohibited from enrollment in another course and may be subject to other discipline. In the event admission is denied due to a conduct violation, General Assembly will notify the individual in writing of the prohibited act and the resulting action. Individuals who receive a negative admissions decision for a conduct violation must wait at least one year to reapply

## Pre-Work Requirements

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

- Data Analytics Bootcamp Online
- Data Science Bootcamp
- Information Technology Bootcamp Online
- Software Engineering Bootcamp Online
- User Experience Design Bootcamp Online

Pre-work is up to 80 hours of preparatory assignments to introduce students to many of the topics they will touch upon during the course. Completion is mandatory and ensures a baseline level of knowledge among students in a cohort. Mastery of each subject is not expected, but we hope students are excited and inspired to dig further. If a student is unable to complete the pre-work prior to the first day of the course and seeks to cancel their enrollment, they should refer to the Cancellation Policy and contact their Admissions Specialist.

## Other College or University Transfer Agreements

General Assembly has not entered into transfer or articulation agreements with any other college or university. GA does not guarantee the transferability of its credits to any other institution unless there is a written agreement with that institution. Courses taken at General Assembly are unlikely to count as transfer credits at another institution.

## Transfer of Previous Credit and Prior Credit Policy

General Assembly courses are not credit-bearing. While GA will review prior hours, credit, and experience, we do not typically accept hours or credits from other institutions through transfer of credit, challenge examinations, achievement tests, or experiential learning.

## Course Descriptions and Objectives

### Short Courses *(All courses are offered fully Online)*

#### Agentic AI Strategy (Online)

32 hours | 1 or 8 weeks

Agentic AI Strategy helps professionals step confidently into the next wave of digital evolution, where intelligent systems collaborate with humans to drive innovation and performance. This course introduces the principles of agentic transformation and shows how AI can move beyond automation to enhance decision-making, creativity, and organizational agility.

Across sixteen interactive sessions, participants learn how to identify high-impact opportunities, design human–AI collaboration models, and prototype intelligent workflows using accessible no-code tools such as Make and Zapier. Each session blends strategy, experimentation, and leadership development, empowering learners to turn emerging technologies into meaningful organizational change.

Graduates of this course will gain the skills and vision to lead with confidence in the agentic era—integrating human insight, ethical responsibility, and adaptive design to transform how organizations think and operate.

#### Unit 1: Foundations of Agentic Transformation

This unit introduces the fundamental concepts, language, and mindset of agentic AI. Learners explore how autonomous, goal-driven systems reshape organizational processes, decision-making, and innovation. Through analysis of global trends and internal opportunities, participants build the foundation for identifying where agentic transformation can create the greatest impact.

#### Unit 2: Reimagining Processes

This unit focuses on applying agentic principles to real organizational workflows and structures. Participants learn how to design intelligent process automations, integrate human–AI collaboration, and ensure data security and ethical governance. The emphasis is on rethinking processes for efficiency, adaptability, and responsible autonomy within organizational systems.

#### Unit 3: Leadership and Culture

This unit explores the human dimension of agentic transformation, highlighting the leadership skills, cultural shifts, and communication strategies needed to guide AI-driven change. Learners develop the capacity to design adaptive structures, foster engagement, and cultivate creativity and empathy as essential complements to intelligent automation.

#### Unit 4: Implementation and Future

This unit brings together all course learnings to move from strategy to action. Participants study real-world cases, prototype internal agentic solutions using no-code tools, and create structured roadmaps for transformation. The unit concludes with a forward-looking reflection on the future of AI and the learner’s personal leadership path in the agentic era.

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

- Understand the foundations of agentic transformation and how autonomous, goal-directed systems reshape decision-making, innovation, and organizational performance.
- Analyze the global landscape of AI adoption and emerging trends to identify opportunities and challenges relevant to your organization or sector.
- Develop a digital and adaptive mindset that supports experimentation, collaboration, and cultural readiness for AI-driven change.
- Identify and prioritize high-impact use cases where agentic systems can enhance efficiency, creativity, and strategic outcomes.

- Design intelligent workflows and hybrid human–AI teams that promote autonomy, accountability, and continuous improvement.
- Apply principles of data governance, ethics, and responsible AI to ensure trust, compliance, and transparency in agentic operations.
- Strengthen leadership and communication capabilities to drive engagement, build trust, and guide teams through technological transformation.
- Translate insights into action through hands-on prototyping and strategic planning, creating a sustainable roadmap for agentic transformation and personal growth in the AI era.

Course Outline				
Subject	Subject Title	Lecture	Lab	Total
Unit 1	Foundations of Agentic Transformation	4	4	8
Unit 2	Reimagining Processes	4	4	8
Unit 3	Leadership and Culture	4	4	8
Unit 4	Implementation and Future	4	4	8
TOTAL		16	16	32

**AI Product Strategy (Online)**

32 hours | 1 or 8 weeks

AI is reshaping how products are built, scaled, and led. In this course, the learner will learn how to think strategically about AI - from identifying high-impact opportunities to designing ethical, data-driven roadmaps that guide innovation at scale. The learner will explore how to connect emerging technologies to real business outcomes and build the strategic foresight needed to stay competitive in evolving markets.

Through hands-on labs, case simulations, and a capstone project, the learner will apply advanced product thinking to real-world challenges. The learner will analyze market shifts, prioritize AI initiatives, and learn to balance innovation with governance and ROI. Whether aiming to advance into product leadership or guide an organization through AI transformation, the learner will gain the tools, confidence, and language to drive sustainable innovation with AI.

Unit 1: Strategic AI Thinking for Product Management:

Examine how AI reshapes modern product strategy by driving innovation, competitiveness, and user value. Define AI strategy, connect emerging capabilities to business goals, and apply strategic frameworks to align AI initiatives with organizational objectives.

Unit 2: Data-Driven AI Design and Innovation

Analyze how predictive analytics and AI-powered insights uncover product opportunities and inform design decisions. Translate complex data into actionable innovation strategies, design ethical personalization models, and evaluate short-term experiments that deliver measurable impact.

Unit 3: Adaptive AI Roadmaps and Prioritization

Construct adaptive, future-ready product roadmaps that integrate AI milestones and respond to dynamic market conditions. Apply AI-driven prioritization models, test strategies through scenario simulations, and refine decision-making based on real-time feedback.

Unit 4: Leading and Scaling AI Innovation

Integrate all strategic, ethical, and analytical competencies to lead AI transformation at scale. Design co-innovation partnerships, guide organizational change, measure holistic impact, and deliver persuasive AI strategy pitches that demonstrate executive-level readiness.

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

- Explain how AI is transforming product management roles, decision-making, and innovation strategies.
- Select and adapt strategic frameworks that integrate AI insights to drive product development.
- Develop adaptive product roadmaps and prioritization models using AI-enhanced tools.
- Differentiate between human judgement and AI automation to optimize product outcomes.
- Evaluate product performance by linking data-driven metrics, market outcomes, and organizational goals.
- Apply predictive analytics and AI insights to identify new opportunities for product innovation.
- Design responsible and ethical governance models that balance ROI, transparency, and accountability.
- Communicate and present AI strategy effectively to stakeholders through data-driven storytelling and visualization.

Course Outline				
Subject	Subject Title	Lecture	Lab	Total
Unit 1	Strategic AI Thinking for Product Management	4	4	8
Unit 2	Data-Driven AI Design and Innovation	3	3	6
Unit 3	Adaptive AI Roadmaps and Prioritization	3	3	6
Unit 4	Leading and Scaling AI Innovation	5	7	12
TOTAL		15	17	32

**AI-First Product Management (Online)**

32 hours | 1 or 8 weeks

This course is designed to help students build the product management (PM) skills companies are looking for today by blending proven PM practices with the power of AI. Across five units, students move from customer discovery to strategy, execution, and pitching, while learning how AI can accelerate research, decision-making, and delivery. Through hands-on labs and a capstone project, students practice solving real product challenges, sharpen storytelling, and showcase the ability to use AI responsibly in a PM role.

The course is built for aspiring and early-career product managers, as well as professionals in adjacent roles, like marketing, design, engineering, or data, who want to explore product management skills or level up in their current role. By the end, students leave with a portfolio-ready final pitch and a clear understanding of how PMs drive impact in an AI-enabled environment. This course helps learners stand out as individuals who can integrate AI into the product development process with confidence.

Unit 1: Foundations of AI-First Product Management

Explore how AI is changing the role, practice thinking like a customer- and data-driven PM and learn how to build trust across teams.

Unit 2: Understanding Customers and Problems

Practice running interviews, turning research into personas, and shaping stories that connect with stakeholders. AI tools will help you capture, synthesize, and visualize insights faster and with less bias.

Unit 3: Strategy and Execution

Set measurable success metrics, draft product visions, and create roadmaps that keep teams aligned. Along the way, you will experiment at AI speed—testing ideas, prioritizing solutions, and refining Agile workflows with AI-powered support.

Unit 4: Building and Delivering Products

Sharpen core PM skills like prioritization, business case building, and risk management—while exploring how AI can automate tasks and flag issues early.

Unit 5: Communication for Product Managers

Use AI to create visuals and insights that make your pitch compelling and data-driven. Then, you’ll pull everything together in your capstone project: a final pitch that shows off your PM expertise and your ability to integrate AI effectively.

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

- Define the role, responsibilities, and career pathways of a product manager in the AI era.
- Apply a product management mindset grounded in empathy, teamwork, and ethical decision-making.
- Conduct customer research using interviews, data synthesis, and AI tools to uncover meaningful insights.
- Develop personas, empathy maps, and customer journeys that illustrate customer needs and experiences.
- Translate customer insights into product stories, goals, and measurable success metrics.
- Design product visions and roadmaps that align with business strategy, supported by AI-driven analysis.
- Plan and execute experiments to validate assumptions, using AI to prototype, analyze, and refine solutions.
- Manage product development cycles with Agile frameworks, integrating AI into backlog, sprint, and QA processes.
- Address risks, constraints, and ethical challenges in product decisions, ensuring responsible use of AI.
- Deliver compelling product pitches and presentations that showcase customer insights, data, and AI integration.

Course Outline				
Subject	Subject Title	Lecture	Lab	Total
Unit 1	Foundations of Product Management with AI	3	3	10
Unit 2	Understanding Customers and Problems	4	4	6
Unit 3	Strategy and Execution	4	4	6
Unit 4	Building and Delivering Products	3	3	6
Unit 5	Communication for Product Managers	1	3	4
TOTAL		15	17	32

**AI Systems Engineering & Reliability (Online)**

32 hours | 1 or 8 weeks

Learners will move from building and integrating AI solutions to confidently operating, monitoring, and scaling them in real-world environments. Through hands-on labs and live simulations, they’ll practice automation, reliability engineering, and troubleshooting to keep AI-enabled systems stable and efficient after deployment. Participants will learn to maintain performance under pressure, implement proactive monitoring, and respond to incidents with precision and data-informed decision-making. By the end of the course, they’ll have the skills and confidence to deploy, test, and sustain production-grade AI systems—building environments and pipelines that scale, recover automatically, and ensure reliability across cloud infrastructure.

Unit 1: Foundations of AI Systems Operations

Build a foundational understanding of AI system operations, cloud environments, and infrastructure automation to support scalable, reliable AI workloads.

Unit 2: Reliability, Monitoring, and Incident Response

Apply reliability engineering principles, implement observability tools, and practice structured incident response to strengthen system resilience.

Unit 3: Automation, Deployment, and Scaling Strategies

Develop CI/CD pipelines, containerized deployments, and advanced rollout strategies to automate and scale AI systems efficiently.

Unit 4: Scaling, Security, and Performance Management

Design secure, scalable AI infrastructures and optimize performance through load balancing, testing, and cost-efficient operations.

Unit 5: Performance Optimization and Continuous Improvement

Test, audit, and optimize AI systems for reliability and efficiency, culminating in a capstone project deploying and maintaining a production-grade AI system.

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

- Deploy and manage AI-enabled systems in distributed, cloud-based environments (AWS, GCP, Azure).
- Implement observability, monitoring, and alerting systems to track performance, drift, and uptime.
- Apply reliability engineering principles, including redundancy, failover, and automated recovery.
- Build and maintain CI/CD pipelines that support continuous integration and model updates.
- Integrate testing and validation workflows for production-ready AI systems.
- Diagnose and resolve incidents using root cause analysis and automated remediation tools.
- Optimize infrastructure performance, scalability, and cost-efficiency across compute and storage resources.
- Collaborate across engineering, data, and AI teams to maintain resilient, compliant, and secure operations.

Course Outline				
Subject	Subject Title	Lecture	Lab	Total
Unit 1	Foundations of AI Systems Operations	3	3	6
Unit 2	Reliability, Monitoring, and Incident Response	3	3	6
Unit 3	Automation, Deployment, and Scaling Strategies	3	3	6
Unit 4	Scaling, Security, and Performance Management	3	3	6
Unit 5	Performance Optimization and Continuous Improvement	3	5	8
TOTAL		15	17	32

**AI Workplace Fundamentals (Online)**

32 hours | 1 or 8 weeks

General Assembly's AI Workplace Fundamentals (AWF) is a course that lays the foundation for professionals from any business function to integrate Artificial Intelligence into their daily tasks, enhancing decision-making, streamlining workflows, and driving measurable productivity gains.

This course is designed to prepare students to use the most powerful Generative AI tools and apply the strategic frameworks needed to leverage them effectively and responsibly. This industry-relevant curriculum provides a strong foundation in applied AI and the essential professional skills to lead in an AI-powered workplace.

Covering foundational AI concepts, advanced prompt engineering, and practical application across universal business activities, this course provides core skills for any career stage.

Unit 1: Introduction to the GenAI Revolution

Demystify AI, understand the business imperative of GenAI, and get hands-on with a primary AI tool.

Unit 2: The Art and Science of Prompt Engineering

Learn to construct well-defined prompts using a professional framework, refine outputs, and build a personal prompt library.

Unit 3: Accelerating Communication and Content Creation

Master AI-powered drafting for emails and reports, generate presentation outlines, and create compelling visuals from text.

Unit 4: Enhancing Analysis and Strategic Thinking

Use AI to summarize complex documents, interrogate data from spreadsheets using plain language, and assist in strategic planning.

Unit 5: Streamlining Operations and Project Execution

Create detailed project plans and timelines, document standard operating procedures (SOPs), and improve task management.

Unit 6: Responsible AI: Ethics, Security & Limitations

Understand AI hallucinations, data privacy risks, algorithmic bias, and the critical need for human oversight in all AI-assisted work.

Unit 7: Building Your GenAI-Powered Workflow

Integrate GenAI into daily tools, chain multiple AI tasks to automate a complex process, and scope a final capstone project.

Unit 8: Capstone Presentations & The Future of Work

Showcase your custom AI workflow, learn from peers across different business functions, and discuss the long-term impact of AI on business.

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

- Construct advanced prompts to generate accurate, high-quality, and relevant outputs.
- Automate and enhance the creation of written and visual content for business communications.
- Analyze data from spreadsheets and documents using plain-language queries to extract key insights.
- Design and implement a custom, multi-step AI workflow to solve a specific business problem.
- Apply a framework for the responsible, secure, and ethical use of Generative AI in a professional context.
- Streamline the creation of essential business documentation like project plans and SOPs.
- Use AI as a strategic partner for brainstorming, competitive analysis, and risk mitigation.

Course Outline				
Subject	Subject Title	Lecture	Lab	Total
Unit 1	Introduction to the GenAI Revolution	2	2	4

Unit 2	The Art and Science of Prompt Engineering	2	2	4
Unit 3	Enhancing Business Communication & Content Creation	2	2	4
Unit 4	From Data to Decisions: Analysis & Insight Generation	2	2	4
Unit 5	Accelerating Strategy, Planning & Problem-Solving	2	2	4
Unit 6	Responsible AI: Ethics, Security & Limitations	2	2	4
Unit 7	Building Your GenAI-Powered Workflow	2	2	4
Unit 8	Capstone Presentations & The Future of Work	1	3	4
TOTAL		15	17	32

**Applied AI and Deep Learning in Action (Online)**

32 hours | 1 or 8 weeks

Step into the world of deep learning and applied AI with a course designed to take students from the fundamentals to real-world application. Students sharpen skills in Python, Git, and core machine learning before diving into neural networks, advanced architectures, and today’s most in-demand tools like PyTorch, Hugging Face, and LangChain. Through hands-on labs, students build and optimize models, explore how transformers power modern NLP, and see how AI is applied in everything from image classification to sentiment analysis.

Students learn how to evaluate models for performance, cost, and bias, and practice deploying them responsibly with security and fairness in mind. The course culminates in a capstone project where students plan, build, and present a complete AI solution. Learners leave with practical experience, portfolio-ready work, and the confidence to bring applied AI into any role or career path.

Unit 1: Machine Learning Fundamentals

Build a strong foundation in machine learning by exploring key model types, running logistic regression, and revisiting core concepts like supervised learning and gradient descent to prepare for deep learning ahead.

Unit 2: Deep Learning

Build a deep learning foundation by exploring how neural networks have evolved, where they’re used today, and how to bring them to life with tools like PyTorch, Hugging Face, and torchvision.

Unit 3: NLP & LLMs

Work with embeddings, pipelines, and transformer architectures to build sentiment analysis, summarization, and translation systems, then evaluate models for accuracy, cost, and bias to understand how they perform in real-world applications.

Unit 4: AI Engineering

Practice advanced techniques with LangChain and vector databases before applying your skills in a capstone project, where you’ll design, build, and present an end-to-end AI solution that demonstrates both technical expertise and responsible AI practices.

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

- Review the foundations by using Git/GitHub, Python, and core machine learning methods like logistic regression and gradient descent.
- Explain neural networks conceptually and trace their evolution from simple models to state-of-the-art deep learning systems.

- Apply deep learning toolkits like PyTorch, Hugging Face, and torchvision to implement and optimize models.
- Experiment with advanced architectures including CNNs, RNNs, transfer learning, and regularization strategies to improve model performance.
- Analyze text data using NLP methods, embeddings, pipelines, and transformers for real-world tasks such as classification, summarization, and translation.
- Evaluate models critically by benchmarking performance, costs, risks, and bias while selecting appropriate solutions for business contexts.
- Engineer AI systems responsibly by considering fairness, transparency, lightweight deployment options, and security threats such as adversarial inputs.
- Deliver an end-to-end AI solution by planning, developing, evaluating, and presenting a complete project that demonstrates both technical skill and responsible AI practices.

Course Outline				
Subject	Subject Title	Lecture	Lab	Total
Unit 1	Machine Learning Fundamentals	3	1	4
Unit 2	Deep Learning	6	4	10
Unit 3	NLP & LLMs	4	4	8
Unit 4	AI Engineering	5	5	10
TOTAL		18	14	32

### Back-End Development with JavaScript (Online)

32 hours | 1 or 8 weeks

Build the backbone of modern web applications in this hands-on course designed to teach the core principles of server-side JavaScript. Students’ progress from the fundamentals of Node.js and HTTP communication to API development, database integration, and secure deployment workflows. Through guided labs, learners write and test code that powers real-world functionality—transforming static front ends into dynamic, data-driven experiences.

Along the way, students gain practical experience configuring servers, managing application state, and connecting front-end interfaces to persistent storage with PostgreSQL. Emphasis is placed on clean architecture, modular code, and professional back-end development practices that ensure performance, reliability, and scalability. The course culminates in a capstone project: designing, building, and deploying a complete back-end service that demonstrates both technical proficiency and production readiness.

#### Unit 1: Server-Side JavaScript Foundations

Develop a solid understanding of back-end systems by exploring how JavaScript runs outside the browser, setting up environments, and building HTTP servers. Learn to serve content, handle requests, and manage modular code using Node.js.

#### Unit 2: APIs and Data Handling

Design and implement RESTful APIs that connect users and data. Learn to structure routes, process JSON requests, and integrate PostgreSQL databases for persistent data storage through CRUD operations.

Unit 3: Authentication, Security, and Deployment

Work with embeddings, pipelines, and transformer architectures to build sentiment analysis, summarization, and translation systems, then evaluate models for accuracy, cost, and bias to understand how they perform in real-world applications.

Unit 4: Testing, Optimization, and Capstone Project

Strengthen production readiness by testing APIs, optimizing queries, and refining performance. Complete and present a capstone project: a fully functional, documented back-end application deployed online.

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

- Explain how server-side JavaScript works and how to configure runtime environments.
- Build and deploy Node.js servers capable of handling structured HTTP requests and responses.
- Design and implement RESTful APIs for dynamic web applications.
- Connect to and query relational databases using PostgreSQL to store and retrieve persistent data.
- Secure applications through authentication, authorization, and proper data handling.
- Prepare and deploy applications using modern cloud hosting and configuration tools.
- Write and execute automated tests to ensure code quality and reliability.
- Deliver a complete back-end project that demonstrates database integration, API functionality, and deployment to a live environment.

Course Outline				
Subject	Subject Title	Lecture	Lab	Total
Unit 1	Server-Side JavaScript Foundations	4	4	8
Unit 2	APIs and Data Handling	4	4	8
Unit 3	Authentication, Security, and Deployment	4	4	8
Unit 4	Testing, Optimization, and the Capstone Project	3	5	8
TOTAL		15	17	32

**Build AI Agents (Online)**

32 hours | 1 or 8 weeks

Artificial intelligence is evolving beyond content generation into systems that can reason, plan, and act autonomously. This course introduces students to the fundamentals of Agentic AI, focusing on the practice of designing and building intelligent agents that perform real tasks using no-code tools. Designed for non-technical professionals, the program empowers learners to create agents that automate workflows, analyze data, and enhance decision-making without writing a single line of code.

Across 16 sessions, students progress from foundational concepts to the development of fully functional AI agents. Using accessible platforms such as Flowise AI, GPTs Builder, and Google Sheets, they will design prompts, define agent behaviors, connect external tools, and integrate live data. The curriculum emphasizes applied learning through hands-on exercises and projects, blending strategic thinking, UX principles, and experimentation with responsible AI practices.

Upon completion of this program, students will have designed, built, and tested their own autonomous agents, demonstrating both technical fluency and creative problem-solving. Graduates will be able to identify opportunities for intelligent automation, lead AI-assisted initiatives, and bridge the gap between human insight and autonomous execution across diverse professional contexts.

Unit 1: Foundations of Agentic AI

Establish the core concepts that distinguish Agentic AI from traditional generative models. This unit introduces how autonomous systems perceive, reason, and act, building a clear understanding of the agent loop and its key components—reasoning, memory, and tools. You will explore real-world applications and map the current ecosystem of no-code and low-code agent frameworks

Unit 2: Design and Agent Building

Learn to design, prototype, and build functional agents without code. This unit focuses on structured prompting, context design, and tool integration, guiding you to transform concepts into working agent behaviors. Through hands-on activities using Flowise AI and other visual tools, you’ll experiment with creating personalized, goal-oriented agents.

Unit 3: Integration and Scale

Expand your agents’ capabilities by connecting them with live data and automating workflows. This unit covers secure integrations using Google Sheets, Slack, and Zapier, as well as user experience design for intuitive interaction. You’ll develop scalable, data-driven systems that enhance real-world processes with measurable impact.

Unit 4: Final Project and Future-Planning

Synthesize all your learning in a capstone project that demonstrates your ability to plan, build, and refine an autonomous agent from end to end. This unit emphasizes testing, monitoring, and ethical design practices, preparing you to present a functional agent and lead AI-driven innovation in your professional environment

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

- Master the core principles of Agentic AI to distinguish autonomous systems from traditional generative AI tools.
- Analyze how agents perceive, reason, and act by mapping the data, memory, and tool flows that drive autonomy.
- Design effective prompts and contexts that guide agent behavior and ensure reliable, goal-oriented task execution.
- Build fully functional no-code agents using visual platforms such as Flowise AI or GPTs Builder.
- Integrate agents with external tools and data sources like Google Sheets, Slack, and Zapier to automate real workflows.
- Apply UX and conversational design techniques to create intuitive, human-centered agent interactions.
- Evaluate and refine agent performance using testing, logs, and iterative improvement strategies.
- Implement ethical, privacy, and security guardrails to ensure responsible and trustworthy Agentic AI systems.

Course Outline				
Subject	Subject Title	Lecture	Lab	Total
Unit 1	Foundations of Agentic AI	4	4	8
Unit 2	Design and Agent Building	4	4	8
Unit 3	Integration and Scale	4	4	8
Unit 4	Final Project and Future-Planning	4	4	8
TOTAL		16	16	32

## Build AI Web Applications (Online)

32 hours | 1 or 8 weeks

Bring intelligence to the web with this hands-on course designed to teach the principles and practices of integrating artificial intelligence into modern web applications. Students progress from understanding how AI models and APIs enhance user experiences to building, deploying, and optimizing intelligent web systems.

Through guided labs, learners will design interactive interfaces, connect to real-world AI APIs, and deploy full-stack applications that think, learn, and adapt. The course emphasizes responsible AI development, user experience design, and practical skills for integrating tools like OpenAI, Hugging Face, and TensorFlow.js into production-ready environments.

Along the way, students gain experience configuring development environments, managing data pipelines, and applying front-end frameworks like Next.js to build dynamic, AI-driven interfaces. Emphasis is placed on modular architecture, secure API management, and efficient deployment strategies that ensure scalability and maintainability. The course culminates in a capstone project: designing, building, and presenting a fully functional AI-powered web application that showcases both creativity and technical proficiency.

### Unit 1: Building AI Foundations

Develop a foundational understanding of how AI enhances web applications. Learn to configure an AI-ready development environment, explore the architecture of intelligent systems, and make your first API connections using Node.js, Next.js, and OpenAI.

### Unit 2: Front-End and API Integration

Build responsive, intelligent user interfaces that communicate with AI models in real time. Learn to integrate APIs, render dynamic outputs, and manage API communication securely through middleware and modern JavaScript frameworks.

### Unit 3: Machine Learning in the Browser

Explore how pre-trained models and SDKs can be implemented to add AI-driven features to your applications. Learn to process data, manage pipelines, and run lightweight ML models directly in the browser using TensorFlow.js.

### Unit 4: Deployment and the Capstone Project

Strengthen production readiness through testing, optimization, and cloud deployment. Apply performance monitoring, ethical AI practices, and user experience enhancements. Complete and present a capstone project — an end-to-end AI-powered web app deployed to a live environment.

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

- Explain how AI systems and APIs enhance modern web applications.
- Set up and manage a full-stack environment for AI development.
- Build responsive front-end interfaces with Next.js and JavaScript.
- Connect to and integrate AI APIs (OpenAI, Hugging Face, TensorFlow.js).
- Implement pre-trained models and SDKs to add intelligent functionality.
- Manage data pipelines and serverless deployment workflows.
- Apply ethical AI and responsible data-handling principles in web applications.
- Develop and deploy a complete AI-powered web app as a final capstone project.

Course Outline				
Subject	Subject Title	Lecture	Lab	Total
Unit 1	Building AI Foundations	4	4	8
Unit 2	Front-End and API Integration	4	4	8
Unit 3	Machine Learning in the Browser	4	4	8
Unit 4	Deployment and the Capstone Project	3	5	8
TOTAL		15	17	32

**Business Intelligence with AI (Online)**

32 hours | 1 or 8 weeks

The Business Intelligence with AI course helps product managers and aspiring professionals understand how to use data and artificial intelligence to make smarter product and business decisions. Learners explore how data is collected, cleaned, and transformed into insights that guide product strategy, performance measurement, and customer understanding. The course focuses on practical skills that help learners turn raw data into meaningful stories and actionable recommendations.

Through interactive exercises and hands-on projects, students learn to apply AI tools to analyze trends, evaluate performance, and forecast outcomes. They'll practice building simple machine learning models, creating clear visualizations, and communicating insights effectively to different audiences. The course also introduces responsible and ethical AI principles, ensuring learners can use AI tools thoughtfully and confidently.

By the end of the course, learners will be able to integrate AI-driven insights into product management workflows, supporting data-informed decisions that improve user experiences, product performance, and business growth.

Unit 1: Transforming Data into Actionable Insights

Learn how to collect, clean, and prepare data while applying AI and machine learning fundamentals to turn raw information into meaningful insights.

Unit 2: Applying Insight-Led Analytical and AI Methods

Develop skills in transforming, encoding, and statistically analyzing data to extract deeper insights that support business and product decisions.

Unit 3: Designing Insight-Driven Dashboards and Visual Experiences

Create clear, engaging dashboards and visual stories that communicate AI-generated insights effectively to diverse audiences.

Unit 4: Developing KPI Frameworks and Automated Insight Systems

Build and evaluate AI models to define KPIs, measure performance, and automate insight delivery for ongoing decision support.

Unit 5: Communicating Insights and Influencing Decisions

Use generative AI tools and storytelling techniques to present data-driven findings that inform and influence strategic decisions.

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

- Explain how AI and data analytics support product strategy and business decision-making.
- Apply ethical and responsible AI principles when interpreting and sharing product data.
- Collect and prepare data to identify trends, patterns, and user insights that inform product decisions.
- Use and evaluate simple AI and machine learning tools to generate business insights.
- Analyze product and customer data to identify performance gaps, opportunities, and risks.
- Create and interpret dashboards and visual reports that communicate key metrics and insights.
- Develop and present compelling data stories that support stakeholder alignment and product strategy.
- Integrate AI-driven insights into product management workflows to enhance decision-making and innovation.

Course Outline				
Subject	Subject Title	Lecture	Lab	Total
Unit 1	Transforming Data into Actionable Insights	5	5	10
Unit 2	Applying Insight-Led Analytical and AI Methods	3	3	6
Unit 3	Designing Insight-Driven Dashboards and Visual Experiences	3	3	6
Unit 4	Developing KPI Frameworks and Automated Insight Systems	3	3	6
Unit 5	Communicating Insights and Influencing Decisions	1	3	4
TOTAL		15	17	32

### Content Marketing Strategy with AI (Online)

32 hours | 1 or 8 weeks

Students will build the modern content marketing skill set the industry now demands—pairing editorial strategy expertise with AI-driven research, creation, optimization, and governance. Students will explore how AI transforms audience understanding, content planning, drafting, SEO, measurement, and operational workflows across four core competency areas.

Students will gain hands-on experience using leading generative AI tools, predictive research methods, automated analysis systems, and modular content frameworks to create faster, more strategic content. Through practical labs and a multi-part capstone, students will practice synthesizing insights, generating high-quality assets, evaluating performance signals, and applying ethical and governance standards to real content scenarios.

The course is designed for content marketers, writers, strategists, and adjacent roles ready to deepen their creative and analytical capabilities in an AI-accelerated environment. By the end, students will graduate with a portfolio-ready content strategy and the ability to plan, produce, optimize, and communicate AI-powered content solutions with clarity and responsibility.

#### Unit 1: AI-Enhanced Editorial Strategy

Students will build a foundational understanding of how AI transforms modern content strategy by exploring internal data synthesis, search intent patterns, market research, and editorial planning. Through hands-on labs, students will learn to identify insight opportunities, uncover audience needs, and translate research signals into structured, AI-informed content plans.

#### Unit 2: Generative Content Design & Optimization

Students will learn to create and refine high-quality content using AI-assisted drafting, SEO-focused structure, and

accessibility best practices. Through practical exercises, students will apply structured prompting, optimize content for search and user experience, and evaluate inclusivity standards to ensure assets are both performant and audience-friendly.

Unit 3: Performance Measurement & AI-Supported Operations

Students will develop the ability to interpret performance signals, attribution insights, and operational workflows using AI-powered dashboards, modeling tools, and modular content systems. Through hands-on labs, students will practice converting analytics into recommendations, mapping content influence across journeys, and designing scalable, AI-enabled operations.

Unit 4: Leadership, Governance & Strategic Execution

Students will apply cross-functional collaboration skills, governance frameworks, and responsible AI principles to guide safe and effective content development. Through scenario-based practice and capstone preparation, students will evaluate risk, align stakeholders, and present a complete AI-powered content strategy that demonstrates ethical decision-making and strategic clarity.

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

- Analyze modern AI capabilities and identify where automation and generative tools strengthen content strategy and production.
- Conduct AI-supported audience, market, and search research to uncover insights that guide messaging and editorial decisions.
- Synthesize internal documents, performance data, and research inputs with AI tools to generate strategic recommendations.
- Design content strategies, themes, and calendars aligned to business goals, audience needs, and search intent.
- Apply structured prompting and generative frameworks to produce, refine, and optimize high-quality content assets.
- Evaluate and improve content using SEO, accessibility, UX, and performance analytics signals.
- Build scalable content systems, workflows, and governance practices that ensure consistency, compliance, and responsible AI usage.
- Present and justify a full AI-powered content strategy and execution plan through a polished, portfolio-ready capstone project.

Course Outline				
Subject	Subject Title	Lecture	Lab	Total
Unit 1	AI-Enhanced Editorial Strategy	6	6	12
Unit 2	Generative Content Design & Optimization	3	3	6
Unit 3	Performance Measurement & AI-Supported Operations	3	3	6
Unit 4	Leadership, Governance & Strategic Execution	2	6	8
TOTAL		14	18	32

**Creative Production with AI (Online)**

32 hours | 1 or 8 weeks

Students will build the modern creative skill set the industry now demands—pairing content expertise with AI-driven ideation, production, experimentation, and governance. Students will explore how AI reshapes creative workflows, brand expression, content drafting, visual concepting, adaptation, and optimization across four core

competency areas.

Students will gain hands-on experience using leading generative AI tools, creative automation systems, structured prompt frameworks, and AI-supported review processes to produce faster, more consistent, and more strategic content. Through practical labs and a multi-part capstone, students will practice evaluating workflow opportunities for automation, developing AI-assisted creative concepts, adapting assets across channels, reviewing AI-generated output for quality and accuracy, and applying ethical and governance standards.

The course is designed for creatives, marketers, designers, and adjacent roles ready to deepen their strategic and operational capabilities in an AI-accelerated environment. By the end, students will graduate with a portfolio-ready creative strategy and the ability to execute, refine, and communicate AI-powered creative work with clarity and responsibility.

Unit 1: AI-Enhanced Creative Foundations

Students will build a foundational understanding of how AI transforms creative workflows by exploring ideation support, brand integrity considerations, workflow evaluation, and strategic alignment through hands-on labs.

Unit 2: Generative Content & Asset Adaptation

Students will learn to produce and refine AI-assisted copy and visual concepts by applying prompt frameworks, selecting appropriate tools, and adapting content across channels for clarity, fit, and impact.

Unit 3: Creative Quality, Experimentation & Optimization

Students will develop the ability to evaluate AI-generated content, interpret performance signals, and run simple experiments using AI-supported review systems, testing matrices, and insight-generation tools.

Unit 4: Collaboration, Governance & Professional Execution

Students will apply responsible AI, governance, and ethical frameworks while practicing stakeholder communication, feedback facilitation, and decision-making through scenario analysis and guided exercises.

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

- Describe the evolving role of AI in modern creative workflows and evaluate where automation adds value.
- Analyze and optimize creative processes by identifying steps where AI can enhance speed, quality, or ideation .
- Apply brand integrity standards to AI-generated content to ensure voice, visuals, and messaging remain consistent.
- Generate creative concepts, drafts, and visual directions using structured prompting and iterative refinement.
- Adapt content across channels using AI support while maintaining clarity, strategic alignment, and audience fit.
- Evaluate AI-generated content using editorial quality criteria, feedback loops, and basic experiment-driven insights.
- Collaborate with cross-functional partners to articulate creative rationale and integrate AI responsibly.
- Produce a full AI-assisted creative strategy and case-study portfolio demonstrating ethical and effective AI usage.

Course Outline				
Subject	Subject Title	Lecture	Lab	Total
Unit 1	AI-Enhanced Creative Foundations	4	4	8
Unit 2	Generative Content & Asset Adaptation	4	4	8
Unit 3	Creative Quality, Experimentation & Optimization	4	4	8
Unit 4	Collaboration, Governance & Professional Execution	2	6	8
TOTAL		14	18	32

## Data Analytics and Visualization (Online)

32 hours | 1 week or 8 weeks

In this course, the learner will gain a hands-on introduction to data analytics and visualization using SQL and Tableau. The learner will learn how to collect, clean, and analyze data to uncover insights that drive business decisions. Through guided labs and real-world projects, the learner will apply analytical thinking, data storytelling, and design principles to transform raw data into clear, compelling visuals.

The learner will practice using SQL to extract and prepare data for analysis and Tableau to design professional dashboards that communicate findings effectively. By integrating technical accuracy with visual storytelling, the learner will develop the skills to explain insights confidently to both technical and non-technical audiences.

### Unit 1: Extracting and Managing Data Using SQL

Learners will explore how to collect, manage, and query data using SQL. They will write and refine queries to extract information from relational databases, applying filters, sorting, and joins to prepare data for analysis. This unit builds a strong foundation in structured thinking and database management.

### Unit 2: Transforming and Preparing Data for Analysis

Learners will prepare raw datasets for accurate, reliable analysis. They will clean, aggregate, and validate data using SQL techniques that improve consistency and integrity. By the end of the unit, learners will be able to transform disorganized data into analysis-ready tables.

### Unit 3: Designing Visual Dashboards in Tableau

Learners will connect data sources to Tableau and design dashboards that communicate insights clearly. They will apply layout, color, and hierarchy principles to make visualizations both accessible and effective. This unit focuses on developing a structured, user-centered design approach.

### Unit 4: Building Interactive and Effective Dashboards

Learners will enhance dashboards by adding interactivity and refining their visual design. They will use filters, parameters, and calculated fields to create flexible, engaging user experiences. By the end, learners will be able to build professional dashboards that respond dynamically to user needs.

### Unit 5: Applying Data Storytelling and Interpretation

Learners will apply storytelling techniques to interpret and communicate analytical findings. They will refine dashboards for accessibility and present insights through clear, audience-focused narratives. This unit strengthens their ability to translate complex data into actionable stories that inform decision-making.

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

- Apply core principles of data analysis and visual communication to interpret and present insights.
- Use SQL to extract, filter, and combine data from relational databases.
- Clean, transform, and validate datasets to ensure analytical accuracy and consistency.
- Connect SQL databases to Tableau and prepare data for visualization.
- Design clear, accessible, and well-structured dashboards in Tableau.
- Add interactivity and calculated fields to enhance analytical exploration and user experience.
- Apply storytelling techniques to communicate findings effectively to diverse audiences.
- Integrate SQL and Tableau skills to deliver a complete, insight-driven analytical project

Course Outline				
Subject	Subject Title	Lecture	Lab	Total
Unit 1	Extracting and Managing Data Using SQL	3	3	6
Unit 2	Transforming and Preparing Data for Analysis	3	3	6
Unit 3	Designing Visual Dashboards in Tableau	3	3	6
Unit 4	Building Interactive and Effective Dashboards	3	3	6
Unit 5	Applying Data Storytelling and Interpretation	3	5	8
TOTAL		15	17	32

**Data Engineering & Automation with AI (Online)**

32 hours | 1 or 8 weeks

Build the data backbone that powers modern AI systems in this hands-on course that combines cloud data engineering, automation, and generative AI integration. Learners gain a comprehensive understanding of how data pipelines enable intelligent systems—developing skills in data ingestion, transformation, orchestration, and optimization across modern cloud ecosystems.

Through guided labs and projects, learners work with tools such as Python, Airflow, Kafka, dbt, Spark, and Terraform to design, deploy, and manage scalable data workflows. Special emphasis is placed on linking enterprise data to Generative AI tools using vector databases and retrieval-augmented generation (RAG) techniques. The course culminates in a capstone project: building and presenting a fully automated AI-powered data pipeline deployed in a cloud environment.

Along the way, learners gain real-world experience managing infrastructure as code, monitoring pipeline performance, and ensuring security, governance, and cost efficiency. Graduates leave with the technical expertise and automation mindset to build reliable, production-ready data systems that enable AI at scale.

Unit 1: Foundations of AI-Powered Data Engineering

Develop a strong conceptual foundation in the role of data engineering within the AI lifecycle. Learn about key technologies, cloud data storage models, and best practices for data architecture. Through hands-on exercises, configure cloud environments, create data schemas, and set up core storage systems for downstream data workflows.

Unit 2: Building and Automating Data Pipelines

Design and implement robust batch and streaming data pipelines using tools such as Airbyte, Apache Kafka, and dbt. Learn to transform, test, and model datasets efficiently for analytics and machine learning. Then, explore workflow orchestration with Apache Airflow and feature store management using Feast to streamline the machine learning process and enable data reuse.

Unit 3: Scaling, Integrating, and Linking to Generative AI Systems

Apply distributed data processing techniques with Apache Spark and manage automation with MLflow. Integrate vector databases and RAG systems to connect enterprise data pipelines with Generative AI tools such as Azure ML, Vertex AI, and AWS SageMaker. Build scalable, cloud-native systems using Terraform and containerize deployments through Docker and Kubernetes.

Unit 4: Monitoring, Securing, and Optimizing Data Workflows

Implement observability solutions for data pipelines with Prometheus and Grafana. Enforce data governance, IAM, and encryption policies to ensure compliance and security. Explore methods for pipeline optimization, cost reduction, and performance tuning. The course concludes with a capstone project: designing, automating, and deploying a complete AI-powered data engineering solution from ingestion to inference.

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

- Explain how data engineering supports the AI and machine learning lifecycle.
- Design and build scalable data pipelines for batch and streaming workloads.
- Integrate data from multiple sources using Airbyte, Kafka, and dbt.
- Orchestrate complex workflows and manage feature stores for ML applications.
- Connect data systems to Generative AI tools using RAG and vector databases.
- Deploy and automate infrastructure with Docker, Kubernetes, Terraform, and MLflow.
- Implement monitoring, security, and governance across cloud-based pipelines.
- Deliver a fully automated AI-powered data pipeline as a capstone project.

Course Outline				
Subject	Subject Title	Lecture	Lab	Total
Unit 1	Foundations of AI-Powered Data Engineering	4	4	8
Unit 2	Building and Automating Data Pipelines	5	3	8
Unit 3	Scaling, Integrating, and Linking to Generative AI Systems	5	3	8
Unit 4	Monitoring, Securing, and Optimizing Data Workflows	4	4	8
TOTAL		18	14	32

**Database Management with AI Integration (Online)**

32 hours | 1 or 8 weeks

The Database Management with AI Integration course equips learners with the skills and knowledge needed to design, manage, and automate data systems in today’s cloud-based and AI-driven environments. Students will explore how modern database technologies support large-scale data processing, analytics, and machine learning applications. Emphasis is placed on system design, scalability, automation, and performance optimization within leading cloud platforms.

Across five competency-based units, learners will build practical expertise in database architecture, automated data pipelines, data warehousing, and AI system integration. Through hands-on labs and real-world exercises, students will design and deploy modern data infrastructures using tools such as PostgreSQL, MongoDB Atlas, Airflow, and Docker.

Unit 1: Designing and Managing Cloud-Based Databases

Introduces students to the design, deployment, and management of modern cloud-based database systems for scalability, performance, and reliability.

Unit 2: Building Automated Data Pipelines and Workflows

Focuses on developing automated workflows and scalable data processes using both SQL and NoSQL systems to support continuous data movement and transformation.

**Unit 3: Creating Scalable Data Warehouses and Systems**

Covers the design and implementation of cloud-based data warehouses and ETL pipelines that enable efficient data storage, querying, and analytics at scale.

**Unit 4: Integrating AI and Automation into Data Systems**

Explores how AI and automation tools are integrated into modern data infrastructures to improve efficiency, monitoring, and intelligent processing.

**Unit 5: Securing, Monitoring, and Optimizing Systems**

Examines strategies for securing, monitoring, and optimizing distributed data systems while ensuring performance, scalability, and reliability in production environments.

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

- Explain the principles and architecture of modern cloud-based relational and non-relational databases.
- Design and manage efficient cloud database solutions that address scalability, performance, and reliability requirements.
- Develop and automate data pipelines and workflows using orchestration and ETL/ELT tools.
- Construct and optimize scalable data warehouses that support advanced analytics and machine learning workloads.
- Integrate and evaluate AI and automation tools within data processing and database systems to improve efficiency.
- Implement and refine DevOps and CI/CD practices for continuous deployment and management of data infrastructures.
- Monitor, assess, and optimize data systems using logging, performance analysis, and observability strategies.
- Design and justify secure, compliant, and resilient distributed data environments using modern platforms and tools such as Snowflake, Airflow, Docker, and MongoDB Atlas.

Course Outline				
Subject	Subject Title	Lecture	Lab	Total
Unit 1	Designing and Managing Cloud-Based Databases	3	3	6
Unit 2	Building Automated Data Pipelines and Workflows	3	3	6
Unit 3	Creating Scalable Data Warehouses and Systems	3	3	6
Unit 4	Integrating AI and Automation into Data Systems	3	3	6
Unit 5	Securing, Monitoring, and Optimizing Systems	3	5	8
TOTAL		15	17	32

**Front-End Development with HTML & CSS (Online)**

32 hours | 1 or 8 weeks

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

Unit 1: HTML and CSS Basics

An introduction to building static webpages using HTML and CSS.

Unit 2: Responsive Design

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

Unit 3: Adding Interactivity with JavaScript

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

Unit 4: Advanced Concepts

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

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

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

Course Outline				
Subject	Subject Title	Lecture	Lab	Total
Unit 1	Web Foundations and Structure	4	4	8
Unit 2	Styling, Layout, and Responsive Design	4	4	8
Unit 3	Interactive and Dynamic Experiences	4	4	8
Unit 4	Advanced Front-End Workflows and Integration	3	5	8
TOTAL		15	17	32

**MLOps & AI Infrastructure (Online)**

32 hours | 1 or 8 weeks

As organizations integrate artificial intelligence into enterprise systems, the role of the AI professional is expanding from building isolated models to managing large-scale, production-grade ecosystems. In this course, learners will explore how to design, deploy, and govern AI infrastructure that is scalable, reliable, and ethical bridging the gap between data science, engineering, and operations. Through a series of applied labs, they’ll work hands-on with cloud environments, containerization, and data platforms to operationalize machine learning pipelines and maintain high-performing AI systems.

Across five competencies, learners will architect end-to-end pipelines, manage data infrastructure, and implement automated workflows that support continuous integration and model retraining. They’ll evaluate governance, security, and optimization frameworks while developing strategic thinking for scaling AI infrastructure responsibly within complex organizations. The course culminates in a capstone project where learners synthesize their technical and managerial skills to produce a comprehensive AI Infrastructure Strategy—demonstrating mastery in building, securing, and leading enterprise-grade AI systems.

Unit 1: Designing End-to-End AI Pipeline for Scale

In this unit, learners investigate how to design and operationalize production-grade AI systems that are scalable, reliable, and automated. They examine how data, models, and orchestration layers interact across the AI lifecycle,

applying engineering principles that support large-scale, sustainable deployments. By the end of the unit, learners will design a complete AI pipeline that demonstrates scalability and production-readiness.

#### Unit 2: Managing Data Infrastructure for AI Workloads

In this unit, learners design and manage the data infrastructure required to support scalable AI systems. They examine how data architecture, lineage, quality, and governance contribute to model performance and compliance within production environments. By the end of the unit, learners will construct a secure, transparent, and compliant data management framework for AI operations.

#### Unit 3: Operationalizing Models and AI Systems (MLOps)

In this unit, learners operationalize AI models through containerization, deployment, and monitoring practices that ensure reliable, continuous performance. They investigate how CI/CD pipelines, automated retraining, and performance monitoring sustain model accuracy and adaptability in production. By the end of the unit, learners will deploy and manage models using principles of scalability, automation, and lifecycle governance.

#### Unit 4: Securing, Governing, and Optimizing AI Infrastructure

In this unit, learners evaluate how governance frameworks, security policies, and optimization strategies support ethical and efficient AI operations. They investigate how to mitigate risks, enforce compliance, and optimize system performance while maintaining transparency and accountability. By the end of the unit, learners will develop a governance and optimization framework that ensures responsible, sustainable AI infrastructure management.

#### Unit 5: Leading AI Operations and Infrastructure Strategy

In this culminating unit, learners integrate technical, governance, and strategic dimensions of AI infrastructure leadership. They synthesize architectural design, data management, and MLOps practices into a cohesive roadmap that aligns with organizational goals and ethical principles. By the end of the unit, learners will produce and present a comprehensive AI Infrastructure Strategy that demonstrates mastery in technical fluency, governance, and operational foresight.

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

- Design and implement scalable AI pipelines that connect data ingestion, model training, deployment, and monitoring in a production environment.
- Manage data infrastructure across cloud platforms, applying principles of storage design, lineage tracking, and compliance to ensure reliability and transparency.
- Apply containerization and orchestration tools such as Docker and GCP Cloud Composer to automate workflows and support reproducible machine learning operations.
- Deploy and monitor AI models using CI/CD pipelines and cloud services, establishing systems for drift detection, retraining, and performance optimization.
- Evaluate and mitigate risks through governance frameworks that address security, privacy, and ethical considerations in AI operations.
- Optimize compute and resource utilization by analyzing performance metrics and balancing scalability, cost, and environmental impact.
- Lead cross-functional collaboration between data scientists, IT teams, and business stakeholders to align AI infrastructure with organizational strategy.
- Produce and defend a comprehensive AI Infrastructure Roadmap that demonstrates technical fluency, governance awareness, and strategic leadership in managing enterprise-scale AI systems.

Course Outline				
Subject	Subject Title	Lecture	Lab	Total
Unit 1	Designing End-to-End AI Pipelines for Scale	3	3	6
Unit 2	Managing Data Infrastructure for AI Workloads	3	3	6
Unit 3	Operationalizing Models and AI Systems (MLOps)	3	3	6
Unit 4	Securing, Governing, and Optimizing AI Infrastructure	3	3	6
Unit 5	Leading AI Operations and Infrastructure Strategy	3	5	8
TOTAL		15	17	32

**Performance Marketing with AI (Online)**

32 hours | 1 or 8 weeks

Students will build the modern performance marketing skill set the industry now demands—pairing channel expertise with AI-driven strategy, experimentation, and governance. Students will explore how AI transforms audience targeting, creative workflows, bidding, analytics, measurement, and optimization across four core competency areas.

Students will gain hands-on experience using leading ad platform features, predictive signals, generative AI tools, and automated reporting systems to make faster, more confident performance decisions. Through practical labs and a multi-part capstone, students will practice evaluating automation opportunities, designing AI-informed campaigns, interpreting modeled conversion data, and applying ethical and governance frameworks.

The course is designed for marketers, analysts, strategists, and adjacent roles ready to deepen their technical and strategic capabilities in an AI-accelerated environment. By the end, students will graduate with a portfolio-ready campaign blueprint and the ability to execute, optimize, and communicate AI-powered performance strategies with clarity and responsibility.

Unit 1: AI Foundations in Performance Marketing

Students will build a foundational understanding of how AI transforms paid media workflows by exploring automation opportunities, predictive targeting, generative creative, and auction dynamics through hands-on labs.

Unit 2: AI in Search & Social Advertising

Students will learn to design automation-ready search and social campaigns by applying AI-driven structures, optimization recommendations, answer-engine content strategies, and cross-channel signal integration.

Unit 3: AI Analytics, Insights & Experimentation

Students will develop the ability to interpret modeled conversion data, evaluate experiment results, and generate automated insights by using AI-powered measurement, attribution, dashboards, and predictive testing tools.

Unit 4: AI Strategy, Governance & Execution Excellence

Students will apply responsible AI, governance, and ethical frameworks to design, refine, and present a fully integrated AI-powered performance marketing strategy through case analysis and capstone work.

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

- Explain how AI reshapes performance marketing channels, workflows, and optimization models across search, social, and commerce ecosystems.
- Evaluate automation and predictive-signal opportunities to improve audience targeting, bidding, creative,

and campaign structure decisions.

- Design AI-informed campaign architectures—including asset groups, audience strategies, and signal-sharing frameworks—that enable scalable automated performance.
- Apply generative AI and prompt engineering techniques to develop, test, and assess performance-ready creative variations.
- Interpret AI-driven analytics, modeled conversions, attribution methods, and experiment results to determine reporting accuracy and optimization impact.
- Construct automated dashboards and insight workflows that translate AI-generated outputs into clear, actionable performance recommendations.
- Assess ethical, legal, and governance considerations—including data use, algorithmic bias, and automation risk—to ensure responsible AI deployment in paid media.
- Develop and present an integrated, AI-powered performance marketing strategy that demonstrates predictive learning, measurement rigor, and stakeholder-ready storytelling.

Course Outline				
Subject	Subject Title	Lecture	Lab	Total
Unit 1	AI Foundations in Performance Marketing	4	4	8
Unit 2	AI in Search & Social Advertising	4	4	8
Unit 3	AI Analytics, Insights & Experimentation	4	4	8
Unit 4	AI Strategy, Governance & Execution Excellence	2	6	8
TOTAL		14	18	32

**Project Management Skills with AI (Online)**

32 hours | 1 or 8 weeks

In this course, students learn how to combine proven project management frameworks with AI-powered tools to plan, lead, and adapt projects more effectively. From scoping and scheduling to risk forecasting and outcome measurement, students see how AI can support, not replace, a role as a project manager.

Across five units, students apply learned concepts directly to a self-chosen project, building toward a capstone that demonstrates the ability to lead with AI support from start to finish. Along the way, students practice using AI responsibly, communicate with stakeholders more effectively, and strengthen leadership skills for distributed teams. By the end, learners walk away with a comprehensive, AI-backed project plan and the confidence to manage real-world projects in the AI era.

Unit 1: Project Management in the AI Era

Build a strong foundation in modern project management while exploring how AI is reshaping the role of the project manager. You'll compare frameworks like Agile, Waterfall, and Hybrid and discover where AI can support adaptability.

Unit 2: Data-Driven Decision-Making and Adaptive Methods

Learn how to harness project data to make smarter decisions. You'll explore how AI connects project metrics to outcomes, helps forecast risks, and enables you to adapt methods as projects evolve.

Unit 3: AI Across Functions and Change Management

See how AI enhances project management at scale and during periods of change. You'll explore strategies for coordinating across multiple teams and functions, and how AI can smooth organizational transitions.

**Unit 4: Ethics and Governance in AI-Driven Project Management**

Examine how to use AI responsibly in project management. You'll address issues like transparency, accountability, and bias while building governance guardrails into your projects.

**Unit 5: Communication, Collaboration, and Leadership with AI**

Strengthen your leadership and collaboration skills with AI as a partner. You'll practice using AI to improve stakeholder communication, streamline meetings, and support distributed teams. The unit concludes with your capstone project, where you'll bring everything together into a comprehensive AI-supported project plan.

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

- Explain how AI is transforming project management roles, skills, and responsibilities.
- Select and adapt project management frameworks using AI-driven insights.
- Develop project plans and workflows that integrate AI tools with stakeholder needs.
- Differentiate between human oversight and AI automation to optimize collaboration.
- Evaluate project performance by connecting metrics, outcomes, and organizational goals.
- Apply predictive AI tools to strengthen risk management and mitigation strategies.
- Design adaptive project approaches that respond to changing contexts with AI support.
- Communicate effectively with stakeholders using AI-enabled reporting and facilitation tools.
- Lead distributed and hybrid teams by integrating AI collaboration tools into coordination and accountability practices.
- Formulate responsible and ethical strategies for AI adoption in project workflows.

Course Outline				
Subject	Subject Title	Lecture	Lab	Total
Unit 1	Project Management in the AI Era	4	4	8
Unit 2	Data-Driven Decision-Making and Adaptive Methods	4	4	8
Unit 3	AI Across Functions and Change Management	3	1	4
Unit 4	Ethics and Governance in AI-Driven Project Management	2	2	4
Unit 5	Communication, Collaboration, and Leadership with AI	3	5	8
TOTAL		16	16	32

**Python for AI & Data (Online)**

32 hours | 1 or 8 weeks

Python is one of the most in-demand skills across data and AI roles. In this course, the learner will use it to solve analytical problems and uncover insights from data—building the foundational programming skills and analytical thinking needed for careers such as Data Analyst, Business Analyst, or Junior Software Engineer. The learner will explore how to collect, clean, and interpret data, apply statistical reasoning, and turn information into meaningful, evidence-based insights.

Through hands-on labs, realistic datasets, and a capstone project, the learner will gain practical experience with core Python libraries including Pandas, NumPy, SciPy, and scikit-learn. The learner will write clean, reproducible code, create effective visualizations, and experiment with simple machine learning workflows. Designed to align with industry skill frameworks, this course connects coding fundamentals with the analytical and problem-solving abilities employers expect in today's AI-powered workplace.

Unit 1: Applying Python Fundamentals to Solve Data Problems

Learners develop the essential programming foundation for data analysis and AI applications using Python. They configure their environment, explore the Jupyter ecosystem, and practice writing clean, reproducible code. By mastering variables, data types, logic, and structured programming, learners gain the confidence to approach analytical tasks with clarity, efficiency, and precision.

Unit 2: Cleaning and Transforming Data with Python Tools

Learners ingest, clean, and transform real-world datasets using Pandas and NumPy. They apply validation and quality testing to ensure data accuracy and consistency, and experiment with data collection through APIs and web scraping. This unit builds readiness for more advanced analytical and visualization workflows.

Unit 3: Analyzing and Visualizing Data with Python

Learners apply descriptive and inferential statistics to uncover patterns, relationships, and trends within data. They use SciPy, Matplotlib, and Seaborn to create clear, professional visualizations that communicate evidence-based insights. By combining analysis and design principles, learners develop confidence in presenting data-driven stories.

Unit 4: Building and Deploying Machine Learning Models

Learners train, test, and evaluate supervised machine learning models using scikit-learn, gaining hands-on experience with key AI workflows. They then deploy models using cloud tools such as AWS Bedrock, learning how scalability and integration connect analysis to real-world applications.

Unit 5: Using Version Control for Reproducible Work

Learners implement debugging, refactoring, and version-control practices to ensure professional code quality and reproducibility. The course culminates in a capstone project that integrates all competencies into an end-to-end analytical workflow, demonstrating mastery in coding, analysis, and communication.

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

- Configure and manage a Python environment using Jupyter for analytical work.
- Write and debug clean, structured code to automate data tasks.
- Ingest, clean, and transform datasets using Pandas and NumPy.
- Apply statistical and computational techniques to identify and interpret patterns.
- Create visualizations using Matplotlib and Seaborn to communicate insights clearly.
- Train and evaluate basic machine learning models using scikit-learn and deploy them via cloud AI tools.
- Implement debugging, refactoring, and version-control practices using Git and GitHub.
- Design and deliver a complete, reproducible data analysis project demonstrating professional analytical standards.

Course Outline				
Subject	Subject Title	Lecture	Lab	Total
Unit 1	Applying Python Fundamentals to Structure and Solve Analytical Problems	3	3	6
Unit 2	Data Wrangling with Pandas and NumPy	3	3	6
Unit 3	Analyzing and Visualizing Data with Python	3	3	6
Unit 4	Building and Deploying Machine Learning Models	3	3	6
Unit 5	Ensuring Quality and Reproducibility in Analytical Work	3	5	8
TOTAL		15	17	32

32 hours | 1 or 8 weeks

As artificial intelligence becomes embedded in everyday digital products, the role of the designer is evolving from crafting static screens to shaping adaptive, intelligent systems. In this course, learners will explore how to design interfaces that are scalable, ethical, and responsive—balancing human-centered principles with data-driven logic and automation. Through a series of labs, they’ll examine how visual hierarchy, accessibility, and component-driven systems establish trust and clarity in AI experiences.

Across five units, learners will design modular systems, responsive grids, and interaction patterns that adapt across devices and contexts. They’ll document and refine design decisions, practicing effective collaboration between design and development teams. The course culminates in a capstone project where learners synthesize their skills to create a cohesive, unified AI interface system—demonstrating mastery in designing for intelligence, inclusivity, and scalability in the age of AI.

#### Unit 1: Advanced Visual Design for Intelligent Interfaces

In this unit, the learner will investigate how visual hierarchy, color, typography, and layout shape user trust and comprehension in AI-rich environments. The learner will analyze how design aesthetics influence perception, feedback, and accessibility in intelligent interfaces. By the end of the unit, learners will design responsive, data-informed visuals that balance clarity, engagement, and inclusivity across contexts.

#### Unit 2: Scalable Design Systems & Documentation

In this unit, the learner will explore how modular design systems establish the foundation for scalable, intelligent products. The learner will examine how tokens, components, and governance frameworks create cohesion across AI-driven experiences. By the end of the unit, learners will construct structured design documentation that communicates adaptability, clarity, and consistency across evolving platforms.

#### Unit 3: Interaction Feedback in AI Systems

In this unit, the learner will examine how AI-driven interactions create responsive, conversational, and adaptive experiences. The learner will explore feedback, motion, and visualization techniques that make system behavior transparent and understandable. By the end of the unit, learners will design cohesive interaction patterns that foster user confidence and human–AI collaboration across devices.

#### Unit 4: Technical Integration & Collaboration

In this unit, the learner will explore how technical fluency bridges the gap between design intent and development implementation. The learner will practice translating interface logic into structured specifications that align with accessible code standards. By the end of the unit, learners will apply collaborative documentation and communication strategies that enhance accuracy, scalability, and cross-functional alignment.

#### Unit 5: Maintenance, Accessibility, and Governance

In this unit, the learner will analyze how inclusive design, accessibility, and ongoing governance ensure ethical and sustainable AI systems. The learner will examine methods for auditing design integrity, managing versioning, and maintaining system consistency over time. By the end of the unit, learners will evaluate and refine design systems that evolve responsibly with technology and user needs.

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

- Analyze how modular design systems and adaptive components support scalable, data-informed AI product ecosystems.
- Design responsive and accessible interfaces that translate complex AI logic into clear, human-centered visual experiences.
- Integrate motion, feedback, and data visualization to communicate AI system behavior, transparency, and confidence.
- Apply technical literacy in HTML, CSS, and documentation practices to strengthen collaboration between design and development teams.
- Evaluate inclusivity, accessibility, and governance strategies to ensure ethical, sustainable evolution of AI interface systems.

- Synthesize advanced visual design, responsive layout, and system documentation principles into cohesive multi-platform design frameworks.
- Formulate innovative interface solutions that adapt intelligently across devices, modalities, and user contexts.
- Produce and defend a unified AI interface system that demonstrates scalability, ethical reasoning, and human–AI collaboration.

Course Outline				
Subject	Subject Title	Lecture	Lab	Total
Unit 1	Advanced Visual Design for Intelligent Interfaces	5	5	10
Unit 2	Scalable Design Systems & Documentation	3	3	6
Unit 3	Interaction and Feedback in AI Systems	3	3	6
Unit 4	Technical Integration and Collaboration	2	2	4
Unit 5	Maintenance, Accessibility, and Governance	2	4	6
TOTAL		15	17	32

**UX Design for AI Experiences (Online)**

32 hours | 1 week or 8 weeks

In this course, the learner will combine human-centered design principles with AI-powered systems thinking to create adaptive, ethical, and intelligent digital experiences. From personalization and predictive interactions to transparency and trust, the course explores how AI can enhance—rather than replace—the designer’s role in shaping meaningful user experiences.

Across five units, learners will apply concepts through hands-on labs and design challenges, building toward a capstone project that demonstrates the ability to design cohesive, AI-enabled ecosystems. Throughout the course, learners will practice structuring information for intelligent systems, crafting adaptive interfaces, and designing content that responds to user context and intent. By the end of the course, learners will have developed a portfolio-ready, AI-driven experience design and the confidence to lead in the next generation of UX innovation.

Unit 1: AI Foundations for Experience Design

In this unit, the learner will explore how artificial intelligence is transforming the foundation of digital product design and user experience. The learner will examine key AI concepts such as personalization, prediction, and automation, and will analyze how these principles influence design decisions. By the end of the unit, learners will identify opportunities to integrate AI responsibly into everyday experiences and map where human creativity and machine intelligence intersect.

Unit 2: Designing Intelligent Interactions (Human-AI Interface Design)

In this unit, the learner will examine how adaptive and conversational interfaces create meaningful human–AI interactions. The learner will study how tone, responsiveness, and feedback shape trust and usability in systems that learn from behavior and context. By the end of the unit, learners will design interactive prototypes that balance user control with AI autonomy across different use cases.

Unit 3: Multi-Platform and Contextual Experience Design

In this unit, the learner will design AI-enabled experiences that remain consistent and intuitive across platforms, devices, and environments. The learner will explore how AI can personalize experiences while honoring each platform’s native patterns and accessibility requirements. By the end of the unit, learners will create responsive, adaptive concepts that scale seamlessly across digital ecosystems.

**Unit 4: Experience Architecture and Content Intelligence**

In this unit, the learner will explore how data, structure, and content shape the intelligence and usability of AI systems. The learner will design architectures and content strategies that help both humans and machines interpret, navigate, and personalize digital experiences. By the end of the unit, learners will produce frameworks that align adaptive information flows with ethical and user-centered design.

**Unit 5: Complex Systems and Continuous Design Evolution**

In this unit, the learner will synthesize prior knowledge to design an end-to-end, AI-enabled experience ecosystem. The learner will apply systems thinking to address complex, real-world design challenges that connect data, interactions, and human touchpoints. By the end of the unit, learners will present a complete, AI-informed experience strategy that demonstrates ethical reasoning, adaptability, and design leadership at scale.

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

- Analyze how emerging AI capabilities transform the principles, methods, and impact of modern experience design.
- Evaluate opportunities for meaningful human–AI collaboration that uphold ethical, transparent, and user-centered design values.
- Design adaptive and conversational interfaces that dynamically respond to user behavior, intent, and context across platforms and modalities.
- Integrate AI-driven insights into the development of information architectures and user journeys to optimize personalization and interpretability.
- Construct intelligent content strategies that adapt tone, message, and style to diverse audiences and contexts while maintaining brand coherence.
- Synthesize multi-device and cross-platform design frameworks to deliver consistent, accessible, and contextually aware experiences.
- Formulate innovative solutions to complex, data-informed design challenges using systems thinking and iterative experimentation.
- Produce and defend an end-to-end AI-enabled experience ecosystem that demonstrates ethical reasoning, adaptability, and strategic design leadership.

Course Outline				
Subject	Subject Title	Lecture	Lab	Total
Unit 1	AI Foundations for Experience Design	4	4	8
Unit 2	Designing Intelligent Interactions (Human-AI Interface Design)	3	3	6
Unit 3	Multi-Platform and Contextual Experience Design	3	3	6
Unit 4	Experience Architecture and Content Intelligence	2	2	4
Unit 5	Complex Systems and Continuous Design Evolution	3	5	8
TOTAL		15	17	32

**UX Portfolio Storytelling with AI (Online)**

32 hours | 1 week or 8 weeks

In the age of artificial intelligence, the designer’s portfolio has evolved from a static showcase into a dynamic narrative of process, reflection, and collaboration. In this course, learners will craft professional design portfolios that communicate both creative identity and AI-era design fluency. Through guided curation, storytelling, and visual composition, they’ll transform project documentation into engaging, transparent case studies that highlight

innovation and ethical awareness.

Across five units, learners will design cohesive online portfolios, develop personal brand systems, and refine their professional presence for the modern design landscape. The course culminates in a capstone project where learners present and defend their AI-powered design portfolios—demonstrating reflection, technical depth, and strategic storytelling in an evolving digital ecosystem.

#### Unit 1: Discovery & Direction

In this unit, the learner will explore how intentional goal setting and ethical positioning shape the direction of an AI-powered portfolio. The learner will research target audiences, clarify professional aspirations, and define an authentic purpose that reflects their evolving role in the AI design landscape. By the end of the unit, learners will establish a clear foundation for their portfolio grounded in career intent, audience insight, and responsible storytelling.

#### Unit 2: Research & Curation

In this unit, the learner will investigate how strategic selection, structure, and visual identity communicate expertise across AI-enhanced design work. The learner will assess and organize project materials, design an intuitive information architecture, and develop a cohesive brand system that reinforces clarity and consistency. By the end of the unit, learners will curate a unified body of work that reflects intentionality, usability, and personal aesthetic coherence.

#### Unit 3: Narrative & Story Systems

In this unit, the learner will transform curated projects into compelling stories that highlight process, insight, and collaboration with AI. The learner will structure, articulate, and visualize narratives that engage diverse audiences through emotion, clarity, and confident delivery. By the end of the unit, learners will produce integrated case studies that balance narrative flow, visual storytelling, and audience resonance.

#### Unit 4: Prototyping & Testing

In this unit, the learner will prototype and evaluate their portfolio as an interactive user experience. The learner will translate narrative and structure into functional wireframes, document interactions, and test usability through peer and AI-assisted feedback. By the end of the unit, learners will refine their portfolio's navigation, clarity, and emotional impact through iterative testing and analysis.

#### Unit 5: Launch & Professional Practice

In this unit, the learner will synthesize their design stories, brand identity, and presentation skills into a professional launch-ready portfolio. The learner will align their online presence with career goals, practice persuasive storytelling, and deliver a confident final presentation. By the end of the unit, learners will demonstrate readiness to share their AI-powered portfolio and articulate their design maturity to potential employers or collaborators.

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

- Analyze how storytelling and curation shape professional identity and credibility in AI-era design practice.
- Design cohesive, visually structured portfolios that communicate design intent, iteration, and AI collaboration with clarity and integrity.
- Integrate written reflection, narrative framing, and case study composition to express process depth and design rationale.
- Construct adaptive wireframes and interaction flows that visualize user journeys, logic, and decision-making within AI-driven projects.
- Apply branding and visual hierarchy principles to develop a consistent, authentic personal design identity across platforms.
- Evaluate communication, presentation, and networking strategies to strengthen professional presence and industry engagement.
- Synthesize ethical reasoning and transparency practices to represent AI contributions responsibly within design work.
- Produce and defend a comprehensive AI-powered design portfolio that demonstrates creative growth, professional readiness, and reflective storytelling.

Course Outline				
Subject	Subject Title	Lecture	Lab	Total
Unit 1	Discovery & Direction	3	3	6
Unit 2	Research & Curation	3	3	6
Unit 3	Narrative & Story Systems	3	3	6
Unit 4	Prototyping & Testing	4	4	8
Unit 5	Launch & Professional Presence	2	4	6
TOTAL		15	17	32

### UX Research & Strategy with AI (Online)

32 hours | 1 or 8 weeks

UX research and strategy are evolving rapidly, and AI is at the center of that transformation. In this course, the learner will combine proven UX research methods with AI-powered tools to uncover insights, design with empathy, and shape data-driven product decisions. From problem framing and data analysis to prototyping and storytelling, the course demonstrates how AI can support the role of the UX researcher and strategist.

Across five learning units, learners will apply key concepts to a real or simulated AI product challenge, building toward a capstone that demonstrates the ability to lead research and strategy with AI support from start to finish. Throughout the course, learners will practice using AI ethically and responsibly, craft compelling narratives for stakeholders, and collaborate effectively with interdisciplinary teams.

By the end of the course, learners will have developed a comprehensive, AI-supported UX research strategy—and the confidence to design, test, and communicate user experiences that thrive in the AI era.

#### Unit 1: Foundational UX Research and Strategy

In this unit, the learner will develop a strong foundation in UX research while exploring how AI is transforming design and strategy. The learner will examine AI-driven methods for user research, design thinking, and problem framing, and discover how AI can enhance data collection, analysis, and decision-making. By the end, learners will create AI-augmented research plans and workflows that effectively combine human insight with AI capabilities.

#### Unit 2: Advanced Research Execution and Analysis

In this unit, the learner will advance skills in UX research execution while exploring how AI enhances prototyping, testing, and data analysis. The learner will apply AI tools to streamline research workflows, participant management, and iterative testing, and will discover how AI can accelerate insights and improve decision-making. By the end, learners will conduct AI-augmented studies and build prototypes that integrate human judgment with automated analysis for more effective UX outcomes.

#### Unit 3: Strategic Planning & Insight Communication

In this unit, the learner will enhance the ability to translate UX research into actionable insights while exploring how AI can support analysis, communication, and inclusivity. The learner will leverage AI tools to synthesize data, craft narratives, and design accessible research processes, and will discover how AI can improve clarity, reliability, and stakeholder engagement. By the end, learners will deliver AI-augmented research findings and strategies that combine rigorous analysis with effective, inclusive communication.

**Unit 4: Collaboration & Professional Practice**

In this unit, the learner will build advanced skills in navigating AI-driven environments while exploring how AI can enhance decision-making and ethical design. The learner will apply AI tools to support adaptability, assess risks, and address bias, and will discover how responsible AI practices can improve user trust and experience. By the end, learners will design AI-augmented strategies that balance innovation, resilience, and ethical responsibility in complex UX contexts.

**Unit 5: AI Integration in Research**

In this unit, the learner will explore advanced AI applications in UX research while examining how ethics, bias mitigation, and user trust shape design decisions. The learner will apply AI tools to assess risks, identify ethical concerns, and develop research strategies, and will discover how responsible AI practices can guide effective and trustworthy UX. By the end, learners will complete a focused, AI-augmented capstone project that balances rapid research with ethical insight for AI-powered features.

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

- Integrate AI tools into UX research and strategy to enhance how you gather, interpret, and apply user insights across the product lifecycle.
- Apply design thinking and agile methods with AI-driven workflows to speed iteration and strengthen collaboration across product teams.
- Develop and execute AI-informed research plans that align user needs, business goals, and technical opportunities.
- Use AI to analyze complex data and turn research findings into clear, actionable design recommendations.
- Communicate insights effectively through AI-assisted visualizations, storytelling, and tailored stakeholder presentations.
- Uphold research quality, inclusivity, and ethics by mitigating bias and ensuring accessible, responsible AI use.
- Collaborate effectively in interdisciplinary AI product teams, balancing user advocacy with technical and strategic priorities.
- Demonstrate leadership in ethical, data-driven UX research through a capstone project showcasing responsible AI-powered experience design.

Course Outline				
Subject	Subject Title	Lecture	Lab	Total
Unit 1	Foundational UX Research and Strategy	5	5	10
Unit 2	Advanced Research Execution and Analysis	5	5	10
Unit 3	Strategic Planning and Insight Communication	2	2	4
Unit 4	Collaboration and Professional Practice	2	2	4
Unit 5	AI Integration and Research	1	3	4
TOTAL		15	17	32

**Vibe Coding (Online)**

32 hours | 1 or 8 weeks

Digital prototyping is undergoing a fundamental transformation through artificial intelligence. This course equips students with vibe coding skills, the practice of building digital solutions using natural language commands. The program serves non technical professionals who need to transform ideas into tangible prototypes without engineering support. Students will leverage AI to generate functional code, design interfaces, and automate

workflows, accelerating their ability to validate concepts and communicate vision.

Throughout 16 sessions, students progress from creating basic web pages to developing interactive prototypes with live data integration and automation. The curriculum emphasizes strategic decision making about when to use AI generated code versus no code platforms, along with systematic troubleshooting and refinement techniques. Each module builds progressively, developing both technical AI fluency and practical judgment for real world business applications.

Upon completion, students will possess a portfolio of working prototypes and the confidence to lead digital initiatives. Whether creating campaign landing pages, process automations, or product mock ups, graduates will bridge the gap between idea and execution. These skills drive organizational innovation and career advancement in today's digital landscape.

#### Unit 1: Foundations & Ideation

Establish the core principles of AI-driven development. This module introduces vibe coding methodology, effective prompt engineering, and basic web structure generation, enabling you to create your first functional prototypes using natural language commands.

#### Unit 2: Core Prototyping Concepts

Progress to dynamic prototypes by adding styling, interactive elements, and complex functionality. Learn to create responsive designs, JavaScript behaviors, and multi-page navigation systems that respond to user input

#### Unit 3: Automation & Advanced Tools

Expand prototyping capabilities by connecting digital solutions to real-world data and automation workflows. This module focuses on integrating live data through APIs, automating communication systems, and streamlining data processing tasks, transforming static prototypes into dynamic, business-ready applications.

#### Unit 4: Application & Problem-Solving

Bridge technical execution with user-centric design through systematic testing and refinement methodologies. Students will implement core features, analyze user feedback, and apply AI-assisted debugging to solve complex design and functionality challenges, ensuring prototypes meet both business objectives and user needs.

#### Unit 5: Collaboration & Leadership

Consolidate all skills through a comprehensive final project and prepare for professional implementation. Develop a tangible portfolio and strategic plan to apply vibe coding methodology directly to your career context and digital initiatives.

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

- Master strategic prompt engineering to translate business requirements into precise AI instructions.
- Develop functional web prototypes by generating and structuring HTML, CSS, and JavaScript with AI.
- Architect multi-page websites with logical navigation and user-centric information structures.
- Implement interactive elements and dynamic behaviors to create engaging user experiences.
- Automate workflows and data processing by connecting prototypes to email services, spreadsheets, and APIs.
- Evaluate and select the appropriate development approach, choosing between AI-generated code and no-code platforms.
- Diagnose and resolve technical and UX issues using systematic, AI-assisted debugging and refinement.
- Apply the end-to-end vibe coding methodology to independently lead digital projects from concept to functional prototype. UX research

Course Outline				
Subject	Subject Title	Lecture	Lab	Total
Unit 1	Foundations & Ideation	4	4	8
Unit 2	Core Prototyping Concepts	4	4	8
Unit 3	Automation & Advanced Tools	3	3	6
Unit 4	Application & Problem Solving	3	3	6
Unit 5	Collaboration & Leadership	2	2	4
TOTAL		16	16	32

## Bootcamps

### Data Analytics Bootcamp Online

Bootcamp | Online | 420 hours | Full-time (12 weeks)

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

Course Outline				
Subject	Subject Title	Lecture	Lab	Total
Unit 1	Responsible Data Analytics	19	0	19
Unit 2	Statistics and Mathematics for Data Analysts	14	0	14
Unit 3	Data Acquisition and Cleaning with SQL	42	6	48
Unit 4	Data Analysis and Interpretation with Excel	28	12	40
Unit 5	Data Analysis and Communication with Tableau and PowerBI	57	29	86
Unit 6	Data Analysis with Python	59	18	77
Unit 7	Data in the Organization	39	0	39
Unit 8	Capstone Projects	16	57	73
Unit 9	Career Planning	20	4	24
TOTAL		420	126	420

### Unit 1: Responsible Data Analytics

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

### Unit 2: Statistics and Mathematics for Data Analytics

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

### Unit 3: Data Acquisition and Cleaning with SQL

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

### Unit 4: Data Analysis and Interpretation with Excel

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

### Unit 5: Data Analysis with Tableau and PowerBI

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

### Unit 6: Data Analysis with Python

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

### Unit 7: Data in the Organization

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

### Unit 8: Capstone projects

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

### Unit 9: Career Planning

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

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

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

## Data Science Bootcamp Online

Bootcamp | Online | 420 hours | Full-time (12 weeks)

In this course, students apply statistics, programming, data analytics, and modeling skills in different real-world contexts, mastering the skills they need to launch a data science career. Data Scientist careers involve taking large data sets and analyzing them using different types of models and algorithms to gain insights and predict trends.

Course Outline					
Subject	Subject Title	Lecture	Lab	Ext	Total
Unit 1	Fundamentals	20	20		30
Unit 2	Exploratory Data Analysis	16	24		36
Unit 3	Classical Statistical Modeling	65	35		94
Unit 4	Machine Learning Models	120	100		200
Unit 5	Advanced Topics and Trends	20	60		60
TOTAL		241	239		420

### Unit 1: Fundamentals

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

### Unit 2: Exploratory Data Analysis

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

### Unit 3: Classical Statistical Modeling

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

### Unit 4: Machine Learning Models

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

### Unit 5: Advanced Topics and Trends

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

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

- Collect, extract, query, clean, and aggregate data for analysis.
- Perform visual and statistical analysis on data using Python and its associated libraries and tools.
- Build, implement, and evaluate data science problems using appropriate machine learning models & 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.

## Information Technology Bootcamp Online

Bootcamp | Online | 240 hours | Part-time (12 weeks)

This course provides students with a comprehensive foundation in IT support and networking, preparing them for the CompTIA A+ and Network+ certifications. Students will gain experience with hardware, software, and networking technologies, developing the practical skills needed to troubleshoot, configure, and manage both IT systems and networks. Graduates will leave with a strong understanding of key IT concepts and the confidence to adapt to the fast-paced, ever-evolving world of technology, ready to embark on or enhance their career in the IT industry.

Course Outline				
Subject	Subject Title	Lecture	Lab	Total
Unit 1	IT Basics and A+ Core 1	39	21	60
Unit 2	A+ Core 2	39	21	60
Unit 3	Network+	67	53	120
TOTAL		145	95	240

### Unit 1: IT Basics and A+ Core 1

Build foundational knowledge of essential IT support skills through hands-on training. In this unit, students will explore core topics such as hardware, networking, mobile devices, and troubleshooting techniques. By gaining practical experience with device setup, maintenance, and configuration, students will develop the skills needed to diagnose and resolve common issues, laying the groundwork for a successful career in IT support.

### Unit 2: A+ Core 2

Expand your knowledge of IT support by diving into advanced topics focused on software, security, and operating systems. This unit covers essential skills such as system configuration, troubleshooting software issues, and implementing security protocols. Through hands-on labs and real-world scenarios, students will learn how to secure devices, manage operation systems, and protect against cybersecurity threats, building the expertise needed to support a wide range of IT environments and prepare them for CompTIA A+ certification.

### Unit 3: Network+

Develop a solid understanding of networking concepts and protocols essential for modern IT infrastructures. In this unit, students will explore topics such as network architecture, security, and troubleshooting, with hands-on labs that cover configuring, managing, and securing wired and wireless networks. By the end of this unit, students will be equipped with the practical skills needed to support and maintain reliable network environments, preparing them for the CompTIA Network+ certification and a career in network administration.

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

- Install, configure, and troubleshoot PC motherboards, system components, and peripheral devices.
- Compare networking hardware types and configure local addressing and Internet connections.
- Summarize uses for network services, virtualization, and cloud computing.
- Support the use of mobile devices and print devices.
- Deploy and troubleshoot Ethernet networks.
- Configure and troubleshoot the Windows operating system.
- Support the Linux and macOS operating systems.
- Configure SOHO network security and manage PC security settings.
- Support the use of mobile apps.
- Use remote support and scripting tools.
- Implement operational procedures.
- Support IPv4 and IPv6 networks.
- Configure and troubleshoot routers.
- Support network services and applications.

- Ensure network security and availability.
- Deploy and troubleshooting wireless networks.
- Support WAN links and remote access methods.
- Support organizational procedures and site security controls.
- Summarize cloud and data center architecture.
- Use basic Git commands for version control.
- Utilize GitHub and the GitHub flow to work with branches, commits, and pull requests on GitHub.
- Write and work ITSM tickets using industry standard processes.
- Develop technical documentation and present technical content.
- Write scripts to automate common system administration tasks.

## Software Engineering Bootcamp Online

Bootcamp | Online | 420 hours | Full-time (12 weeks)

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

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

### Unit 1: Front End Development

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

### Unit 2: Full Stack Development

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

### Unit 3: Front End Frameworks

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

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

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

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

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

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

## User Experience Design Bootcamp Online

Bootcamp | Online | 420 hours | Full-time (12 weeks)

This course is designed to have students living and breathing user experience design. Made up of sessions delivered by top practitioners, portfolio-building workshops, and events that immerse students in the UX community, UXD was made for those who are seriously looking to enter the world of user experience. Students will be prepared to think like designers and approach problems strategically in order to create the next generation of great apps, websites, and digital products.

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

### Unit 1: UX Foundations

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

### Unit 2: UI Foundations

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

### Unit 3: Design Iteration and Development

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

### Unit 4: Working with a Product Team

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

### Unit 5: UX in the Real World

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

### Unit 6: UX Career Planning

Get yourself industry ready and take your designs to the next level. Explore the basics of service design, design

operations and design leadership to advise stakeholders on how to change operating procedures and workflows to deliver on new product experiences. Explore the traits that make you unique as a designer and continue preparation for starting your UX Career.

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

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

## Academic Policies

### 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 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.

### Attendance

Attendance is a crucial element of the courses and is mandatory at General Assembly. The curriculum structure for each course builds on the learning and hands-on experience of prior sessions. We expect that students will arrange their personal and work schedules to give proper priority to their coursework.

Students are expected to participate in all scheduled classes or instructional activities to signify their attendance in class. For distance (remote) education courses, participation in academic instructional activities includes assignments, quizzes, labs, projects, videos, and live lectures.

Attendance will be monitored for both percentage of scheduled hours missed and consecutive days missed. Last day of attendance for course records is updated based on attendance taken in live lectures or date of completion for academic instructional activities.

#### Live Lectures

For all live sessions, including live lectures, attendance is taken by instructors fifteen minutes after class begins and fifteen minutes prior to class ending.

A student is considered present if they are in the assigned classroom for the scheduled amount of time, for example, neither late for class (tardy) nor leaving before the end of class (leave early). Three late arrivals and/or early departures will constitute one absence.

However, an instructor may consider a student present who does not attend the entire class session if the amount of time missed does not exceed 50% of the class session.

A student is also considered present when they complete an attendance-bearing academic instructional activity as assigned within the classroom space

#### Attendance Measurement: Percentage of Scheduled Time

Students must attend 80% or more of their scheduled hours in their course. Students must attend all lecture sessions or make other arrangements with their instructor.

Students who fall below 80% course attendance (as defined above) may be placed on attendance probation until attendance percentages reach or exceed 80%. Only attendance hours associated with assignments, quizzes, labs, and videos can be made up. Lecture sessions are not recoverable.

If, at any point, it is impossible to complete 80% of the scheduled hours, the student may be dismissed from the course. Students who do not achieve satisfactory attendance in any course may earn a failing grade on their transcripts and may be dismissed from General Assembly.

#### Attendance Measurement: Consecutive absences

Students who have been absent from their scheduled course for more than 5 consecutive school days, not

including scheduled holidays or breaks, may be administratively withdrawn from the school unless an exception is made in writing by student services.

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

A class meeting is defined as the instructional hours provided on one calendar day. Students who miss more than the excused absence policies outlined below may be withdrawn

## **Excused Absences**

New York State Education Department regulations do not allow for excused absences. Any absence will count toward the consecutive and/or percentage thresholds for the course. However, General Assembly encourages communication when absences must be incurred and will make every effort to accommodate absences that are the result of extenuating circumstances. Accommodations may include scheduling makeup hours as available or allowing late submissions or makeup work if permitted and arranged with the instructional team. Examples of extenuating circumstances include injury, illness or death in the immediate family, temporary disruption in the student's condition of employment, temporary disruption in childcare, short-term jury duty or legal obligations, short-term military service responsibilities, and other unexpected circumstances that will not result in violation of the attendance policy.

General Assembly does not provide an interruption option.

## **Religious Accommodation Policy**

General Assembly will make good faith efforts to provide reasonable religious accommodations to students who have sincerely held religious practices or beliefs that conflict with a scheduled course session or requirement. Students requesting a religious accommodation should make the request, in writing, to their instructor and student services team with as much advance notice as possible. As a student, you are responsible for making up any work that you miss but you will be allowed to do so without penalty, provided if you do so within the terms of your arrangement with your instructor.

## **Leave of Absences**

General Assembly does not formally approve Leave of Absences (LOA) due to the short duration of our courses. However, students with extenuating circumstances such as injury, illness or death in the immediate family, temporary disruption in the student's condition of employment, temporary disruption in childcare, short-term jury duty or legal obligations, short-term military service responsibilities, and other unexpected circumstances that have or will lead to absences may have options for accommodations and should reach out to Student Success team. Additional information on this process can be found in the Student Handbook.

## **Homework**

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

## **Standards of Progress**

General Assembly measures student progress through frequent homework assignments and assessments. Students are graded on a pass/fail basis. To make satisfactory academic progress, a student must:

- Receive an average of passing on all assignments at the point of evaluation as outlined in the Grading System. Homework is graded based on completion. To receive a passing grade on a homework assignment, students must complete 100% of the minimum tasks specified in that assignment.
- Receive a passing grade on all assigned course assessments as outlined in the Grading System.

- Maintain consistent attendance as outlined in the Attendance policy.

Students are formally evaluated for progress toward completion at the following point, at which they will receive a written progress report:

Course Length	Evaluation Point
32 hours / 1 week	16 hours / .5 week
32 hours / 8 weeks	16 hours / 4 weeks
40 hours / 1 week	20 hours / .5 weeks
240 hours / 12 weeks	120 hours / 6 weeks
420 hours / 12 weeks	210 hours / 6 weeks
420 hours / 32 weeks	105 hours / 8 weeks 210 hours / 16 weeks 315 hours / 24 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. To receive a Certificate of Completion from General Assembly, all standards of progress must be met.

### Academic Probation and Failure

General Assembly places a student on probation that does not meet progress standards at the evaluation point. For programs less than 16 weeks, a student must make satisfactory academic progress by the next evaluation period or be dismissed. In courses over 16 weeks, students who fail to meet progress standards at the first evaluation point will be placed on probation and receive an academic plan. Students who meet their academic plan but fail to meet satisfactory academic status due to attendance or have not met the threshold of passing assignments will remain on probation and have one additional evaluation point to meet progress standards. Students who fail to meet progress standards for a course or who fail to follow steps outlined in their academic plans will be dismissed from their course. Students dismissed for unsatisfactory progress may reenter General Assembly subject to approval by the licensed school director.

### Grading System

**Course Final Grading:** All courses are pass/fail. Assignments are averaged to determine the final grade. Anything that meets expectations (3.0 or higher) is passing. All grades are final.

Final Grade	Definition
Pass	Meets Expectations
Fail	Did Not Meet Expectations
Audit	Course participation without intention of seeking a Certificate of Completion.
W	Student-initiated withdrawal from a course without academic penalty

**Assignment/Assessment Grading Rubric:** While all final course grades are pass/fail, the rubric is typically on a 4.0 scale to determine whether any individual assignment or assessment is passing. Specific course expectations will

be included in each course syllabus. However, the general rubric guidelines for assignments and assessments are included in the table below.

Grade	Definition	Assignment or Assessment Output
4.0	Exceeds Expectations / Advanced	<p>The work meets all requirements at a mastery level.</p> <p>The overall work is ready to be shared as an exemplar of the ability to apply conceptual knowledge at the level of the industry standard.</p> <p>Errors are minor and don't detract from the overall quality of the work.</p>
3.0	Meeting Expectations / Proficient	<p>The work meets all requirements at a satisfactory and functional level.</p> <p>The overall work demonstrates the core conceptual understanding and application necessary to apply feedback to bring the work forward to industry standard.</p> <p>Errors are minor and don't detract from the overall quality of the work.</p>
2.0	Does Not Meet Expectations / Developing	<p>The work meets only some requirements at a satisfactory and functional level.</p> <p>Some requirements may be missing or below satisfactory in demonstrating conceptual understanding and application.</p> <p>The overall work needs development to reach industry standard.</p> <p>Errors are blocking functionality and the overall quality of the work.</p>
1.0	Incomplete / Beginning	<p>The work meets few or none of requirements at a satisfactory and functional level.</p> <p>Many requirements may be missing or far below satisfactory in demonstrating conceptual understanding and application.</p> <p>The overall work needs major development to reach industry standard.</p> <p>Errors are blocking functionality and the overall quality of the work.</p>
0.0	Missing / Not Acceptable	Did not submit by deadline or work is incomplete at the level at which it cannot be evaluated

### Transfer Policy

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

### Assessment/Project & Assignment Extensions

## Assessments

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

## Assignments

Assignments (Labs/Homework/Quizzes) not submitted on time (submitted late) will not be accepted unless previously coordinated in writing with your instructional team. Instructors may allow assignment resubmission up to the agreed upon deadline. Any resubmission request must be coordinated between the student and an instructional team member in writing with an agreed deadline to be graded prior to the final course date.

## Class Archiving

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

## Information Exchange, Privacy, and Safety

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

## Student Rights (See Appendix B)

1. Students have the right to equal opportunity education and an educational experience free from discrimination or harassment based on sex, gender identity and/or expression, race, color, religion, ancestry, national origin, marital status, veteran or military status, sexual orientation, medical condition, genetic information, or the presence of any sensory, mental, or physical disability, or the use of a trained guide dog or service animal by a person with a disability, or other categories protected by law of the states in which we operate.
2. Students have the right to view their own academic records.
3. Students have the right to cancel or withdraw from their course, per General Assembly's Cancellation, Withdrawal, and Refund Policy.
4. Students have the right to file a grievance, per General Assembly's Grievance Procedure.

## Student Conduct and Dismissal

General Assembly is a community of learners that exists based on shared values and principles. All General Assembly community members are expected to uphold and abide by certain standards of conduct that form the basis of the Student Code of Conduct. General Assembly reserves the right to impose a variety of disciplinary actions, including expulsion, on any student whose behavior violates the Code of Conduct outlined in Appendix E. To clarify, school officials will determine in their sole discretion if the Code of Conduct has been violated, regardless of whether that conduct also involves an alleged or proven violation of law.

## Student Success

### Academic Advising

Academic advising may be initiated by school personnel or the student when the need is identified or as part of the academic progress review.

### Student Accommodations

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

Students seeking accommodations should request an accommodations request form from admissions, student services, or instructional staff within the first 3 weeks of the course start date. Retroactive accommodations are not possible. More detailed information about this process can be found in the Student Handbook.

### Housing

General Assembly does not provide student housing.

### Library

Enrolled students will have unrestricted access to a digital library of course-specific learning resources and tools, available 24 hours per day, 7 days per week via our learning management platform. This also includes access to all of the curriculum, support materials, and online community relevant to a student's program of study. All resources included in the platform are available to students without additional charge while enrolled.

### Career Services and Resources

At General Assembly, students have access to a range of career-related tools and resources to support their goals during and after their educational experience.

For students enrolled in bootcamps, General Assembly offers asynchronous career content and job search support as part of the bootcamp experience. This includes guidance on job search strategies, interview preparation, resume and portfolio review, and access to scheduled career coaching and exclusive job search resources. Support is available during the bootcamp and for up to six months following graduation. To access Career Services support, bootcamp students must:

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

Students enrolled in short courses may have access to optional career development resources, including career workshops and online tools designed to enhance professional skills. While these optional offerings do not include individualized job search support, they are designed to help students gain confidence to take control of their own career journey.

**Please note:** General Assembly does not guarantee employment or salary. Student outcome reporting is conducted in accordance with applicable state regulatory requirements. Additional information, including required state disclosures, is available at <https://generalassemb.ly/regulatory-information>

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

## Student Records

Student records with official grades and descriptions of courses offered are maintained permanently. All other school and student records will be maintained electronically for 60 years from the student's date of completion or withdrawal. These records will include the following: student attendance records, which reflect any leaves of absence (including information about the status of the leave), dates of completion (anticipated and actual), and dates students received certificates; student's signed Enrollment Agreement, as well as any addendums, extensions, or amendments to that Agreement; documents reflecting payments made by or on behalf of students records and dates of any payments, including payment/refund calculations governed by the state-specific policy; progress reports that provide students with appropriate reports of progress at least once during the program or course; copies of any student complaints and school disciplinary reports; and certificates of completion. General Assembly does not share academic records with unauthorized individuals and will take reasonable steps to protect the privacy of personal information contained in student records, as set forth in our Privacy Policy.

## Certificate of 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 outlined under Standards of Progress.

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

## Grievance Procedure

### Internal Grievance Procedure

General Assembly has a complaint mechanism to address concerns promptly, fairly, and constructively in order to achieve the highest level of quality. This process is intended to settle disputes through mediation and reasoned discussion. It is not intended to supplant the student conduct process or the administrative rules of General Assembly. No student will be subject to unfair action and/or treatment by any General Assembly official as a result of the initiation of a complaint.

Students can make a formal grievance by submitting a written complaint to our Student Success team via [studentstupport@generalassemb.ly](mailto:studentstupport@generalassemb.ly). General Assembly will begin a conversation with the student within seven business days of receipt of the written complaint. If the concerns cannot be resolved, students may submit a written complaint to the campus manager who will attempt 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 guaranteed 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, students will be entitled, at their discretion, to attend the course at the proposed later date or to receive a full refund of any course fees they have already paid to attend the course on the original date and/or location.
2. General Assembly reserves the right to cancel an enrollment based on conduct violations prior to course start date. If a student displays threatening, abusive, or dangerous behavior toward any of our staff or personnel, then GA reserves the right to refuse to allow the student to continue taking the course. In such circumstances, a student will not be entitled to a refund of any fees paid except as mandated by the state's refund policy, and GA reserves the right to prevent the student from taking any course in the future if we feel that is necessary for the protection of our staff or personnel.
3. General Assembly reserves the right to cancel an enrollment if a student has failed to complete the pre-work required for course participation.
4. General Assembly reserves the right to cancel an enrollment or disenroll a student for delinquent past-due balances.

### Student's Right to Cancel

1. 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.
2. The written notice of cancellation need not take any particular form and, however expressed, it is effective if it shows that the student no longer wishes to be bound by the enrollment agreement.
3. You have the right to cancel your course of instruction, without any penalty or obligation, through attendance at the first class session or seven days after enrollment, whichever comes later.
4. If the enrollment agreement is cancelled, the school will refund the student any money they paid, less a registration fee specified in the Tuition and Fees chart in the school catalog within 30 days after the notice of cancellation is received

### Withdrawal from the Course

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

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

- The student notifies General Assembly in writing of the student's withdrawal or as of the last date of attendance, whichever is later. The failure of a student to immediately notify General Assembly in writing of the student's intent to withdraw may delay any applicable refund of tuition to the student.
- General Assembly terminates the student's enrollment for failure to maintain satisfactory progress; failure to abide by the rules and regulations; absences in excess of maximum set forth by General Assembly; and/or failure to meet financial obligations to General Assembly.

**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).

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

If you get a student loan or other approved financing, you are responsible for the repaying the loan amount plus any interest, less the amount of any refund.

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

**Quarters Refund Policy**

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

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.

Thereafter, a student will be liable for the following:

1. The non-refundable registration fees.
2. 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.

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%

Subsequent quarters:

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

**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 student who cancels within seven days of signing the Enrollment Agreement receives all monies returned, with the exception of the non-refundable registration fee.

Thereafter, a student will be liable for the following:

1. The non-refundable registration fees.
2. 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%

**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**

Tuition and Fees Table – Short Courses			
Online Course	Registration Fee (Non-Refundable)	Tuition	Total Cost
Agentic AI Strategy	\$100	\$2,850	\$2,950
AI Product Strategy	\$100	\$2,850	\$2,950
AI-First Product Management	\$100	\$2,850	\$2,950
AI Systems Engineering & Reliability	\$100	\$2,850	\$2,950
AI Workplace Fundamentals	\$100	\$2,850	\$2,950
Applied AI and Deep Learning in Action	\$100	\$2,850	\$2,950
Back-End Development with JavaScript	\$100	\$2,850	\$2,950
Build AI Agents	\$100	\$2,850	\$2,950
Build AI Web Applications	\$100	\$2,850	\$2,950
Business Intelligence with AI	\$100	\$2,850	\$2,950
Content Marketing Strategy with AI	\$100	\$2,850	\$2,950
Creative Production with AI	\$100	\$2,850	\$2,950
Data Analytics and Visualization	\$100	\$2,850	\$2,950
Data Engineering & Automation with AI	\$100	\$2,850	\$2,950
Database Management with AI Integration	\$100	\$2,850	\$2,950
Front-End Development with HTML & CSS	\$100	\$2,850	\$2,950
MLOps & AI Infrastructure	\$100	\$2,850	\$2,950
Performance Marketing with AI	\$100	\$2,850	\$2,950
Project Management Skills with AI	\$100	\$2,850	\$2,950
Python for AI & Data	\$100	\$2,850	\$2,950
UI Design for AI Products	\$100	\$2,850	\$2,950
UX Design for AI Experiences	\$100	\$2,850	\$2,950
UX Portfolio Storytelling with AI	\$100	\$2,850	\$2,950
UX Research & Strategy with AI	\$100	\$2,850	\$2,950
Vibe Coding	\$100	\$2,850	\$2,950

Tuition and Fees Table – Bootcamps

Online Course	Registration Fee	Tuition	Total Cost
Data Analytics Bootcamp Online	\$100	\$16,350	\$16,450
Data Science Bootcamp Online	\$100	\$16,350	\$16,450
Information Technology Bootcamp Online	\$100	\$7,500	\$7,600
Software Engineering Bootcamp Online	\$100	\$16,350	\$16,450
User Experience Design Bootcamp Online	\$100	\$16,350	\$16,450

## Tuition Liability

### Short Courses

Weekly tuition liability chart for: Agentic AI Product Strategy (Online), AI-First Product Management (Online), AI Systems Engineering & Reliability (Online), AI Workplace Fundamentals (Online), Applied AI & Deep Learning in Action (Online), Back-End Development with JavaScript (Online), Build AI Agents (Online), Build AI Web Applications (Online), Business Intelligence with AI (Online), Data Analytics & Visualization (Online), Content Marketing Strategy with AI (Online), Creative Production with AI (Online), Data Engineering & Automation with AI (Online), Database Management with AI Integration (Online), Front-End Development with HTML & CSS (Online), MLOps & AI Infrastructure (Online), Performance Marketing with AI, Project Management Skills with AI (Online), Python for AI & Data (Online), UI Design for AI Products (Online), UX Design for AI Experiences (Online), UX Portfolio Storytelling with AI (Online), UX Research & Strategy with AI (Online), and Vibe Coding (Online)

Tuition: \$2,850.00

8-week course

#### Quarter 1

Amount of Course Completed	Percent Refunded	Money Refunded
Prior to or During Week 1	100%	\$2,850.00
During Week 2	75%	\$2,137.50
During Week 3	50%	\$1,425.00
During Week 4	25%	\$712.50
After Week 4	0%	\$0.00

1-week course

#### Mini Course

Amount of Course Completed	Percent Refunded	Money Refunded
0-15%	100%	\$2,850.00
16-30%	75%	\$2,137.50
31-45%	50%	\$1,425.00
46-60%	25%	\$712.50
After 60%	0%	\$0.00

### Bootcamps

Weekly tuition liability chart for: Information Technology Bootcamp Online

Tuition: \$7,500.00  
12-week course

Quarter 1

Amount of Course Completed	Percent Refunded	Money Refunded
Prior to or During Week 1	100%	\$7,500.00
During Week 2	75%	\$5,625.00
During Week 3	50%	\$3,750.00
During Week 4	25%	\$1,875.00
After Week 4	0%	\$0.00

Weekly tuition liability chart for: Data Analytics Bootcamp Online, Data Science Bootcamp Online, Software Engineering Bootcamp Online, User Experience and Design Bootcamp Online

Tuition: \$16,350.00  
12-week course

Quarter 1

Amount of Course Completed	Percent Refunded	Money Refunded
Prior to or During Week 1	100%	\$16,350.00
During Week 2	75%	\$12,262.50
During Week 3	50%	\$8,175.00
During Week 4	25%	\$4,087.50
After Week 4	0%	\$0.00

## Financial Assistance

General Assembly is not accredited by an accrediting agency recognized by the United States Department of Education (USDE) and does not participate in federal or state financial aid programs. 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/students/financing>. For students interested in financing the cost of their program, we have partnered with high-quality lenders that offer affordable rates to our student community.

### Payment Policy

Unless otherwise agreed to in a private lending or financing agreement and as approved by General Assembly, all students pay an upfront registration fee of \$100 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 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. These plans are a form of self-payment and do not have any associated fees or interest when paid off prior to the end of the course.

General Assembly reserves the right to withhold a certificate of completion until the 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.

In the event students are in default on any payment due GA may, in its sole discretion, refer student accounts to collections agencies without further notice to students. To the extent permitted by applicable law, students agree to pay all costs incurred by GA in collecting the balance due.

Detailed information about payment plan options and eligibility for General Assembly enrolled students is available in the [Student Financing Handbook \(https://generalassemb.ly/students/financing\)](https://generalassemb.ly/students/financing) on the institution website.

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

A third-party sponsor payment form must be completed to provide authorization for General Assembly to bill a student's third party for all or part of their educational expenses. Third-party sponsor payment forms can be obtained upon request from a prospective student's Admissions Specialist.

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

- Third-party sponsor payments are not conditional on student performance in or completion of a course. It is the student's responsibility to provide their third-party sponsor the correct information concerning tuition and fees and any other information needed by the third-party sponsor. This is especially true if there are any changes to any charges after the original authorization form is submitted.
- Third-party sponsorship does not relieve a student from any financial responsibility. The student is ultimately responsible for their educational costs. If a third-party sponsorship amount is changed or 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.

### **Loans**

If a student receives a loan to pay for their educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund. Information about lenders that are familiar with the courses offered by General Assembly are available on the institutional website and the Student Financing Handbook that can be accessed here: <https://generalassemb.ly/students/financing>

## **Consumer Information**

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

## 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).

## Appendix A: Ownership, Management, Agents and Faculty

### Board of Directors

Daniele Grassi                      Jack Habig                      Gaëlle de la Fosse

### Ownership

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

### Senior Leadership Team

Daniele Grassi - Chief Executive Officer  
Jourdan Hathaway - Senior Vice President, Chief Business Officer  
Danielle Chircop - Senior Vice President, Product and Technology  
Gretchen Jacobi - Senior Vice President, Enterprise  
Gerald Robinson, Vice President, Tax  
Jack Habig - Vice President, Head of Finance  
Jeffrey Bergin - Vice President, Impact and Experience  
Amy Schneider - Vice President, Human Resources  
Sharifa Leggett - Vice President, Internal Operations

### Duties

General Assembly is governed by a board of directors.

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

### Licensed School Director

Maurice Franklyn, School Director

### VA School Certifying Official

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

### Approved Agents

Agent Name	
Emilie Buckley	Carina Harmon
Tegan Colson	Anthony Navetta
Sarah Davies	Caroline Patel
Stephanie Ehrisman	Sabine Stadelman
Maima Fahnbulleh	Peter Tresky
Ali Haji	Joseph Wetherington

## Faculty

Instructor	Discipline(s)	Diploma/Degree	Institution	Years of Experience
Alanna Besaw	AI Machine learning; AI Fundamentals	BA-Bachelors of Fine Arts	Linfield College	2
Alexandre Chicote-Larregola	AI Data Analytics; AI Fundamentals	MBA	Universitat Internacional de Catalunya	16
Ama Gordon	AI & Marketing	BBA, Marketing and International Business; MBA, Marketing	Temple University; Fordham University	10
Amando Moreno	AI Experience & Design	BS, Industrial Design	University of Houston	4
Ashley Sands	AI Software Engineering, AI Fundamentals	BA/MS Spanish	Northern Illinois University	2
Avisa Sheverin	AI Software Engineering, AI Fundamentals	BA Computer Engineering	Univeristy of Tehran	5
Britni Jackson	AI Product Management	BA Psychology	Long Island University	5
Cait Sullivan	AI & Marketing	BA Business, MBA	Babson College; SUNY Geneseo	18
Candace Pereira-Roberts	AI Machine learning, AI Fundamentals	BS Management; MS Computer Information Systems	Shorter University, University of Phoenix, University of Texas	24
Cecilia Fryar	AI Data Analytics, AI Fundamentals	BBA, System Analysis	The University of Texas at Arlington	35
Danielle Walker	AI Product Management	BA, Criminology and Psychology	University of Denver	8
Glenn Brown	AI Software Engineering, AI Fundamentals	HS Diploma	Lincoln High School	6
Henry Butler	AI Machine learning, AI Fundamentals	BA, Economics MS, Applied Economics	Louisiana State University; John Hopkins University	11
Joseph Anastasio	AI Experience & Design	BA Psychology	Marymount Manhattan University	20
Julianne Burke	AI Experience & Design	BA, New Media Design	Rochester Institute of Technology	6
Justin White	AI Software Engineering, AI Fundamentals	HS Diploma	Curtis High School	2
Kihoon Sohn	AI Data Analytics; AI Fundamentals	Master of Social Works, Bachelor of Theology	The Graduate School of Public Administration of Yonsei University,	14

			Catholic University of Korea	
Leonardo Rodriguez	AI Software Engineering, AI Fundamentals	HS Diploma	Bronx School of Law and Finance	9
Manfred Joa	AI Software Engineering, AI Fundamentals	BA Arts Management	Purchase College	2
Musfiqur Rahman	AI Machine learning, AI Fundamentals	PhD Software Engineering; M.S Computer Science; B.S. Computer Science and Engineering	East West University, Concordia University	8
Keith Baskerville	AI Software Engineering, AI Fundamentals	BA Philosophy MS International/Global Studies	Stockton University, University of San Francisco	2
Nareh Hovhannisian	AI Experience & Design	BA Anthropology	University of California, Santa Cruz	4
Phil Bolles	AI Experience & Design	BFA, Video and Television Production MA, Divinity	New York University Duke University	18
Raul Jiminian	AI Software Engineering, AI Fundamentals	BS Finance	New York University	7
Samuel Bassong	Software Engineering Bootcamp	BS Biology	Nevada State University	3
Sherika Wynter	AI & Marketing	BS, Mechanical Engineering, Engineering Design Master of Industrial design, User-centered Design	Rensselaer Polytechnic Institute, The University of the Arts	14
Stephanie Lee	AI Software Engineering, AI Fundamentals	BS Elementary Education; MA Curriculum & Instruction	University of Connecticut	2
Suheyl Surmeli	AI Software Engineering, AI Fundamentals	AAS Global Media Studies	Bellvue College	10
Tyler Hartrich	AI Experience & Design	BS City and Regional Planning MBA Sustainable Enterprise	California Polytechnic State University Dominican University of California	20

## 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 Chart

Tuition Discount	Tuition Discount	Eligibility Criteria	Application Instructions
Alumni	A discount for alumni consisting of 15% off course or curriculum	Apply for a different, additional General Assembly program after graduating from one in the past. Be in good financial standing with GA.	Provide a copy of your certificate of completion to an admissions specialist.
Community	15% off any part-time or full-time course.	Nomination by a member of General Assembly's full-time staff or program faculty.	Referral by a GA employee or faculty member to an admissions specialist.
Diversity	\$500 off the Information Technology Bootcamp Online 1500 off any other approved bootcamp	- Be 18 or older - Self-identify as a woman, trans or genderqueer person - Have a current income less than \$40K / year. -Have been admitted to one of the eligible bootcamp programs	Students must self-identify gender identity and income during the admissions process by email to their admissions specialist.
Military	10% off any part-time or full-time course.	Active Military: Be an active member of the United States Armed Forces, National Guards/Reserves	Servicemember: Submit one military document verifying your status (copy of DD214, Leave and Earnings Statement (LES), copy of cu, or .mil or .gov email address) to an admissions specialist.
Veterans and Military Spouse	10% off any part-time or full-time course.	Military Spouse: Be a spouse of an active member of the United States military or veteran  Veteran: Be a veteran of the United States Armed Forces, National Guards/Reserves	Provide, via email, document verifying military veteran status or document verifying that you are the spouse of an active-duty military member or veteran, to an admissions representative during the admissions process.
GA Bundle	100% off course tuition of the 3 <sup>rd</sup> and 4 <sup>th</sup> Short Course at the time of enrollment	- Be age 18 or older - Must enroll in four (4) eligible short courses and apply for the discount after admission. - Must pay full tuition and fees for the first two (2) courses before the discount is applied or be approved to enroll after a single course has been completed.	During the admissions process, declare interest in a bundle and speak to admissions about planning and course admission.
Employee Bulk Sponsor	15% of course or curriculum tuition for 2-5 enrollments 25% of course or curriculum tuition for 6+ enrollments	Student must: - Be age 18 or older - Employer must be sponsoring a minimum of 2 employees that enroll in a public course at General Assembly	During the admissions process, identify as an employee of an eligible employer. Employers will need to have completed third-party payment authorization.
Employee	Short courses are free. Up to \$9000 may be applied toward the cost of a bootcamp	Current employees with a manager's request/approval as space permits Departing employees at GA >1 year and are leaving in good standing with an agreement that allows this benefit as space permits	Employment verified through employee's manager or through HR for departing employees.
Paid in Full	\$450 for full-time programs  \$250 for part-time programs	Students must select a paid-in-full plan and pay their tuition and fees by the earlier of: a) Two weeks from when the EA is sent. b) Two weeks prior to the course start date.	Select the paid-in-full plan and speak with an admissions specialist.

## Appendix D: Occupational Education Data Survey Tables

### 2026 OEDS: July 1, 2024 – June 30, 2025

Program Name	Data Analytics Bootcamp	Data Analytics Bootcamp Online	Data Science Bootcamp	Data Science Bootcamp Online	Software Engineering Bootcamp	Software Engineering Bootcamp Online	User Experience Design Bootcamp	User Experience Design Bootcamp Online
1) The number of students admitted to the program:								
a) The number of students who applied to the program	0	11	0	7	49	67	1	31
b) The number of students who were accepted to the program	0	9	0	7	45	53	0	28
2) The number of students who enrolled into the program:								
a) Continued enrollments prior to 7/1/2024	0	2	0	2	12	13	0	8
b) New enrollments after 7/1/2024	0	7	0	5	33	40	0	20
3) The number of students enrolled in the program or course of instruction during the 12-month reporting period who:								
a) Continued: enrolled this reporting period & continued on into the next period	0	1	0	1	0	5	0	2
b) Graduated: enrolled and graduated this reporting year	0	4	0	2	26	22	0	16
c) Graduated: enrolled prior to 7/1/2024 & graduated this reporting year	0	2	0	2	11	12	0	8
d) Withdrew/dropped	0	2	0	2	8	14	0	2
4) The number of students enrolled in the program or course of instruction who were:								
a) Unavailable for employment	0	0	0	0	0	0	0	0
b) Status unknown	0	1	0	4	23	15	0	14
c) Seeking employment	0	2	0	0	8	14	0	3
d) Placed in unrelated field	0	0	0	0	0	0	0	0
e) Placed in a related field	0	3	0	0	6	5	0	7
f) Placed in occupation	0	3	0	0	6	5	0	7

Table Continued

<i>Program Name</i>	<i>Data Analytics Bootcamp</i>	<i>Data Analytics Bootcamp Online</i>	<i>Data Science Bootcamp</i>	<i>Data Science Bootcamp Online</i>	<i>Software Engineering Bootcamp</i>	<i>Software Engineering Bootcamp Online</i>	<i>User Experience Design Bootcamp</i>	<i>User Experience Design Bootcamp Online</i>
5) The number of students who used financial assistance:								
a) TAP	0	0	0	0	0	0	0	0
b) Direct Plus Loans Made to Parents of Dependent Students	0	0	0	0	0	0	0	0
c) Federal Pell Grant	0	0	0	0	0	0	0	0
d) Federal Title IV	0	0	0	0	0	0	0	0
e) ACCESS-VR	0	1	0	0	0	0	0	0
f) ISA or Deferred Tuition Agreement	0	0	0	0	0	0	0	0
g) WIOA	0	0	0	0	0	0	0	0
h) Veterans Benefits	0	1	0	1	13	0	0	1
i) PSL	0	5	0	5	21	44	0	16
j) School Issued Credit	0	0	0	0	0	0	0	0
k) ES-HCA	0	0	0	0	0	0	0	0
l) Other (Federal or State Subsidies)	0	0	0	1	0	1	0	0
m) Any other Credit Extended by or on behalf of the Institution that the student is obligated to repay	0	0	0	0	0	0	0	0
n) Self funded	0	2	0	0	11	8	0	11
o) Education Opportunity Grant	0	0	0	0	0	0	0	0
<b>Note:</b> General Assembly does not utilize ATB (ability to benefit) and General Assembly is not a Title-IV institution and does not utilize federal funds.								
N/A - Not applicable or new program								
TAP-New York Tuition Assistance Program; ACCES-VR-Adult Career and Continuing Ed. Services-Voc Rehab; ISA/ISL-Income Share Agreement/Income Share Loan; WIOA-Workforce Innovation & Opportunity Act; VA-Veterans Benefits; PSL-Private Student Loans; SIC-School Issued Credit; ES-HCA-Employer Sponsorship through a Home Care Agency.								

<i>Program Name</i>	<i>Cybersecurity for Developers Short Course</i>	<i>Cybersecurity for Developers Short Course Online</i>	<i>Data Analytics Short Course</i>	<i>Data Analytics Short Course Online</i>	<i>Data Science Short Course</i>	<i>Data Science Short Course Online</i>	<i>Digital Marketing Short Course</i>	<i>Digital Marketing Short Course Online</i>
1) The number of students admitted to the program:								
a)The number of students who applied to the program	0	0	0	20	0	13	0	17
b)The number of students who were accepted to the program	0	0	0	16	0	11	0	15
2) The number of students who enrolled into the program:								
a) Continued enrollments prior to 7/1/2024	0	0	0	0	0	2	0	6
b) New enrollments after 7/1/2024	0	0	0	16	0	9	0	9
3) The number of students enrolled in the program or course of instruction during the 12-month reporting period who:								
a) Continued: enrolled this reporting period & continued on into the next period	0	0	0	0	0	0	0	2
b) Graduated: enrolled and graduated this reporting year	0	0	0	12	0	8	0	6
c) Graduated: enrolled prior to 7/1/2024 & graduated this reporting year	0	0	0	0	0	2	0	6
d) Withdrew/dropped	0	0	0	4	0	1	0	1
4) The number of students enrolled in the program or course of instruction who were:								
a) Unavailable for employment	0	0	0	0	0	0	0	0
b) Status unknown	0	0	0	10	0	10	0	7
c) Seeking employment	0	0	0	2	0	0	0	1
d) Placed in unrelated field	0	0	0	0	0	0	0	0
e) Placed in a related field	0	0	0	0	0	0	0	4
f) Placed in occupation	0	0	0	0	0	0	0	4

Table Continued

<i>Program Name</i>	<i>Cybersecurity for Developers Short Course</i>	<i>Cybersecurity for Developers Short Course Online</i>	<i>Data Analytics Short Course</i>	<i>Data Analytics Short Course Online</i>	<i>Data Science Short Course</i>	<i>Data Science Short Course Online</i>	<i>Digital Marketing Short Course</i>	<i>Digital Marketing Short Course Online</i>
5) The number of students who used financial assistance:								
a) TAP	0	0	0	0	0	0	0	0
b) Direct Plus Loans Made to Parents of Dependent Students	0	0	0	0	0	0	0	0
c) Federal Pell Grant	0	0	0	0	0	0	0	0
d) Federal Title IV	0	0	0	0	0	0	0	0
e) ACCESS-VR	0	0	0	0	0	0	0	0
f) ISA or Deferred Tuition Agreement	0	0	0	0	0	0	0	0
g) WIOA	0	0	0	0	0	0	0	0
h) Veterans Benefits	0	0	0	0	0	0	0	0
i) PSL	0	0	0	3	0	0	0	2
j) School Issued Credit	0	0	0	0	0	0	0	0
k) ES-HCA	0	0	0	0	0	0	0	0
l) Other (Federal or State Subsidies)	0	0	0	0	0	1	0	0
m) Any other Credit Extended by or on behalf of the Institution that the student is obligated to repay	0	0	0	0	0	0	0	0
n) Self funded	0	0	0	13	0	10	0	13
o) Education Opportunity Grant	0	0	0	0	0	0	0	0
<b>Note:</b> General Assembly does not utilize ATB (ability to benefit) and General Assembly is not a Title-IV institution and does not utilize federal funds.								
N/A - Not applicable or new program								
TAP-New York Tuition Assistance Program; ACCES-VR-Adult Career and Continuing Ed. Services-Voc Rehab; ISA/ISL-Income Share Agreement/Income Share Loan; WIOA-Workforce Innovation & Opportunity Act; VA-Veterans Benefits; PSL-Private Student Loans; SIC-School Issued Credit; ES-HCA-Employer Sponsorship through a Home Care Agency.								

<i>Program Name</i>	<i>Front-End Web Developers Short Course</i>	<i>Front-End Web Developers Short Course Online</i>	<i>JavaScript Development Short Course</i>	<i>JavaScript Development Short Course Online</i>	<i>Product Management Short Course</i>	<i>Product Management Short Course Online</i>	<i>Python Programming Short Course</i>	<i>Python Programming Short Course Online</i>
1) The number of students admitted to the program:								
a)The number of students who applied to the program	0	10	0	3	0	13	0	11
b)The number of students who were accepted to the program	0	10	0	3	0	11	0	10
2) The number of students who enrolled into the program:								
a) Continued enrollments prior to 7/1/2024	0	2	0	3	0	2	0	2
b) New enrollments after 7/1/2024	0	8	0	0	0	9	0	8
3) The number of students enrolled in the program or course of instruction during the 12-month reporting period who:								
a) Continued: enrolled this reporting period & continued on into the next period	0	0	0	0	0	1	0	0
b) Graduated: enrolled and graduated this reporting year	0	5	0	0	0	7	0	6
c) Graduated: enrolled prior to 7/1/2024 & graduated this reporting year	0	2	0	3	0	2	0	1
d) Withdrew/dropped	0	3	0	0	0	1	0	3
4) The number of students enrolled in the program or course of instruction who were:								
a) Unavailable for employment	0	0	0	0	0	0	0	0
b) Status unknown	0	6	0	2	0	9	0	6
c) Seeking employment	0	1	0	0	0	0	0	0
d) Placed in unrelated field	0	0	0	0	0	0	0	0
e) Placed in a related field	0	0	0	1	0	0	0	1
f) Placed in occupation	0	0	0	1	0	0	0	1

Table Continued

<i>Program Name</i>	<i>Front-End Web Developers Short Course</i>	<i>Front-End Web Developers Short Course Online</i>	<i>JavaScript Development Short Course</i>	<i>JavaScript Development Short Course Online</i>	<i>Product Management Short Course</i>	<i>Product Management Short Course Online</i>	<i>Python Programming Short Course</i>	<i>Python Programming Short Course Online</i>
5) The number of students who used financial assistance:								
a) TAP	0	0	0	0	0	0	0	0
b) Direct Plus Loans Made to Parents of Dependent Students	0	0	0	0	0	0	0	0
c) Federal Pell Grant	0	0	0	0	0	0	0	0
d) Federal Title IV	0	0	0	0	0	0	0	0
e) ACCESS-VR	0	0	0	0	0	0	0	0
f) ISA or Deferred Tuition Agreement	0	0	0	0	0	0	0	0
g) WIOA	0	0	0	0	0	0	0	0
h) Veterans Benefits	0	0	0	0	0	0	0	0
i) PSL	0	4	0	0	0	4	0	2
j) School Issued Credit	0	0	0	0	0	0	0	0
k) ES-HCA	0	0	0	0	0	0	0	0
l) Other (Federal or State Subsidies)	0	0	0	0	0	0	0	0
m) Any other Credit Extended by or on behalf of the Institution that the student is obligated to repay	0	0	0	0	0	0	0	0
n) Self funded	0	6	0	3	0	7	0	8
o) Education Opportunity Grant	0	0	0	0	0	0	0	0
<b>Note:</b> General Assembly does not utilize ATB (ability to benefit) and General Assembly is not a Title-IV institution and does not utilize federal funds.								
N/A - Not applicable or new program								
TAP-New York Tuition Assistance Program; ACCES-VR-Adult Career and Continuing Ed. Services-Voc Rehab; ISA/ISL-Income Share Agreement/Income Share Loan; WIOA-Workforce Innovation & Opportunity Act; VA-Veterans Benefits; PSL-Private Student Loans; SIC-School Issued Credit; ES-HCA-Employer Sponsorship through a Home Care Agency.								

<i>Program Name</i>	<i>React Development Short Course</i>	<i>React Development Short Course Online</i>	<i>User Experience Design Short Course</i>	<i>User Experience Design Short Course Online</i>	<i>Visual Design Short Course</i>	<i>Visual Design Short Course Online</i>
1) The number of students admitted to the program:						
a)The number of students who applied to the program	0	0	0	12	0	6
b)The number of students who were accepted to the program	0	0	0	12	0	5
2) The number of students who enrolled into the program:						
a) Continued enrollments prior to 7/1/2024	0	0	0	4	0	1
b) New enrollments after 7/1/2024	0	0	0	8	0	4
3) The number of students enrolled in the program or course of instruction during the 12-month reporting period who:						
a) Continued: enrolled this reporting period & continued on into the next period	0	0	0	2	0	0
b) Graduated: enrolled and graduated this reporting year	0	0	0	5	0	3
c) Graduated: enrolled prior to 7/1/2024 & graduated this reporting year	0	0	0	4	0	1
d) Withdrew/dropped	0	0	0	1	0	1
4) The number of students enrolled in the program or course of instruction who were:						
a) Unavailable for employment	0	0	0	0	0	0
b) Status unknown	0	0	0	7	0	4
c) Seeking employment	0	0	0	1	0	0
d) Placed in unrelated field	0	0	0	0	0	0
e) Placed in a related field	0	0	0	1	0	0
f) Placed in occupation	0	0	0	1	0	0

Table Continued

<i>Program Name</i>	<i>React Development Short Course</i>	<i>React Development Short Course Online</i>	<i>User Experience Design Short Course</i>	<i>User Experience Design Short Course Online</i>	<i>Visual Design Short Course</i>	<i>Visual Design Short Course Online</i>
5) The number of students who used financial assistance:						
a) TAP	0	0	0	0	0	0
b) Direct Plus Loans Made to Parents of Dependent Students	0	0	0	0	0	0
c) Federal Pell Grant	0	0	0	0	0	0
d) Federal Title IV	0	0	0	0	0	0
e) ACCESS-VR	0	0	0	0	0	0
f) ISA or Deferred Tuition Agreement	0	0	0	0	0	0
g) WIOA	0	0	0	0	0	0
h) Veterans Benefits	0	0	0	0	0	0
i) PSL	0	0	0	1	0	1
j) School Issued Credit	0	0	0	0	0	0
k) ES-HCA	0	0	0	0	0	0
l) Other (Federal or State Subsidies)	0	0	0	0	0	0
m) Any other Credit Extended by or on behalf of the Institution that the student is obligated to repay	0	0	0	0	0	0
n) Self funded	0	0	0	11	0	4
o) Education Opportunity Grant	0	0	0	0	0	0
<b>Note:</b> General Assembly does not utilize ATB (ability to benefit) and General Assembly is not a Title-IV institution and does not utilize federal funds.						
N/A - Not applicable or new program						
TAP-New York Tuition Assistance Program; ACCES-VR-Adult Career and Continuing Ed. Services-Voc Rehab; ISA/ISL-Income Share Agreement/Income Share Loan; WIOA-Workforce Innovation & Opportunity Act; VA-Veterans Benefits; PSL-Private Student Loans; SIC-School Issued Credit; ES-HCA-Employer Sponsorship through a Home Care Agency.						

## 2025 OEDS: July 1, 2023 – June 30, 2024

<i>Program Name</i>	<i>Data Analytics Bootcamp</i>	<i>Data Analytics Bootcamp Online</i>	<i>Data Science Bootcamp</i>	<i>Data Science Bootcamp Online</i>	<i>Software Engineering Bootcamp</i>	<i>Software Engineering Bootcamp Online</i>	<i>User Experience Design Bootcamp</i>	<i>User Experience Design Bootcamp Online</i>
1) The number of students admitted to the program:								
a) The number of students who applied to the program	0	19	0	11	118	174	36	66
b) The number of students who were accepted to the program	0	18	0	11	103	152	33	61
2) The number of students who enrolled into the program:								
a) Continued enrollments prior to 7/1/2023	0	6	0	2	24	62	9	21
b) New enrollments after 7/1/2023	0	12	0	9	79	90	24	40
3) The number of students enrolled in the program or course of instruction during the 12-month reporting period who:								
a) Continued: enrolled this reporting period & continued on into the next period	0	2	0	2	13	12	0	8
b) Graduated: enrolled and graduated this reporting year	0	9	0	4	55	48	20	30
c) Graduated: enrolled prior to 7/1/2023 & graduated this reporting year	0	6	0	1	24	48	7	18
d) Withdrew/dropped	0	1	0	4	11	44	6	5
4) The number of students enrolled in the program or course of instruction who were:								
a) Unavailable for employment	0	1	0	0	6	5	0	4
b) Status unknown	0	4	0	1	10	14	2	7
c) Seeking employment	0	7	0	5	54	60	15	31
d) Placed in unrelated field	0	1	0	0	1	7	0	2
e) Placed in a related field	0	0	0	0	0	0	0	0
f) Placed in occupation	0	4	0	1	21	22	10	12

Table Continued

<i>Program Name</i>	<i>Data Analytics Bootcamp</i>	<i>Data Analytics Bootcamp Online</i>	<i>Data Science Bootcamp</i>	<i>Data Science Bootcamp Online</i>	<i>Software Engineering Bootcamp</i>	<i>Software Engineering Bootcamp Online</i>	<i>User Experience Design Bootcamp</i>	<i>User Experience Design Bootcamp Online</i>
5) The number of students who used financial assistance:								
a) TAP	0	0	0	0	0	0	0	0
b) Direct Plus Loans Made to Parents of Dependent Students	0	0	0	0	0	0	0	0
c) Federal Pell Grant	0	0	0	0	0	0	0	0
d) Federal Title IV	0	0	0	0	0	0	0	0
e) ACCESS-VR	0	1	0	0	0	1	0	0
f) ISA or Deferred Tuition Agreement	0	0	0	0	2	10	3	2
g) WIOA	0	0	0	0	0	0	0	0
h) Veterans Benefits	0	0	0	1	26	1	4	1
i) PSL	0	12	0	8	49	107	8	39
j) School Issued Credit	0	0	0	0	0	0	0	0
k) ES-HCA	0	0	0	0	0	0	0	0
l) Other (Federal or State Subsidies)	0	0	0	0	0	0	0	0
m) Any other Credit Extended by or on behalf of the Institution that the student is obligated to repay	0	0	0	0	0	0	0	0
n) Self funded	0	16	0	7	64	94	24	47
o) Education Opportunity Grant	0	0	0	0	0	0	0	0
<b>Note:</b> General Assembly does not utilize ATB (ability to benefit) and General Assembly is not a Title-IV institution and does not utilize federal funds.								
N/A - Not applicable or new program								
TAP-New York Tuition Assistance Program; ACCES-VR-Adult Career and Continuing Ed. Services-Voc Rehab; ISA/ISL-Income Share Agreement/Income Share Loan; WIOA-Workforce Innovation & Opportunity Act; VA-Veterans Benefits; PSL-Private Student Loans; SIC-School Issued Credit; ES-HCA-Employer Sponsorship through a Home Care Agency.								

<i>Program Name</i>	<i>Cybersecurity for Developers Short Course</i>	<i>Cybersecurity for Developers Short Course Online</i>	<i>Data Analytics Short Course</i>	<i>Data Analytics Short Course Online</i>	<i>Data Science Short Course</i>	<i>Data Science Short Course Online</i>	<i>Digital Marketing Short Course</i>	<i>Digital Marketing Short Course Online</i>
1) The number of students admitted to the program:								
a) The number of students who applied to the program	0	0	0	51	0	25	0	26
b) The number of students who were accepted to the program	0	0	0	43	0	22	0	24
2) The number of students who enrolled into the program:								
a) Continued enrollments prior to 7/1/2023	0	0	0	3	0	7	0	3
b) New enrollments after 7/1/2023	0	0	0	40	0	15	0	21
3) The number of students enrolled in the program or course of instruction during the 12-month reporting period who:								
a) Continued: enrolled this reporting period & continued on into the next period	0	0	0	0	0	2	0	6
b) Graduated: enrolled and graduated this reporting year	0	0	0	30	0	9	0	14
c) Graduated: enrolled prior to 7/1/2023 & graduated this reporting year	0	0	0	2	0	7	0	3
d) Withdrew/dropped	0	0	0	11	0	4	0	1
4) The number of students enrolled in the program or course of instruction who were:								
a) Unavailable for employment	0	0	0	0	0	0	0	0
b) Status unknown	0	0	0	28	0	17	0	21
c) Seeking employment	0	0	0	0	0	0	0	0
d) Placed in unrelated field	0	0	0	0	0	0	0	0
e) Placed in a related field	0	0	0	0	0	0	0	0
f) Placed in occupation	0	0	0	4	0	1	0	2

Table Continued

<i>Program Name</i>	<i>Cybersecurity for Developers Short Course</i>	<i>Cybersecurity for Developers Short Course Online</i>	<i>Data Analytics Short Course</i>	<i>Data Analytics Short Course Online</i>	<i>Data Science Short Course</i>	<i>Data Science Short Course Online</i>	<i>Digital Marketing Short Course</i>	<i>Digital Marketing Short Course Online</i>
5) The number of students who used financial assistance:								
a) TAP	0	0	0	0	0	0	0	0
b) Direct Plus Loans Made to Parents of Dependent Students	0	0	0	0	0	0	0	0
c) Federal Pell Grant	0	0	0	0	0	0	0	0
d) Federal Title IV	0	0	0	0	0	0	0	0
e) ACCESS-VR	0	0	0	1	0	0	0	0
f) ISA or Deferred Tuition Agreement	0	0	0	0	0	0	0	0
g) WIOA	0	0	0	1	0	0	0	0
h) Veterans Benefits	0	0	0	0	0	0	0	0
i) PSL	0	0	0	6	0	2	0	3
j) School Issued Credit	0	0	0	0	0	0	0	0
k) ES-HCA	0	0	0	0	0	0	0	0
l) Other (Federal or State Subsidies)	0	0	0	0	0	0	0	0
m) Any other Credit Extended by or on behalf of the Institution that the student is obligated to repay	0	0	0	0	0	0	0	0
n) Self funded	0	0	0	40	0	20	0	23
o) Education Opportunity Grant	0	0	0	0	0	0	0	0
<b>Note:</b> General Assembly does not utilize ATB (ability to benefit) and General Assembly is not a Title-IV institution and does not utilize federal funds.								
N/A - Not applicable or new program								
TAP-New York Tuition Assistance Program; ACCES-VR-Adult Career and Continuing Ed. Services-Voc Rehab; ISA/ISL-Income Share Agreement/Income Share Loan; WIOA-Workforce Innovation & Opportunity Act; VA-Veterans Benefits; PSL-Private Student Loans; SIC-School Issued Credit; ES-HCA-Employer Sponsorship through a Home Care Agency.								

<i>Program Name</i>	<i>Front-End Web Developers Short Course</i>	<i>Front-End Web Developers Short Course Online</i>	<i>JavaScript Development Short Course</i>	<i>JavaScript Development Short Course Online</i>	<i>Product Management Short Course</i>	<i>Product Management Short Course Online</i>	<i>Python Programming Short Course</i>	<i>Python Programming Short Course Online</i>
1) The number of students admitted to the program:								
a)The number of students who applied to the program	0	21	0	10	0	31	0	42
b)The number of students who were accepted to the program	0	19	0	8	0	28	0	34
2) The number of students who enrolled into the program:								
a) Continued enrollments prior to 7/1/2023	0	8	0	3	0	4	0	10
b) New enrollments after 7/1/2023	0	11	0	5	0	24	0	24
3) The number of students enrolled in the program or course of instruction during the 12-month reporting period who:								
a) Continued: enrolled this reporting period & continued on into the next period	0	2	0	3	0	2	0	1
b) Graduated: enrolled and graduated this reporting year	0	7	0	1	0	21	0	13
c) Graduated: enrolled prior to 7/1/2023 & graduated this reporting year	0	5	0	2	0	3	0	8
d) Withdrew/dropped	0	5	0	2	0	2	0	12
4) The number of students enrolled in the program or course of instruction who were:								
a) Unavailable for employment	0	0	0	0	0	0	0	0
b) Status unknown	0	11	0	4	0	23	0	18
c) Seeking employment	0	0	0	0	0	0	0	0
d) Placed in unrelated field	0	0	0	0	0	0	0	0
e) Placed in a related field	0	0	0	0	0	0	0	0
f) Placed in occupation	0	3	0	2	0	3	0	4

Table Continued

<i>Program Name</i>	<i>Front-End Web Developers Short Course</i>	<i>Front-End Web Developers Short Course Online</i>	<i>JavaScript Development Short Course</i>	<i>JavaScript Development Short Course Online</i>	<i>Product Management Short Course</i>	<i>Product Management Short Course Online</i>	<i>Python Programming Short Course</i>	<i>Python Programming Short Course Online</i>
5) The number of students who used financial assistance:								
a) TAP	0	0	0	0	0	0	0	0
b) Direct Plus Loans Made to Parents of Dependent Students	0	0	0	0	0	0	0	0
c) Federal Pell Grant	0	0	0	0	0	0	0	0
d) Federal Title IV	0	0	0	0	0	0	0	0
e) ACCESS-VR	0	0	0	0	0	0	0	0
f) ISA or Deferred Tuition Agreement	0	0	0	0	0	0	0	0
g) WIOA	0	0	0	0	0	1	0	0
h) Veterans Benefits	0	0	0	0	0	0	0	0
i) PSL	0	6	0	0	0	2	0	5
j) School Issued Credit	0	0	0	0	0	0	0	0
k) ES-HCA	0	0	0	0	0	0	0	0
l) Other (Federal or State Subsidies)	0	0	0	0	0	0	0	0
m) Any other Credit Extended by or on behalf of the Institution that the student is obligated to repay	0	0	0	0	0	0	0	0
n) Self funded	0	16	0	8	0	27	0	30
o) Education Opportunity Grant	0	0	0	0	0	0	0	0
<b>Note:</b> General Assembly does not utilize ATB (ability to benefit) and General Assembly is not a Title-IV institution and does not utilize federal funds.								
N/A - Not applicable or new program								
TAP-New York Tuition Assistance Program; ACCES-VR-Adult Career and Continuing Ed. Services-Voc Rehab; ISA/ISL-Income Share Agreement/Income Share Loan; WIOA-Workforce Innovation & Opportunity Act; VA-Veterans Benefits; PSL-Private Student Loans; SIC-School Issued Credit; ES-HCA-Employer Sponsorship through a Home Care Agency.								

<i>Program Name</i>	<i>React Development Short Course</i>	<i>React Development Short Course Online</i>	<i>User Experience Design Short Course</i>	<i>User Experience Design Short Course Online</i>	<i>Visual Design Short Course</i>	<i>Visual Design Short Course Online</i>
1) The number of students admitted to the program:						
a)The number of students who applied to the program	0	0	0	41	0	13
b)The number of students who were accepted to the program	0	0	0	36	0	12
2) The number of students who enrolled into the program:						
a) Continued enrollments prior to 7/1/2023	0	0	0	4	0	6
b) New enrollments after 7/1/2023	0	0	0	32	0	6
3) The number of students enrolled in the program or course of instruction during the 12-month reporting period who:						
a) Continued: enrolled this reporting period & continued on into the next period	0	0	0	4	0	1
b) Graduated: enrolled and graduated this reporting year	0	0	0	24	0	5
c) Graduated: enrolled prior to 7/1/2023 & graduated this reporting year	0	0	0	4	0	5
d) Withdrew/dropped	0	0	0	4	0	1
4) The number of students enrolled in the program or course of instruction who were:						
a) Unavailable for employment	0	0	0	0	0	0
b) Status unknown	0	0	0	28	0	8
c) Seeking employment	0	0	0	0	0	0
d) Placed in unrelated field	0	0	0	0	0	0
e) Placed in a related field	0	0	0	0	0	0
f) Placed in occupation	0	0	0	4	0	3

Table Continued

<i>Program Name</i>	<i>React Development Short Course</i>	<i>React Development Short Course Online</i>	<i>User Experience Design Short Course</i>	<i>User Experience Design Short Course Online</i>	<i>Visual Design Short Course</i>	<i>Visual Design Short Course Online</i>
5) The number of students who used financial assistance:						
a) TAP	0	0	0	0	0	0
b) Direct Plus Loans Made to Parents of Dependent Students	0	0	0	0	0	0
c) Federal Pell Grant	0	0	0	0	0	0
d) Federal Title IV	0	0	0	0	0	0
e) ACCESS-VR	0	0	0	0	0	0
f) ISA or Deferred Tuition Agreement	0	0	0	0	0	0
g) WIOA	0	0	0	0	0	0
h) Veterans Benefits	0	0	0	0	0	0
i) PSL	0	0	0	6	0	4
j) School Issued Credit	0	0	0	0	0	0
k) ES-HCA	0	0	0	0	0	0
l) Other (Federal or State Subsidies)	0	0	0	0	0	0
m) Any other Credit Extended by or on behalf of the Institution that the student is obligated to repay	0	0	0	0	0	0
n) Self funded	0	0	0	34	0	9
o) Education Opportunity Grant	0	0	0	0	0	0
<b>Note:</b> General Assembly does not utilize ATB (ability to benefit) and General Assembly is not a Title-IV institution and does not utilize federal funds.						
N/A - Not applicable or new program						
TAP-New York Tuition Assistance Program; ACCES-VR-Adult Career and Continuing Ed. Services-Voc Rehab; ISA/ISL-Income Share Agreement/Income Share Loan; WIOA-Workforce Innovation & Opportunity Act; VA-Veterans Benefits; PSL-Private Student Loans; SIC-School Issued Credit; ES-HCA-Employer Sponsorship through a Home Care Agency.						

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

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

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

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

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

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

As a General Assembly student, if your activities result in violations of law, you are responsible for your actions and any consequences imposed by authorities outside of General Assembly. When student behavior violates the law and the Code of Conduct simultaneously, General Assembly reserves the right to invoke the conduct process independent of, and in addition to, any action by civil or governmental agencies. Students who do not support the academic and ethical goals of General Assembly for themselves and their fellow students may be subject to penalties, up to and including expulsion. In general, General Assembly will attempt to resolve a situation without expulsion. Verbal warnings and written warnings may precede this final and most serious of actions. Where General Assembly deems the integrity, safety or well-being of the school, students, staff, clients, visitors, and other guests is in danger then expulsion may be applied at General Assembly's discretion at any point in the process.

The Code of Conduct articulates behaviors that are prohibited or unacceptable because they do not align with the value of respect central to our community.

Prohibited behaviors include:

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

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