

2017 CATALOG

devbootcamp

JANUARY 1, 2017 – DECEMBER 31, 2017

DEV BOOTCAMP

Austin Campus

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INSTITUTION INFORMATION

Mission and Purpose

Dev Bootcamp offers its students a hands-on learning experience that teaches students how to build web applications using JavaScript, Ruby on Rails, SQL, HTML and CSS. The Web Development program is designed to provide students with sufficient technical knowledge and training to pursue software engineering careers and to excel in their careers as web developers. The organization is committed to designing and delivering educational experiences that are financially accessible and to bringing people closer to their potential.

Objectives

We provide relevant vocational training by creating the operating system for an optimal learning culture. We build great learning environments that educate people to live at their full potential.

We build deep and meaningful relationships within our industry. These relationships form natural bridges for our students to gain meaningful employment.

We will be the primary destination for aspiring software developers, as well as companies looking to hire them by creating a community of practice.

We keep tuition affordable so that software programming is a skill that can be accessible by anyone that wants to take advantage of our services and who is willing to learn.

We're building a nurturing environment for staff to do their work, lead balanced and healthy lives, and to enable teachers to deliver a high quality education.

Equipment

Students are afforded the opportunity to develop a practical, working knowledge of the equipment and materials they will likely be using on the job. Dev Bootcamp provides students with hands-on instruction using a variety of programs and industry-related equipment.

The Web Development training program provides training in computer labs and lecture classrooms. Students use computers connected to an LCD computer screen, keyboard and mouse. The computers are pre-programmed with the required software. Printers are readily accessible to students.

Facilities

Dev Bootcamp is located at 1705 Guadalupe, Austin, TX 78701. It will occupy approximately 7,749 square feet of lecture classroom and lab space. Its programs are taught in a combination of break-out classrooms and open-space computer labs. The facility is compliant with the Americans with Disabilities Act.

The break-out classrooms will be used by students and instructors to participate in lecture and practice programming in real-time, via a laptop connected to an LCD projector and screen. Whiteboards are also utilized in all break-out classrooms. During non-lecture hours, students work on coding challenges in the open-space computer lab either in pairs, individually, or in small groups. They frequently switch study partners and are free to change their seating locations to facilitate interaction and discussion. In the computer lab, students have access to both instructor and teaching assistants support.

Dev Bootcamp does not maintain internship or externship facilities.

Approval to Operate

Texas

Dev Bootcamp is a private institution that is authorized to operate by the Texas Workforce Commission, Career Schools and Colleges, Austin, Texas. Texas Workforce Commission is an agency responsible for granting authority to operate and provide oversight of Texas's private postsecondary educational institutions.

Organizational Structure and Background

Dev Bootcamp is a subsidiary of Kaplan, Inc., which is a publicly traded company of Graham Holdings Company. The Austin campus was founded in response to the need to have skilled computer programmers in the Austin area.

History

Founded in 2012, Dev Bootcamp pioneered the short-term immersive “web development bootcamp,” a model that transforms beginners into full-stack web developers. Through effort, community support and training, we help beginners with little or no technical background reach a level of proficiency of junior web developers. DevBootcamp's first location began in San Francisco and currently also operates in San Diego, Chicago, Seattle and New York.

Administration, Staff, and Faculty

Dev Bootcamp Administration

John Polstein, CEO

Tarlin Ray, COO

Christopher Lee, VP, Campus Management

Michael Scott, Head of Finance

Whitney O'Banner, Director, Austin Campus

Rebekah Grassl, Director, Admissions

Cody LeClaire, Executive Director, Careers

Disabilities Coordinator

Kaplan Special Services

special.services@kaplan.com

Faculty

Web Development Program

Joel Rojo (Instructor)

Harvard University, Bachelor of Arts in Sociology & Computer Science

Garrett Boone (Instructor)

Texas Tech, Bachelor of Business Administration in Marketing

Ownership

Dev Bootcamp is a 100% owned by Kaplan, Inc., a subsidiary of Graham Holdings Company (formerly named the Washington Post Company). Kaplan Inc. is located at 750 Third Avenue, New York, New York 10017.

Catalog Verification

Kaplan, Inc. owns and operates Dev Bootcamp, a private institution. Kaplan states that the information contained in this Catalog is true and correct to the best of my knowledge, but is subject to change and does not constitute a binding agreement on the part of Kaplan Inc. or Dev Bootcamp. These changes will not negatively affect currently enrolled students and will be vetted with the Texas Workforce Commission prior to any changes.

A handwritten signature in black ink that reads "Whitley J. O'Brien". The signature is written in a cursive style with a long horizontal line extending from the end of the name.

Director

ADMISSION INFORMATION

Acceptance to Dev Bootcamp

Dev Bootcamp is an immersive professional training program at heart, and we have a stringent and selective admissions process to ensure that we admit only those students for whom our program is appropriate and effective in preparing them for a successful career as a web developer.

The admissions process begins with the submission of the prospective student's application. If the application is approved, the student is required to attend a 1:1 interview with a member of the Dev Bootcamp admissions team. The interview provides the prospective student and Dev Bootcamp the opportunity to determine if the training program is a good fit for both the applicant and the school. The interview/assessment process focuses on evaluating three different aspects of fit:

Cultural Fit: is Dev Bootcamp's learning approach well-suited for the student's personality and apparent learning style? (i.e. does s/he have a base-level belief that there are benefits to giving and receiving feedback?)

Program Fit: is the format of the Dev Bootcamp program a good match for how the prospective student appears to learn best or would prefer to learn? (i.e. would s/he thrive in an environment of intensive group-based learning?)

Technical Aptitude Fit: does the prospective student demonstrate both the real underlying desire to learn web development (or are they more interested in the salaries in the industry) and the intellectual rigor and persistence to learn effectively in the format(s)/structure(s) that Dev Bootcamp teaches it students? (i.e. is s/he applying for the right reason - does s/he truly wish to be a web developer or does s/he see it as a means to an end?)

On the technical aptitude portion of the interview, the interviewer may decide that further evaluation is required and will assign study material and exercises for the applicant to complete prior to a second interview, during which a decision will be made on that applicant's technical aptitude fit with Dev Bootcamp.

Admission Requirements

Students must be 18 years of age or older to enroll at Dev Bootcamp. A prospective student must demonstrate operating proficiency on a computer and provide a high school diploma/GED or foreign equivalent at the time of enrollment. To be admitted into the program, the applicant must meet the eligibility and admission requirements, discussed above.

Dev Bootcamp assesses its students prior to admission to determine whether each student has the skills and competencies to succeed in the asynchronous and residence portions of the program. The assessment takes place during a 45-minute interview that is completed real-time in an online environment and requires preparation work of the prospective student. For the preparation work, prospective students are asked to complete a series of coding tutorials as well as watch a video. The assessment is comprised of a logic puzzle and a coding challenge. During the assessment the prospective student is asked a series of questions to assess analytical ability, ability to articulate ideas and learn new concepts. The admissions interviewer will review the student's work and determine whether the applicant completed the puzzle accurately and the coding exercise was successfully solved (i.e. program runs).

All instruction at Dev Bootcamp will be conducted in English. Dev Bootcamp does not offer or provide English language services, including instruction such as ESL. Prospective students from other countries where the primary language is not English will need a passing score of at least 80 on the TOEFL IBT examination prior to being accepted into the program. It is the responsibility of the student to cover the cost of the examination, which is not included in the tuition fees to attend Dev Bootcamp. For more information on TOEFL please click here

<http://www.ets.org/toefl>. Dev Bootcamp does not offer visa services for students from overseas who wish to attend DevBootcamp in the United States.

Technology and Equipment Requirements for Digital Instruction

Most of the time spent in the Dev Bootcamp program is inside of the open-space computer lab with computer workstations for all students. Dev Bootcamp provides Apple computers configured for Pair Programming, a professional development technique which has two programmers working at one computer. Each computer has two keyboards, mice, and monitors so each student is able to quickly perform experiments and share their knowledge with instructors or other students.

All computers and related computer equipment are owned by Dev Bootcamp.

Every student is encouraged to bring a laptop to class that has an Apple OS X operating system, at least 4GB RAM, at least 2GHz, and at least 100 GB HD. To supplement the laptop, students will have access to the computer lab described above.

Learning Resources

Dev Bootcamp students are provided with several options to access online learning material:

- *Socrates*, a custom curated collection of tutorials, exercises, and other material designed to provide a textbook for Dev Bootcamp students. An online knowledge base which instructors, peers, and alumni use to gather information that is helpful for students as they go through the program
- *Class mailing lists*, which students use to share information they find with their immediate peers
- *Dev Bootcamp Discussion Forum* is an online arena for students, past and present, to ask for and receive help from one another, as well as from instructors and other mentors.
- *GitHub*, an online repository for code that is used by students to collaborate with each other and to build a professional programming portfolio. GitHub also serves students as an alternative source of tutorials, exercises and learning challenges for the students.
- *Heroku* is a service for hosting web apps that students use to host web apps they build as part of the curriculum, and also to share those web apps with others.

Students will be set up with online profiles and will be given access to the online learning materials above upon being accepted into the program.

Students may access, use, and borrow hard-copy learning resources in the campus library. The designated library area is open to all students at any time during the campus' regular hours of operation. A student who desire to borrow learning resources for off campus or personal use must inform his or her designated cohort instructor.

STUDENT INFORMATION AND SERVICES

Advising

Each cohort of students is assigned a Cohort Lead who guides the students through the entirety of their time at Dev Bootcamp. Cohort Leads facilitate discussions, communicate schedules, and report feedback to students.

During the program, Dev Bootcamp may also offer student counseling by an in-house consultant and after-hours coaching by recent graduates teaching assistants. Dev Bootcamp may also provide career coaching to each student to assist with the job search process.

Student Responsibilities

Students accepted into Dev Bootcamp have certain rights and responsibilities. These rights and the associated responsibilities shall establish a student code of professional conduct. Primary to this code is access to an environment free from interference in the learning process.

1. Students have the right to an impartial, objective evaluation of their performance and their pace relative to their peers.
2. Students will be treated in a manner conducive to maintaining their worth and dignity. Students shall be free from acts or threats of intimidation, harassment, mockery, insult, or physical aggression.
3. Students will be free from the imposition of disciplinary sanctions without proper regard for due process. Formal procedures have been instituted to ensure all students subjected to the disciplinary process are adequately notified.
4. When confronted with perceived injustices, students may seek redress through grievance procedures outlined in the Grievance Policy. Such procedures will be available to those students who make their grievances known in a timely manner.
5. Students may take reasoned exception to the data or views offered in any program of study and may form their own judgment, but they are responsible for learning the academic content of any program in which they are enrolled.
6. Students will be given full disclosure and an explanation by Dev Bootcamp of all fees and financial obligations.
7. Students have the right and responsibility to participate in program and instructor evaluations and to give constructive criticism of the services provided by Dev Bootcamp.
8. Students have the right to quality education. This right includes quality programs; appropriate instructional methodologies and content; instructors who have sufficient educational qualifications and practical expertise in the areas of instruction; the availability of adequate materials, resources, and facilities to promote the practice and application of theory; and an environment that stimulates creativity in learning as well as personal and professional growth.
9. Students have the responsibility to conduct themselves in a professional manner within Dev Bootcamp and to abide by the policies of Dev Bootcamp.
10. Students are expected to conduct all relationships with their peers, Dev Bootcamp staff and faculty with honesty, respect, integrity and kindness.
11. Students are to comply with directions by Dev Bootcamp faculty and staff members who are acting within the scope of their employment, subject to their rights and responsibilities.
12. Students are encouraged to apply creativity in their own learning processes while striving for academic excellence, and to share their knowledge and learning experiences with fellow students in the interest of greater learning and better practice of the profession.

Conduct

Students are to be, at all times, "in integrity with oneself and his/her peers", "focused on putting forth maximum sustainable effort towards learning and growth", and "kind to oneself and his/her peers." The conduct principles of Dev Bootcamp are known collectively as the "Three Agreements." Students receive a comprehensive explanation of the Three Agreements during orientation, which is supported by several group and individual activities whereby students learn the reasoning behind the agreements and commit to upholding the values of the community.

A student who is found to have violated any of the Three Agreements listed above may be sanctioned. Sanctions range from a formal reprimand to immediate dismissal from Dev Bootcamp. Severe violations can result in immediate dismissal from Dev Bootcamp. However for most violations, students receive a formal reprimand and warning of potential dismissal. Dev Bootcamp has a three-strike policy whereby upon the third warning, a student is dismissed from Dev Bootcamp. Students receive a comprehensive explanation of this policy during orientation and agree that the Program Manager or Director of Dev Bootcamp has the right to dismiss any student from the Program at his/her discretion and subject to his/her rights and responsibilities.

Intellectual Property Protection and Ownership

Dev Bootcamp respects intellectual property rights and ownership. These policies ensure against unauthorized use of copyrighted material and information technology systems and provide guidance as to ownership of intellectual property.

Dev Bootcamp may provide opportunities for students to create projects, post comments or contribute their own writing, designs, images, code or other content as part of or in connection with Programs ("**Student Content**"). Students are solely responsible for their own Student Content. Dev Bootcamp does not endorse Student Content and has no responsibility or liability for Student Content. Each student represents and warrants that his or her Student Content is original and he or she has the unrestricted right to share such Student Content. If students share any ideas with Dev Bootcamp about our programs or our business ("**Suggestions**"), students agree that Dev Bootcamp has the unlimited right to use Suggestions without compensation to the student.

The programs, the Dev Bootcamp website(s), all associated logos and trademarks, all materials to which students are given access as part of the Program ("**Materials**"), whether those materials be digital or hard copy, all belong to Dev Bootcamp, its partners or its licensors (collectively, "**Dev Bootcamp IP**"). Dev Bootcamp IP may not be copied, reproduced, republished, uploaded or distributed in any way without Dev Bootcamp's prior written consent. Students may not share, sell, rent, give away or otherwise transfer Materials or other Dev Bootcamp IP to any other party without Dev Bootcamp's written consent.

Student Complaint Procedure/Grievance Policy

Dev Bootcamp encourages students to bring all complaints or grievances about academically related situations to its attention. Many questions or concerns that students may have can be resolved simply through discussion.

A student may present a grievance through the following complaint and dispute resolution procedures. Dev Bootcamp will investigate all complaints or grievances fully and promptly.

A grievance is defined as a student's written expression of dissatisfaction concerning conditions of enrollment or treatment by instructors, other students, or staff. Grievances may include misapplication of Dev Bootcamp's policies, rules, regulations, and procedures, or unfair treatment.

STEP 1

A student should first bring the grievance to the attention of the instructor.

STEP 2

Should the student's grievance not be resolved to the student's satisfaction after completing step 1, or if step 1 is otherwise impracticable because the grievance is related to those individuals, the student should next bring the grievance to the attention of the Director.

STEP 3

Should the student's grievance not be resolved to the student's satisfaction after completing steps 1 and 2, or if steps 1 and 2 are otherwise impracticable because the grievance is related to those individuals, the student should next bring the grievance to the attention to the VP of Campus Management of Dev Bootcamp.

STEP 4

If the grievance cannot be resolved between Dev Bootcamp and the administration, the student may contact:

Texas Workforce Commission, Career Schools and Colleges, Room 226T
101 East 15th Street, Austin, Texas 78778-0001, Phone: (512) 936-6959
<http://csc.twc.state.tx.us/>

Non-Discrimination/Non-Harassment Policy

Dev Bootcamp encourages diversity and welcomes applications from all minority groups. Dev Bootcamp does not discriminate on the basis of race, color, religion, ancestry, national origin, age, disability, gender, sexual orientation, marital status, or veteran status in the recruitment of students, or in the implementation of its policies, procedures, and activities. Sexual harassment is a prohibited aspect of sexual discrimination under this policy.

It is Dev Bootcamp's policy to maintain an environment in which all individuals are treated with respect and dignity. Each individual has the right to learn in an atmosphere free from discriminatory practices, including sexual harassment and harassment based on race, religion, gender, color, sex, age, national origin, disability, marital status, sexual orientation, gender identity, veteran status, or any other legally protected status. Discrimination of any kind is unacceptable and will not be tolerated at Dev Bootcamp.

Harassment is verbal or physical conduct that denigrates or shows hostility or aversion towards an individual because of his or her protected status, or that of persons with whom the individual associates. For example, racial harassment includes harassment based on an immutable characteristic associated with race (e.g., skin color or facial features).

Prohibited sexual harassment includes, but is not limited to:

- Coerced sexual acts
- Touching or assaulting an individual's body, or staring, in a sexual manner
- Graphic, verbal commentary about an individual's body or sexuality
- Unwelcome or offensive sexual jokes, sexual language, sexual epithets, sexual gossip, sexual comments or sexual inquiries
- Unwelcome flirtations, advances or propositions
- Continuing to ask an individual for a date after the individual has indicated that he or she is not interested
- Sexually suggestive or obscene comments or gestures
- The display of graphic and sexually suggestive objects, pictures, or graffiti or any computer-generated sexually explicit pictures or graffiti
- Negative statements or disparaging remarks targeted at one's gender (either men or women), even if the content of the verbal abuse is not sexual in nature
- Any form of retaliation against an individual for complaining about the type of behavior described above or supporting the complaint of the alleged victim

Dev Bootcamp encourages individuals who believe they are being harassed or discriminated against to firmly and promptly notify the alleged offender that his or her behavior is unwelcome. However, whether or not the individual chooses to discuss the incident with the alleged offender, anyone who either experiences or observes harassment or discrimination should report the incident immediately by speaking with the Director, or follow the Student Complaint Procedure/Grievance Policy in the Catalog. Dev Bootcamp will take any necessary action to promptly investigate the complaint to resolution. Dev Bootcamp cannot address allegations unless it is made aware of the complaint.

Dev Bootcamp recognizes that false accusations of harassment can cause serious harm to innocent persons. If an investigation results in a finding that the complainant knowingly, falsely accused another person of harassment, the complainant will be subject to disciplinary action, and may be subject to expulsion from Dev Bootcamp with due process.

No Retaliation

Dev Bootcamp will not retaliate against any individual who makes a report of perceived harassment or discrimination, nor will it permit such behavior by any person at Dev Bootcamp. Retaliation is a serious violation of Dev Bootcamp policy, and those who feel they have been subjected to any acts of retaliation should immediately report such conduct to the Director.

Students Seeking Reasonable Accommodations

Information pertaining to an applicant's disability is voluntary and confidential. If this information is supplied, it will be used to reasonably attempt to overcome the effects of conditions that limit the participation of qualified disabled students.

Dev Bootcamp has appointed a Disabilities Coordinator to assist those who require ADA accommodations. The Disabilities Coordinator will consult with students requesting an accommodation and provide an ADA Accommodations Request Form. All inquiries about accommodations should be made to the Disabilities Coordinator at special.services@kaplan.com.

Reasonable accommodations will be made on an individual basis. However, it is the responsibility of persons with disabilities to seek available assistance and to make their needs known to the Disabilities Coordinator as soon as those needs arise.

Career Services/Job Placement Assistance

Dev Bootcamp provides instructional workshops to assist students in the job search process. This may include career networking, technical interviewing, creating resumes, and cover letters. Students may also be provided with online resources to help them create online profiles on LinkedIn and/or Github in an effort to expand their professional networking opportunities and to reach out to potential employers. Dev Bootcamp maintains job placement support for students based on its existing relationships with employers and recruiters. The placements manager supports the student's preparation for job interviews and may connect them with tech companies and recruitment firms looking for candidates.

Dev Bootcamp offers these career services to all its graduates. Organized by Dev Bootcamp's Student Career Coaches, these career services may include:

- Workshops, resources, and individualized support on resume writing, interviewing, identifying job openings, and other job search activities.
- Direct access to potential employers through the organization of an on-campus Employer Day before completion.

- Post-completion support in the form of techniques on seeking and securing employment, including introductions to employer contacts, if possible; networking events; and integration into Dev Bootcamp's online private alumni network.

Part-Time Jobs

Students may maintain employment during Web Development program but are strongly encouraged to solely commit to full-time studies during the on-site phase of instruction due to the intensive, immersive nature of the that portion of the program.

Student Health Services

Dev Bootcamp does not provide medical health services for students. In the event of a student medical emergency, an alerted staff member will dial 9-1-1 for medical services. Students requiring nonemergency medical care will be given information about medical services or agencies they may contact. Any costs incurred for medical services will be the student's responsibility.

Student Housing

Dev Bootcamp does not have dormitory facilities. Although it is the student's responsibility to find living accommodations, Dev Bootcamp will facilitate communication between students in the same cohort who are seeking housing.

From time to time, Dev Bootcamp may maintain a notebook of available housing located reasonably near the campus in its admissions department, and estimates that this housing will cost approximately \$800-\$1,200 per month. Students are expected to research and verify expected living costs on their own, prior to starting the on-campus portion of the program

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords eligible students and their parents certain rights with respect to their education records including:

- The right to inspect and review the student's education records during normal school hours with an appointment within 45 days of the day the Program Manager or Director receives a written, dated request for access. Dev Bootcamp does not permit students to inspect or review confidential student guidance notes maintained by Dev Bootcamp, or financial records (including any information those records contain) of their parents or guardians.
- The right to request amendment of educational records that the student believes are inaccurate, misleading, or a violation of privacy. Students requesting amendment of an education record should submit a written, dated request to the Program Manager or Director, clearly identifying the part of the record they want to be changed, and specifying why it is inaccurate, misleading, or a violation of privacy. If Dev Bootcamp decides not to amend the record, Dev Bootcamp will notify the student in writing and/or verbally of the decision and of the student's right to an administrative hearing regarding the request for amendment. Additional information regarding the administrative hearing procedures will be provided to the student when he/she is notified of the right to a hearing.
- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without prior consent from the

parents or the eligible student, as applicable. Dev Bootcamp may neither release nor disclose personally identifiable information contained in the student's education records to outside employers, agencies, or individuals without first securing a written release from the parent or eligible student, as applicable, unless permitted by the Act.

One exception to the above student record release policy permits disclosure without consent to school officials with legitimate educational interests. A school official is a person employed by Dev Bootcamp in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff) or a person or company with whom Dev Bootcamp is affiliated or has contracted (such as an attorney, auditor, or collection agent). A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill a professional responsibility.

- The right to file a complaint with the U.S. Department of Education concerning alleged failures by Dev Bootcamp to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Compliance Office
U.S. Department of Education
400 Maryland Avenue SW
Washington DC 20202-4605

These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are eligible students.

Retention of Student Records

Dev Bootcamp maintains a file for each student who enrolls in the institution whether or not the student completes the educational service. Student records are maintained for a minimum of five years from the student's date of completion or withdrawal, with academic transcripts maintained indefinitely.

ACADEMIC INFORMATION

Class Size

The number of students in a typical student class is 30 students. Dev Bootcamp strives to maintain an average Student-to-teacher ratio of 10 to 1 and has a maximum of 15 to 1. These ratios also do not include teaching assistant support that is provided to all students on a daily basis.

Hours of Operation

The normal hours of operation at Dev Bootcamp are as follows:

Classes

MON-FRI9:30 a.m. – 12:30 p.m. and 2:00 p.m. -- 6:00 p.m. Lunch break from 12:30 p.m. to 2 p.m.

Administrative Offices

MON-FRI8:30 a.m. to 6:30p.m.

Required Study Time

Additional outside study and independent practice, apart from regular classroom work, is encouraged to successfully complete the program. The amount of time will vary according to the individual student's abilities.

All assignments must be turned in at the designated time. Students are responsible for reading any study materials issued by their instructors.

Changes in Programs or Policies

Dev Bootcamp has the right, at its discretion, to make reasonable changes in program content, materials, schedules, sequences of courses in programs, or locations in the interest of improving the student's education, or where deemed necessary due to industry changes, academic scheduling, or professional requirements. These changes will not affect students continuously enrolled. Texas Workforce Commission approval will be obtained prior to the program changes being implemented.

Dev Bootcamp is required to make changes in programs or policies when ongoing federal, state, or accrediting changes affect students currently in attendance.

English as a Second Language Instruction

Dev Bootcamp does not offer English as a Second Language instruction. Students must be able to speak, read, and write English fluently as all courses are taught in English.

Attendance/Tardiness Policy

Students are required to attend all class sessions and scheduled activities. The school keeps a record of attendance.

Tardiness: Classes begin promptly and students are expected to arrive five minutes prior to the designated start time. Students are designated "tardy" if they arrive ten minutes after the class start time and prior to one-half of the class session having expired. This ten minute grace period applies only to the first class of the student's programmed day

of classes. A student who is not in attendance at the start of each subsequent class session scheduled that day will be immediately classified as tardy or absent, as applicable. For three tardy occurrences (= one absence), the student will be considered in violation of the program's Three Agreements and receive the corresponding reprimand.

Absent: A student who misses a class session entirely, without permission from staff, will be classified as absent. An absent student will be considered in violation of the program's Three Agreements and receive the corresponding reprimand. During the asynchronous component of the program, students must timely submit required assignments online to obtain credit for 20 hours of work for that week. Failure to submit a required assignment will be noted as an absence.

Dismissal Policy for Nonattendance

Attendance in the program is required to be maintained. The specific requirements relating to dismissal from the program due to nonattendance are:

- Students who are absent from Dev Bootcamp for three consecutive calendar days (excluding holidays, breaks and emergency closures due to unforeseen circumstances such as weather) will be dismissed from the program.
- If a student starts a class late, time missed (three tardy occurrences = one absence) becomes part of the three consecutive calendar days.
- During Phase 0, failure to submit two required assignments.

Students may follow the process presented in the Grievance Policy outlined in the catalog if they feel an error has been made in their tardiness or attendance calculation. Students who are terminated for violation of the attendance policy are not eligible for readmittance.

A refund of tuition, if owed, will be issued per the school's Refund Policy.

Make-Up Policy

Because of the immersive nature of the program, there is no make policy in the residence portion of the program which is especially hands-on. If instructional time is missed, it is the student's responsibility to make an appointment with the instructor to determine if the missed work can be made up and to make a plan to learn the material covered while absent. Make-up work is not permitted for the purpose of receiving veterans educational training benefits.

Leave of Absence Policy

The program is intensive and hands-on where daily attendance is required to acquire the practical skills necessary. There is no leave of absence policy which allows a student to have more than three (3) consecutive calendar days of absences without making up work and return to that same scheduled cohort. However, in the event of extenuating circumstances such as medical necessity or death in the family, the student may request to be readmitted to DevBootcamp and study with a new cohort by submitting a written request with supporting documentation to the school director. Students who receive approval to return to DevBootcamp must restart the program at a subsequent offering of the program within 12 months of the date of the request. A new application for admission is not required to be resubmitted for consideration.

Suspension and Dismissal

All students are expected to conduct themselves as responsible adults, to attend Dev Bootcamp's program daily during its hours of operation, and to maintain a satisfactory level of academic achievement.

Due to the nature and duration of the Training Program, Dev Bootcamp does not have a suspension policy in place.

Dev Bootcamp reserves the right to dismiss any student who:

- exhibits conduct found by the administration to be detrimental to fellow students, other individuals, the community or the school, as addressed in the Conduct section;
- fails to maintain satisfactory academic progress; or
- fails to meet attendance standards.

Withdrawal

Dev Bootcamp expects that most students who begin classes at the school will successfully complete their education. However, sometimes conditions or circumstance beyond the control of students and the school require that students withdraw from the school. Please refer to the Refund Policy located in the Financial Information section of the Catalog for the Refunds information. Students who determine the need to withdraw from the school prior to completion must follow the steps below for an official withdrawal:

1. Students must officially notify the Director of their intent to officially withdraw, in person, via telephone, or in writing.
2. Once students have officially notified the Director of their intent to withdraw, Dev Bootcamp will process the student's Status Change form.
3. The student will receive notification of the refund, which will include the date the refund was made.

Completion/Graduation Requirements

In order to successfully graduate, students must:

- complete the required total number of clock hours for the program and successfully complete the program's curriculum by maintaining satisfactory progress;
- meet the guidelines set in Dev Bootcamp's Three Agreements, including meet the attendance policy;
- return all property belonging to Dev Bootcamp; and
- fulfill all financial obligations to Dev Bootcamp.

If these requirements are not met, the completion credential will be withheld.

Transcripts

Current or former students may request a no-charge copy of their unofficial transcript by submitting a written request to Dev Bootcamp including their name and physical address and/or email address where the unofficial transcript should be mailed or emailed. Transcripts will be marked to indicate they are unofficial copies.

A fee may be charged for official transcripts. Students may order official transcripts through the Campus Director or Program Coordinator on campus. Official transcripts will not be released for students who have a past-due account with Dev Bootcamp.

Transfer Credit and Articulation

Dev Bootcamp will review all prior education and training. Dev Bootcamp does not award credit or transfer credit for prior experiential learning as the training is based on clock hours and hands-on, skill based learning through project deliverables, thus we cannot easily translate similar work completed at another institution to our program.

Dev Bootcamp has not entered into an articulation or transfer agreement with any other college or university that provides for the transfer of credits earned in the program of instruction.

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

The transferability of credits you earn at Dev Bootcamp is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the certificate you earn in the educational program is also at the complete discretion of the institution to which you may seek to transfer or enroll. If the credits or certificate that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you as the student should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Dev Bootcamp to determine if your credits and certificate earned will transfer.

ACADEMIC STANDARDS

Grading System

Student performance is determined by standardized teacher-administered assessments at regular intervals during the term. Outcomes of the assessments fall into one of three groups: (P) pass, (R) repeat, or (NP) no pass.

- (P): Students who are assessed as "passing" are invited and encouraged to continue on to the next phase of the program.
- (R): Students who are assessed as "repeating" are invited and encouraged to repeat the previous phase of the program.
- (NP): Students who are assessed as "no pass" will be dismissed from the program the following school day.

A student who receives a (R) or (NP) on a scheduled evaluation will be placed on probation and must seek extra help from the instructor or teaching assistant.

Students are only allowed to repeat each phase one time while at Dev Bootcamp; therefore, some students who are not able to achieve a "passing" assessment outcome on their second attempt will be dismissed from Dev Bootcamp.

Satisfactory Academic Progress

Satisfactory academic progress (SAP) standards apply to all students at Dev Bootcamp. Students must receive a Pass (P) in the assessments administered in Phases 1, 2, and 3 to meet the satisfactory academic progress standard.

Additionally, students must complete the Web Development program in the normal duration of 18 weeks and 495 clock hours. In order to graduate, a student must successfully complete 100% of the required assignments and maintain attendance throughout the program.

Maximum Time Frame

All students must complete their program of study without having to repeat a phase more than once. Phase 0 should be completed in 9 weeks; Phase 1 in 3 weeks; Phase 2 in 3 weeks; and Phase 3 in 3 weeks. If a student repeats each phase once, the maximum time frame would be 36 weeks.

Students who do not pass the assessment in a given phase must repeat the phase.

Required Evaluation Schedule

The evaluation period for determining satisfactory academic progress for all students will be at the conclusions of each academic phase as noted above. The evaluation will occur on the last day of each academic phase and it will evaluate each student's mastery of the required learning competencies in that phase of study. This evaluation is based on a teacher assessment and also takes into account work attempted and completed by the student during his or her course of study in the phase. Phase 0's evaluation schedule is noted below.

<u>Schedule</u>	<u>Evaluation Point</u>
Phase 0	Week 2 Quiz
	Week 3 Code Review + Quiz
	Week 4 Code Review + Quiz
	Week 5 Code Review + Quiz
	Week 6 Code Review + Quiz
	Week 7 Quiz

Phase 1	Week 12 Assessment
Phase 2	Week 15 Assessment
Phase 3	Week 17 Assessment

Phase 0 Evaluations

Students have 10 formal assessments in Phase 0 (6 Quizzes and 4 Code Reviews). Students receive feedback through:

- **Guided Pairing Sessions:** Students receive direct feedback from the Guide approximately 24 hours following the guided pairing session.
- **Code Reviews:** Students receive feedback from the Guide approximately a week following submission of the code for review.

These assessments are based on the Rubric Scale below as well as feedback from the Guide. The online learning management system (called Canvas) sends a notification to the student when each assignment has been graded.

Rubric Scale:

- **Exceeds Expectations** - This should be a fairly rare score unless a person consistently goes above and beyond and shows an outstanding mastery of the learning outcome. It means going beyond 100%. While some would want to aim for consistently receiving this score, it can actually be a warning flag that the person is too advanced for the material and may not get as much out of the program as they hope.
- **Meets Expectations** - This is the score every person should aim to achieve. It means they demonstrated their knowledge of the learning outcome in a clear way. This is the grade each student should aim for.
- **Slightly Below Expectations** - This score shows that an attempt was made to demonstrate their learning, but it didn't quite show mastery of the learning outcomes. This score could be given if a person answered some, but not all of the question, or if they seemed confused about the topic.
- **Does Not Meet Expectations** - This score shows a lack of an attempt or extreme inability to demonstrate learning. It should generally be given if a student did not demonstrate a particular outcome at all, or if their answer was so confusing it did not show any understanding of the outcome.

Student Assignment Submission

Students are informed on the distance learning platform Canvas that assignments are released every Monday, starting in the first week. The due date for each week's assignment is the immediately following Monday. Students are required to submit their assignments through <https://devbootcamp.instructure.com>. Students are not able to move to the next week until they have successfully completed all of the required work.

Pass (P) assessments for each phase will count as credit attempted and earned and will count toward the maximum time frame. Repeat (R) and No Pass (NP) assessments will count as attempted but not earned and will count towards maximum time frame.

If, at any time, it is determined that it is impossible for a student to successfully complete the program in the maximum time frame, the student will be dismissed.

FINANCIAL INFORMATION

Financial Aid

Dev Bootcamp currently does not participate in federal or state financial aid programs.

Scholarships

Dev Bootcamp recognizes that women and minorities are underrepresented in technology careers such as Web Development. Dev Bootcamp is committed to creating more avenues for talented individuals from underrepresented demographic groups to help drive our future economic growth. A \$1,500 scholarship towards Dev Bootcamp tuition is available for women and for individuals from an ethnic minority group (African-American, Hispanic/Latino-American, Native American, Pacific Islander, mainland Puerto Rico) underrepresented in technology careers.

Military Discounts

A \$1,500 scholarship towards Dev Bootcamp tuition is available for active members and veterans of the U.S. military.

Private Loans

Private loans may have fixed or variable rates. Private student loan lenders can offer variable interest rates that can increase or decrease over time, depending on market conditions. The interest rate on a private loan may depend on the borrower's credit rating. Private student loans have a range of interest rates and fees, and you should determine the interest rate of, and any fees associated with, the private student loan before accepting the loan. You should contact the lender of the private student loan if you have any questions about a private student loan.

Students who receive loans to pay for their course of instruction are responsible for repaying the full amount of the loan, plus interest, less the amount of any refund.

If the student defaults on a federal or state loan, both of the following may occur: (1) the federal or state government or loan guarantee agency may take action against the student, including applying any income tax refund to which the person is entitled to reduce the balance owed on the loan, and (2) the student may not be eligible for other federal student financial aid at another institution or eligible for other government assistance until the loan is repaid.

Tuition and Fees

Effective: May 2, 2016[†]

Web Development

Enrollment Fee:	\$0.00
Registration Fee:	\$100.00
Textbooks	\$0.00*
Tuition:	<hr/> \$12,600.00
TOTAL CHARGES FOR ENTIRE EDUCATIONAL PROGRAM:	<hr/> \$12,700.00

*Students purchase required textbooks on their own.

Method of Payment

Upon execution of the Enrollment Agreement, students are required to either pay the entire total amount of tuition and fees, or provide a \$1,000.00 deposit. The registration fee is included in the deposit amount. Any balance of the total tuition and fees is due 61 days prior to the start of the student's program.

Students may either pay by check, credit card or electronic fund transfer.

Refund Policy

Process for Obtaining a Refund

Students must contact the Director via email in writing **to cancel their seat in the program prior to the program starting and discuss options for deferment if applicable and calculation of refund.**

CANCELLATION POLICY

A full refund will be made to any student who cancels this enrollment contract within 72 hours (until midnight of the third day excluding Saturdays, Sundays and legal holidays) after the enrollment contract is signed. A full refund will also be made to any student who cancels enrollment within the student's first three scheduled class days, except that the school may retain not more than \$100 in any administrative fees charged, as well as items of extra expense that are necessary for the portion of the program attended and stated separately on the enrollment agreement.

REFUND POLICY

1. Refund computations will be based on scheduled course time of class attendance through the last date of attendance. Leaves of absence, suspensions and school holidays will not be counted as part of the scheduled class attendance.
2. The effective date of termination for refund purposes will be the earliest of the following:
 - (a) The last day of attendance, if the student is terminated by the school;
 - (b) The date of receipt of written notice from the student; or
 - (c) Ten school days following the last date of attendance.
3. If tuition and fees are collected in advance of entrance, and if after the expiration date of the 72 hour cancellation privilege, the student does not enter school, not more than \$100 in any administrative fees charged shall be retained by the school for the entire residence program or synchronous distance education course.
4. If a student enters a residence or synchronous distance education program and withdraws or is otherwise terminated after the cancellation period, the school or college may retain not more than \$100 in any administrative fees charged for the entire program. The minimum refund of the remaining tuition and fees will be the pro rata portion of tuition, fees, and other charges that the number of hours remaining in the portion of the course or program for which the student has been charged after the effective date of termination bears to the total number of hours in the portion of the course or program for which the student has been charged, except that a student may not collect a refund if the student has completed 75 percent or more of the total number of hours in the portion of the program for which the student has been charged on the effective date of termination.
5. Refunds for items of extra expense to the student, such as books, tools, or other supplies are separate from refund of tuition and other academic fees. The student will not be required to purchase instructional supplies, books and tools until such time as these materials are required. Once these materials are purchased, no refund will be made. For full refunds, the school can withhold costs for these types of items from the refund as long as they were necessary for the portion of the program attended and

separately stated in the enrollment agreement. Any such items not required for the portion of the program attended must be included in the refund.

6. A student who withdraws for a reason unrelated to the student's academic status after the 75 percent completion mark and requests a grade at the time of withdrawal shall be given a grade of "incomplete" and permitted to re-enroll in the course or program next offered during the 12-month period following the date the student withdrew without payment of additional tuition for that portion of the course or program.

7. A full refund of all tuition and fees is due and refundable in each of the following cases:

- (a) An enrollee is not accepted by the school;
- (b) If the course of instruction is discontinued by the school and this prevents the student from completing the course; or
- (c) If the student's enrollment was procured as a result of any misrepresentation in advertising, promotional materials of the school, or representations by the owner or representatives of the school.

A full or partial refund may also be due in other circumstances of program deficiencies or violations of requirements for career schools and colleges.

8. Refund Policy for Students Called to Active Military Service:

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

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

9. The payment of refunds will be totally completed such that the refund instrument issued or credit card credited into the proper account(s), within 60 days after the effective date of termination. If a third party paid for tuition on your behalf, the refund will be made to that third party in the amount of the refund due (but in no event greater than what that third party paid to Dev Bootcamp). If there is an excess balance of the refund after payment to that third party, that amount will be refunded to you.

The asynchronous portion of the program is not self-paced and students are required to complete each week's work and submit the weekly assignment on schedule to proceed to the next week. Thus, withdrawal during the asynchronous portion of the program will be determined in accordance with the cancellation and refund policies stated above using the date the required weekly assignment is submitted (each Monday) for grading. For example, Week 1 (20 hours) will be counted as completed for refund policy calculations only after the assignment due ---Monday of Week 2-- is submitted.

ACADEMIC PROGRAMS

Web Development Certificate Program

After completing the program, a student is expected to:

- Be able to effectively use core data structures such as Arrays, Hashes, Strings in Ruby
- Be able to model real world scenarios using Object Oriented Design Principles
- Be able to persist data to a Relational Database using SQL and use Ruby to interact with the Databases
- Be able to respond to HTTP requests using the Sinatra web framework
- Be able to use HTML and CSS to layout web pages
- Be able to JavaScript interactive behavior to web pages including asynchronous requests to web servers
- Be able to use best practices for authenticating users (password encryption)
- Be able to interact with third party applications using the OAuth protocol
- Be able to demonstrate proficiency in the Ruby on Rails web framework
- Be able to identify performance pitfalls of web applications and corresponding means of correcting them
- Be able to write unit and integration tests with RSpec
- Be able to test JavaScript with Jasmine
- Be able to identify technical tradeoffs when selecting third party libraries
- Be able to demonstrate proficiency with Git
- Be able to work in Agile development environments

Program Description

The Web Development training program provides a hands-on learning experience that teaches students how to build web applications using JavaScript, Ruby on Rails, SQL, HTML and CSS. The Web Development program is designed to provide students with sufficient technical knowledge and training to pursue entry level software engineering careers as Web Developers. Graduates of the Web Development program find career paths in programming, web design, software development, and software support in a professional office environment. To successfully pursue these career paths a student must possess knowledge in coding techniques, documentation, debugging, testing, data retrieval, and creating and manipulating databases and tables. The Web Development program is not designed to lead to positions in a profession, occupation, trade or career field requiring licensure in

the state.

The Web Development program is a total of 495 clock hours over a period of 18 weeks. The first 9 weeks, Phase 0, are completed remotely. Following Phase 0, the second 9 weeks are completed on-site and students must physically attend 35 hours per week. The on-site program consists of three phases, Phases 1 to 3, of lectures, curated content (books, screencasts, and tutorials), exercises, challenges, games, code competitions and reviews. Training will be instructor led and student driven. There is no requirement for after-hours work, but it is expected that because of the intensive nature of the training program students are likely to study/work evenings and weekends.

Throughout the first six weeks of on-site instruction students participate in Engineering Empathy seminar sessions. These sessions allow students to learn and develop soft skills for use at Dev Bootcamp and in their careers. The goals of Engineering Empathy session are to experience empathy, experience its value, commit to the work of engaging in empathy, and know when you are in empathy and when you are not. Topics covered include super ego, active listening, defensive techniques, mindfulness, self-awareness, emotional reactions, sexism, difficult conversations, emotional intelligence, and conflict resolution.

To earn a certificate for completion of the program, students must successfully complete Phases 0 through 3, including all coding challenges, Phase assessments, and the Phase 3 final project. Students are not required to participate in an internship or externship, or pass a final examination, to complete the program. Details of the required course work and study are below:

Phase 0: Introduction to Programming

Length of Introduction to Programming: 9 weeks x 20 clock hours/week = 180 clock hours (Weeks 1-9 of Program)

Phase 0 of the Web Development is the first phase of the program. The phase is delivered via asynchronous distance education, and includes activities to help the student understand the basics of what a programming language is and its uses. Students understand the basics of what programming language is and are introduced to pseudo-code as a structural language used to describe algorithms, begin learning the essentials of Git, HTML, CSS, Ruby, JavaScript, and SQL programming languages, and gain familiarity with front end techniques and skills.

Program Outline

<i>Unit Number</i>	<i>Title</i>	<i>Hours</i>
0.1	Setting up a Developer Environment	Lab 20 hrs
0.2	HTML and CSS	Lab 20 hrs
0.3	Basic Structure of Ruby	Lab 20 hrs
0.4	Pseudocoding	Lab 20 hrs
0.5	Working with Data	Lab 20 hrs
0.6	Object -Oriented Design	Lab 20 hrs
0.7	Javascript	Lab 20 hrs
0.8	Databases	Lab 20 hrs
0.9	Coding Challenges	Lab 20 hrs

Total: 180 Lab

Subject Description

Setting up a Developer Environment (Week 1)

Prerequisite: None

Unit 0.1 is dedicated to learning the command line, setting up a developer environment on the student's computer, and working with git and GitHub. Students are also introduced to time management strategies, Dev Bootcamp systems, and the culture.

HTML and CSS (Week 2)

Prerequisite: Week 1

In Unit 0.2, students will begin learning HTML and CSS and will build a personal website by the end of the first week. Students will also be introduced to web design basics, such as wireframing.

Basic Structure of Ruby (Week 3)

Prerequisite: Week 2

In Unit 0.3, students will begin learning the structure of Ruby and will solve simple challenges that cement the basics of variable definition, method definition, control flow, and iteration.

Pseudocoding (Week 4)

Prerequisite: Week 3

In Unit 0.4, students will use the basics they learned on week three to create more advanced methods to solve problems. This week focuses on creating a process to solve challenges that includes pseudocoding, writing an initial solution, refactoring the initial solution, running tests, and reflecting on their learning to solidify concepts. Students are also learning how to research and apply the lessons learned.

Working with Data (Week 5)

Prerequisite: Week 4

In Unit 0.5, students begin working with classes more fully and learn how to extract data from a class using attribute methods. They are also introduced and begin working with nested data. They continue to practice the competencies learned in weeks 3 and 4.

Object –Oriented Design (Week 6)

Prerequisite: Week 5

In Unit 0.6, students are introduced to Object-Oriented Design. They work on single responsibility, working with multiple classes, and designing classes.

JavaScript (Week 7)

Prerequisite: Week 6

In Unit 0.7, students dive into JavaScript and learn basic JavaScript syntax for defining strings, integers, arrays, and other objects. They learn how to define an object and add functions to it. They also build functions that can perform mathematical calculations.

Databases (Week 8)

Prerequisite: Week 7

In Unit 0.8 students are introduced to relational databases and basic schema design including one to many, many to many, and one to one relationships. They practice coming up with examples of relationships and design their own sample schemas. They also use an example database to select data based on requirements. They also build on their JavaScript knowledge by learning about nested objects and review HTML/CSS and Ruby.

Coding Challenges (Week 9)

Prerequisite: Week 8

In Unit 0.9, students spend time reviewing by completing Ruby and JavaScript challenges they choose. They also review HTML/CSS by re-working their blog.

Phase 1: Modeling

Length of Modeling: 3 weeks x 35 clock hours/week = 105 clock hours (Weeks 10-12 of Program)

Phase 1 of the Web Development is on-site instruction and practical skill application. Students will: Continue to learn Ruby fundamentals in branching, looping and assignment and learn to think and communicate like a programmer. Write code in a manner that incorporates the end user's needs. Learn to decompose simple problems encountered in programming by breaking them down into easier-to-solve components such as law of demeter, loose coupling, frequency of change, etc. Learn to use a database to model a real-world system. Understand common Ruby error messages and be able to trace them to specific lines in the written code.

Program Outline

Unit Number	Title	Hours
1.1	Writing Applications in Ruby	Lecture 15/Lab 20 hrs
1.2	Object Oriented Programming	Lecture 15/Lab 20 hrs
1.3	Databases/ActiveRecord	Lecture 15/Lab 20 hrs
		Total:45 Lecture/60 Lab

Subject Description

Writing Applications In Ruby (Week 10)

Prerequisite: Phase 0

Unit 1.1 focuses on problem solving techniques and practices that will help students break down large problems into smaller more manageable subsets and continues to provide instruction in the Ruby programming language acquired in Phase 0. Near the end of the first week students will be provided a team challenge allowing them to practice these skills in a group setting. These skills include items such as:

- Pseudocoding
- Working with Control Flow Statements (if/else, for, while, etc)
- Algorithmic Thinking
- Recursion
- Defining Methods
- Conditionals (if/else)
- Looping and Iteration (while, loop, Array#each)
- Ruby Core Classes

- String
- Array
- Hash
- Regexp

The Unit 1.1 session of Engineering Empathy introduces students to Engineering Empathy at Dev Bootcamp. The discussion will focus on how members of the dominant group and non-dominant group show up in people's daily lives and how does it show up at Dev Bootcamp. The practice will be introduced in enacted in the deep dive session with time for questions and clarifications. Topics Include:

- Emotional Intelligence
- Embracing confusion, exposing ignorance.
- Super Ego

Object Oriented Programming (Week 11)

Prerequisite: Phase 0

Unit 1.2 students are introduced to the Object Oriented Programming paradigm and dive deeper into programming language constructs such as Classes and Modules and begin to look at the merits of following best practices when designing software. The coverage of Object Oriented Programming includes discussions and challenges on:

- Defining what an Object is in Object Oriented Programming
- Defining what a Class is in Object Oriented Programming
- Creating Classes with Ruby
- Instantiating instances with Ruby
- Defining Inheritance
- Defining Composition
- Designing Classes with Single Responsibility
- Model, View, Controller (MVC) Design Pattern

Towards the end of the week, students begin to explore persisting data in relational databases. Topics include:

- Schema Design
- Database Relationships
- One-to-One
- One-to-Many
- Many-to-Many
- SQL Queries: SELECT, JOIN, INSERT, DELETE, UPDATE

The Unit 1.2 session of Engineering Empathy explores students' concepts of emotional intelligence and whole

self. The discussion will focus on levels of sharing, the role, power and origin of shame, what develops and fuels the inner critic, and how to identify and practice personal boundaries. In exploring emotional intelligence, students will consider those persons who numb emotion versus those who express freely, how tendencies manifest, and how to interact with persons exhibiting those behaviors. Topics Include:

- Inner Critic
- Emotional Intelligence
- Whole Self-Awareness

Databases/ActiveRecord (Week 12)

Prerequisite: Phase 0

Unit 1.3 continues to build and refine the concepts of persisting data in relational database and introduces the Ruby gem ActiveRecord. ActiveRecord topics include:

- Migrations - Creating or Altering Database Tables
- Models - Behavior Inherited from ActiveRecord::Base
- Validations - Data Integrity
- Associations - Creating Relationships Between ActiveRecord Models

The Unit 1.3 session of Engineering Empathy explores sexism and micro aggressions. The discussion will focus on intention vs. impact of language, feelings of powerlessness, systemic oppression, privilege and marginalization, and intersectionality of identities. Topics Include:

- Sexism
- Micro aggressions
- Intersectionality

Phase 2: Web Technology

Length of Web Technology: 3 weeks x 35 clock hours/week = 105 clock hours (Weeks 13-15 of Program)

Phase 2 introduces students to web development and web based technologies. By the end of this phase students are able to create a web application using Ruby for server side (backend) programming and HTML, CSS, and JavaScript for client side (frontend) programming. Students will: Receive an overview of how the web works. Get comfortable using HTML tags and their attributes; learn to troubleshoot HTML documents; and gain awareness of web standards, HTML5 and the semantic web. Understand how to use inline and external CSS to style HTML documents. Learn to use RESTful design, Sinatra and Active record to build applications. Use MVC design pattern to build web applications. Understand when and how to use Javascript code.

Program Outline

Unit Number	Title	Hours
2.1	HTTP/Sinatra	Lecture 15/Lab 20 hrs
2.2	JavaScript/Ajax	Lecture 15/Lab 20 hrs
2.3	Web APIs	Lecture 15/Lab 20 hrs
		Total:45 Lecture/60 Lab

Subject Description

HTTP/Sinatra (Week 13)

Prerequisite: Phase 1

Unit 2.1 Students are introduced to HTTP and how to route HTTP requests to the appropriate handler on the server. Toward the end of the week students are able to route HTTP requests through the server to the database and rendering responses from templates back to the client. Topics for the week include:

- HTTP Requests - GET, POST, PUT | PATCH, DELETE
- Request Routing
- Templates with ERB
- HTTP Responses (Rendering Response vs. Redirect)
- HTTP Cookies and Sessions
- Securing Web Applications With Credential Based Authentication (username/password)

The Unit 2.1 session of Engineering Empathy explores difficult conversations. In particular, the discussion will focus on the concept that Conflict is not bad and effective processing of conflict is a key behavior in effective teams. The discussion will also include the impact of communication in determining Insight or understanding into the hidden factors or motivators and what was intended as opposed to what was interpreted. Topics Include:

- Communication Skills
- Benefits of Conflict
- How to have Difficult Conversations

JavaScript/Ajax (Week 14)

Prerequisite: Phase 1

Unit 2.2 turns the focus on the client side with instruction on HTML, CSS, and JavaScript. Topics include:

- Semantic Markup with HTML
- CSS Box Model
- CSS Floats
- Page Layout with CSS

- Introduction to jQuery
- Event Handling
- AJAX

The Unit 2.2 session of Engineering Empathy explores environmental triggers that cause an emotional response. The discussion will focus on understanding what happens to the brain when it is triggered. Students will learn skills on how to act and react when they or others are triggered. Topics Include:

- Triggers
- Self-Regulation
- Self-Awareness

Web APIs (Week 15)

Prerequisite: Phase 1

Unit 2.3 looks at integrating 3rd Party information into a web application via API requests and later transitions to using authenticated requests with OAuth. In this week students also begin to explore how to expose information in their web applications to 3rd Parties by creating a web API. Topics include:

- Content Types (JSON, XML, HTML)
- HTTP Statuses
- OAuth Protocol
- API Endpoints
- API Documentation

The Unit 2.3 session of Engineering Empathy explores conflict and feedback. The discussion will focus on the strategies people use deal with conflict, how to confront and effectively deal with conflict, and how to receive and provide feedback throughout conflict. Topics Include:

- Conflict Resolution
- Self-Awareness
- Feedback

Phase 3: Development Framework (Rails and Javascript)

Length of Development Framework: 3 weeks x 35 clock hours/week = 105 clock hours (Weeks 15-18 of Program)

Phase 3 introduces the Ruby on Rails framework, emphasizes best practices such as testing, code organization and introduces concepts found in most JavaScript MVC frameworks. Phase 3 is the final technical phase and includes a final project to allow the student to showcase all that has been learned throughout the program. Students will: Put together all the moving parts of the Rails framework and build an original APP from scratch! Plan a web application

using Agile methodology and use TDD/BDD to build it. Use debugging tools to fix bugs in the code. Learn to use Rspec, Rack, and Capybara tests to test out any errors in an application before it is ready for use by the end user.

Program Outline

Unit Number	Title	Hours
3.1	Ruby on Rails	Lecture 15/Lab 20 hrs
3.2	JavaScript/API	Lecture 15/Lab 20 hrs
3.3	Final Project	Lab 35 hrs
		Total: 30 Lecture/75 Lab

Subject Description

Ruby on Rails (Week 16)

Prerequisite: Phase 2

Unit 3.1 begins Phase 3 and introduces the Ruby on Rails framework and focuses on the different components of a Rails application. This includes:

- Directory Structure of a Rails Application
- Routing with ActionDispatch
- Rails Controllers
- Rails View Helpers
- Building an API with Rails

JavaScript API (Week 17)

Prerequisite: Phase 2

Unit 3.2 begins to review the best practices emerging in client side JavaScript. This is accomplished by providing the students with requirements that when complete will provide most of the functionality of the Backbone.JS framework. This includes:

- JavaScript Views
- JavaScript Controllers
- JavaScript Model
- Asynchronous Model Updates
- Single Page Application Development

Final Project (Week 18)

Prerequisite: Phase 2

Unit 3.3 is final project week. Students will pitch ideas for an application and then be assigned to teams of 3 - 5 to design and build a full-stack web application. During this week teachers will be acting as lead engineers and providing reviews of code and feedback on the application code bases. Students present the Project to the entire school and are assessed on how well they meet these objectives with three measures:

- Project design, execution, documentation, and presentation
- Code contributions and work as submitted to GitHub
- Project team members' reviews and critique

Total Program

Lecture	Lab	
	180	Phase 0
45	60	Phase 1
45	60	Phase 2
30	75	Phase 3
<hr/>		
120	375	= 495 total

Occupational Outcomes

Web Development (Certificate)

Upon earning a certificate of completion for the Web Development program, the student will be prepared to take entry-level positions as a web developer, front/back end developer, software engineer, and QA engineer. This means a student shall know how to:

- Create, modify, debug, and support web applications using a typical web stack of Postgres, Ruby on Rails, HTML, CSS, and some JavaScript.
- Design and produce web applications and interfaces including computer-to-computer APIs.
- Perform in an agile development methodology based environment.
- Create test scripts and debug code.
- Research and evaluate solutions and prototypes through fieldwork.
- Function as a team member.

The Web Development program is not designed to lead to positions in a profession, occupation, trade or career field requiring licensure in the state.

CLASS SCHEDULE

The training is scheduled from 9:30am-12:30pm and 2:00pm to 6:00pm, Monday – Friday. Students will receive a break from 12:30-2:00pm for lunch. One hour of instructional time is defined as a sixty-minute period.

ACADEMIC CALENDAR

2017 Holiday Schedule

New Year's Day	January 2, 2017
Martin Luther King Day	January 16, 2017
Memorial Day	May 29, 2017
Independence Day	July 4, 2017
Summer Break	July 3 – July 7, 2017
Labor Day	September 4, 2017
Thanksgiving	November 23 - 24, 2017
Christmas Day	December 25, 2017
Winter Break	December 25 – 29, 2017

2017 Web Development Program Dates

Phase 0 Start	Phase 1 Start	Graduation Date
1/23/2017	3/27/2017	5/26/2017
4/17/2017	6/19/2017	8/25/2017
7/17/2017	9/18/2017	11/17/2017
10/9/2017	12/11/2017	2/16/2018