Bloom Institute of Technology
Course Catalog

January 1, 2022 – December 31, 2022

Volume I

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WELCOME MESSAGE

Welcome to Bloom Institute of Technology, and congratulations on taking the first step toward a high-paying career in tech.

The most important thing we tell new Bloom Institute of Technology students is: commit now to hustling harder than you ever have before.

You have a critical opportunity to develop your skills between now and graduation, and there's a good chance that the next several months will swing the trajectory of your career more than any others. Your time at Bloom Institute of Technology will be some of the most intense, impactful months of your life – now is the time to put your head down and work, and every instructor, career coach, and staff member will do everything possible to help you succeed. We're so excited that you're here.

Let's get started.

Sincerely,

Austen Allred,
Co-Founder & CEO

MISSION

The mission of Bloom Institute of Technology is to unlock potential, regardless of circumstance. That means working with untapped or underutilized talent, and training that talent for in-demand careers in the technology fields including web development, engineering, enterprise backend development, and data science.

Bloom Institute of Technology is committed to making the field of technology more accessible, and will provide an educational environment that respects the values of individual students and their intellectual, cultural, and social development. It is Bloom Institute of Technology's intention to:

- Foster among students, faculty, and staff a commitment to life-long learning.
- Provide opportunities for students to exercise a positive influence and be productive in society.
- Prepare students for entry-level employment in technology fields including web development, software engineering, enterprise backend development, and data science.

OBJECTIVES

In order to fulfill its mission, Bloom Institute of Technology is committed to the following objectives for its educational and training programs:

- To provide the basic and prerequisite knowledge to specialize in the field of technology.
- To educate students to become well-qualified professionals in their chosen field.
- To provide practical training to enhance students' capabilities in their chosen field.

HISTORY

Founded in 2017, Bloom Institute of Technology ("BloomTech") is a unique model of higher education in which the institution invests in its students, instead of the other way around. Bloom Institute of Technology requires no upfront tuition. Tuition payments do not begin until students find a job providing an annual salary of at least $50,000. This commitment from Bloom Institute of Technology supports its mission of finding untapped or underutilized talent and training that talent for in-demand jobs in technology. The institution has raised funds previously from investors including Y Combinator, GV, Bedrock Capital, and Tandem.

APPROVALS

Bloom Institute of Technology is approved to operate by California's Bureau for Private Postsecondary Education, Georgia's Nonpublic Postsecondary Commission, District of Columbia's Higher Education Licensure Commission, the Texas Workforce Commission

- Career Schools and Colleges, Michigan's Department of Labor and Economic Opportunity - Workforce development-Postsecondary Schools, and Utah's Department of Commerce.

    A. Bloom Institute of Technology is REGISTERED UNDER THE UTAH POSTSECONDARY PROPRIETARY SCHOOL ACT (Title 13, Chapter 34, Utah Code).
    B. Registration under the Utah Postsecondary Proprietary School Act does not mean that the State of Utah supervises, recommends, nor accredits the institution. It is the student's responsibility to determine whether credits, degrees, or certificates from the institution will transfer to other institutions or meet employers' training requirements. This may be done by calling the prospective school or employer.
    C. The institution is not accredited by a regional or national accrediting agency recognized by the United States Department of Education.

FACILITY AND EQUIPMENT

Bloom Institute of Technology offers training online in a live virtual classroom. Students complete distance education coursework at a location they determine.

System Requirements
- Minimum
    - 1.6 GHz Processor
    - 4 GB RAM
    - 120 GB Hard Drive
    - Web Cam
    - Microphone
    - Consistent access to internet, e.g., Wi-Fi
- Recommended
    - 2 GHz Processor
    - 16 GB RAM
    - 256 GB Hard Drive (preferably solid state)

Recommended operating systems (in descending order): macOS, Windows 10 Pro, Ubuntu.

Students using other versions of Windows will likely encounter major issues with virtualization tools that are required for completing coursework. Instructors will not be able to provide technical support in these cases. For this reason, Bloom Institute of Technology recommends *only* Windows 10 Pro for PC users.

Chromebooks are *not* supported, as coursework involves installing and running software locally.

Please refer to the current Learner Guide for full details on system requirements.

TUITION AND FEES

Program	Registration Fee Non-Refundable	Books / Supply Fees	Other expenses	Tuition	**Total Cost
Full Stack Web Development	$0	$0	$0	$21,950	$21,950
Data Science	$0	$0	$0	$21,950	$21,950
Enterprise Backend Development	$0	$0	$0	$21,950	$21,950
Web3 Development	$0	$0	$0	$5,500	$5,500

**Cost of total charges for a period of attendance and estimated schedule of total charges for the entire educational program.

TUITION PAYMENT OPTIONS FOR FULL STACK WEB, DATA SCIENCE, AND BACKEND DEVELOPMENT

You have options for how you pay for your Bloom Institute of Technology program:

A Bloom Institute of Technology Income Share Agreement (ISA):
- Tuition is your ISA's cap (i.e., the maximum amount you may owe under the ISA).
- Prior to signing an ISA, you will be provided detailed disclosures and additional information about payment, deferrals, and other important items. Visit our ISA FAQ's anytime for more information.
    - **ISA Option 1:** $7,950 upfront payment due after you sign the Enrollment Agreement and an ISA, with a cap of up to $30,000. Maximum Total Cost of ISA Option 1 is up to $37,950. Please see your ISA for more details.
    - **ISA Option 2:** $2,950 upfront payment due after you sign the Enrollment Agreement and an ISA, with a cap of up to $40,000. Maximum Total Cost of ISA Option 2 is up to $42,950. Please see your ISA for more details.

Pay tuition in one sum:
- You owe the full tuition amount after you sign the Enrollment Agreement and before your first day of instruction.

3 Part Installment Plan:
- If you choose to pay using our 3 part installment plan you owe the first installment of $7,317 after you sign this agreement for all programs, the second installment of $7,317 is due by the first day of sprint 7 for Data Science & Web and first day of sprint 10 for Enterprise Backend, and the third installment of $7,316 is due by the first day of sprint 13 for Data Science & Web and first day of sprint 19 for Enterprise Backend.

Tuition installment payments are due before the start of the first day of each respective Sprint. Failure to make required tuition payments, on any plan, may result in academic suspension and/or withdrawal.

TUITION PAYMENT OPTIONS FOR WEB3 DEVELOPMENT

Pay tuition in one sum:
- You owe the full tuition amount after you sign the Enrollment Agreement and before your first day of instruction.
- Web3 students will have the option to pay their tuition in one sum via credit card or ACH. For students who wish to pay via ACH please email financialservices@bloomtech.com to be invoiced.

TUITION RESPONSIBILITY

Students are responsible for paying the full tuition amount listed above. If a student obtains a loan, financing, and/or other payment arrangement including an income share agreement (ISA), that student is responsible for repaying the amount owed under agreement, or loan amount plus any interest or the amount owed, including under my ISA, as applicable, in each case less the amount of any applicable refund if that student withdraws or is withdrawn. Once a student enrolls, the tuition amount will not and cannot be changed based on any factor other than Sprints ended as noted in this Catalog.

HOLIDAYS

Bloom Institute of Technology observes the following holidays and week-long breaks, as applicable:

Monday Holidays (US only)
- MLK, Jr. – third Monday of January
- Memorial Day – last Monday of May
- Labor Day – first Monday in September

Week long breaks
- Summer Break – 1st week of July
- Thanksgiving Week Break – last week of Nov (4th Thursday)
- Winter Break – Two weeks (dates announced)

ENROLLMENT PERIODS

Enrollment periods begin three months prior to the first day of classes for each program term and end one week prior to the first day of classes.

PROGRAM TERM DATES FOR 2021 / 2022

Start Date for All Programs	Anticipated Completion Date for Data Science & Full Stack Web Development	Anticipated Completion date for Enterprise Backend	Anticipated Completion date for Web3 Development
8/2/2021	1/28/2022	NA	NA

8/30/2021	8/22/2022	NA	NA
9/27/2021	3/25/2022	06/03/2022	NA
10/25/2021	4/22/2022	07/01/2022	NA
11/29/2021	5/20/2022	08/05/2022	NA
01/10/2022	07/01/2022	09/30/2022	NA
02/07/2022	08/05/2022	10/28/2022	4/18/2022
03/07/2022	08/26/2022	11/25/2022	5/16/2022
04/11/2022	09/30/2022	01/06/2023	6/20/2022
05/09/2022	10/28/2022	02/10/2023	7/25/2022
06/06/2022	12/02/2022	03/10/2023	8/15/2022
07/11/2022	01/13/2023	04/07/2023	9/19/2022
08/08/2022	02/10/2023	05/05/2023	10/17/22
09/05/2022	03/10/2023	06/02/2023	11/14/2022
10/03/2022	04/07/2023	06/30/2023	12/19/2022
10/31/2022	05/05/2023	08/04/2023	1/23/2023

REPEAT CONTENT POLICY

Bloom Institute of Technology's Competency Based Progression model allows students to repeat content that they have not yet demonstrated competency in. Learning at Bloom Institute of Technology follows a competency based progression model, and students may need to repeat portions of class to ensure students have the skills to succeed in their program and new field. That may mean extending the length of their program. If certain assessments are not passed, the student may repeat a portion of the program that covers the objectives they did not achieve. Students that are not demonstrating adequate effort or progress may be withdrawn from the program. Please see the full Competency Based Progression Policy in the Learner Guide.

CLASSROOM DAYS / HOURS

Bloom Institute of Technology provides distance education courses/programs in real-time where the distance education coursework is completed at a location determined by the student.

Every day, you will spend 5 to 7 hours outside of the mandatory live class studying and coding. Although our flexible schedule is designed to fit into your life, you must invest about 40 hours a week, including:
- 8 hours of mandatory live instruction
- Daily projects, due at midnight PST
- Daily warm-ups, due at 9am PST
- Friday sprint challenges, due at 5pm PST
- Optional support hours every day

During Build Weeks and Labs, your schedule may change to include daily live stakeholder meetings, stand-ups with your teams, and more.

Live instruction occurs from 9:00am - 11:00am Pacific Standard Time, M-Th.

ADMINISTRATION DAYS / HOURS
Office hours are Monday through Friday, 9:00am to 5:00pm (Pacific).

COURSE TIME HOURS
Academic credit is measured in clock hours. A clock hour is defined as a 60-minute period of time with no less than 50 minutes of coursework.

ADMISSIONS

ELIGIBILITY
To be eligible to apply and enroll at Bloom Institute of Technology, prospective students must:
- Be 18 years of age or older prior to the expected start date;
- Have a high school diploma or equivalent or pass the approved Ability to Benefit exam
- Complete the admissions application and supplemental items
- Provide documentation of a minimum score of 80 on the TOEFL iBT examination if the student is not proficient in English
- Have no outstanding ISA to Bloom Institute of Technology or other entity
- The Enterprise Backend Development program requires proof of ability to work in the United States

PROCEDURE
Prospective students are invited and encouraged to explore the website to learn more about Bloom Institute of Technology courses and admissions: Admissions & Criteria.
To apply:

- Submit an online application at https://bloomtech.com/go
- Review the course catalog
- Complete assigned supplemental items in the Admissions dashboard
    - Complete the Entrance Examinations
        - All Courses: Complete CCAT and earn a minimum score of 23
        - Data Science: Complete and pass the Skills Challenge and earn a score of 11
        - Enterprise Backend Development: Complete the Skills Challenge and earn a score of 60%
    - Complete the proof of education section or Ability to Benefit test

Prospective students will be notified by email and their admissions dashboard of the decision to accept or deny admission the admissions procedure has been completed.

ENROLLMENT PROCESSES

- Student's start is conditional upon the admitted applicant completing all post-enrollment checklist items by assigned deadlines
- Applicants may need to confirm with an Enrollment Advisor prior to starting school
- Complete all pre-course work/tests/self-assessment and enrollment paperwork by 5:00pm pst 12 days prior to class start date;
- Attend "Bloom Institute of Technology Orientation," our mandatory student orientation, and
- Be provided with the Institution's Course Catalog.
- Provisional acceptance is granted to every accepted applicant who must attend "Bloom Institute of Technology Orientation," our mandatory student orientation before the first day of scheduled class to be determined full acceptance.
- Web Development Applicants must complete the Pre-Coursework (15 hours) prior to start of school

INTERNATIONAL STUDENTS AND ENGLISH LANGUAGE SERVICES

Bloom Institute of Technology does not offer visa services to prospective students from other countries or English language services. Bloom Institute of Technology does not offer English as a Second Language instruction. All instruction occurs in English. English language proficiency is documented by:

1. The CCAT exam.
2. Bloom Institute of Technology's receipt of prior education documentation as stated in the admissions policy.

FOREIGN TRANSCRIPT EVALUATION

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

The following is a sample of foreign transcript and degree evaluators. Bloom Institute of Technology does not endorse any evaluators.

- Foreign Consultants: http://www.foreignconsultants.com/
- Educational Credential Evaluators: http://www.ece.org/
- Educational Perspectives: http://www.educational-perspectives.org/
- International Consultants of Delaware: http://www.icdel.com/
- International Research Foundation, Inc.: http://www.ierf.org/
- World Education Services: http://www.wes.org/

While Bloom Institute of Technology does accept students from all around the world, the following factors must be carefully considered if you are not a US citizen:

- Income Share Agreements are available to people who live in the US who are US Citizens, US Permanent Residents, DACA recipients, and European Union Citizens living within the European Union. Other people can still attend Bloom Institute of Technology by paying the tuition upfront or arranging separate payment plan(s).
- Almost all courses are taught on Pacific Time so it is important to think about how you will adjust according to your time zone.

READMISSION POLICY

Students applying for readmission into the same program (if available) must follow the instructions provided by the LAAC committee, including repeating the full admissions process. Supporting documentation and/or information should be provided regarding the mitigating circumstances that caused the withdrawal/termination, along with the change in circumstances that will allow the student to successfully complete the program.

Timelines and conditions for re-admission are described under the following titles of this catalog: Grading System/Incomplete, Satisfactory Progress, Academic Probation, Attendance Policy, Leave of Absence, Student Conduct and other published policies. Students wishing to be readmitted and enrolled should contact the helpdesk. Students must be in good financial standing with the institution to re-enter and re-start Bloom Institute of Technology at Sprint 1.

If a re-admitted student was terminated for unsatisfactory progress on Academic Probation at the time of his/her previous withdrawal or termination, the student will be placed on that same status at the time of re-entry for the next evaluation period. Bloom Institute of Technology will advise the student of this action and document the student's file accordingly. If the student does not demonstrate satisfactory progress at the end of this probationary period, that student's enrollment shall be terminated.

NOTICE CONCERNING NON-ACCREDITATION, CREDIT NON TRANSFERABILITY, AND TAX

As a non-accredited institution, Bloom Institute of Technology does not accept transferred-in credits or provide credits transferable to other institutions. Bloom Institute of Technology does not issue 1098-T or other tax forms for payments of upfront tuition or on your ISA.

REFUND POLICY

THE STUDENT'S RIGHT TO CANCEL

We are aligned for your success and support you every step, but we understand in some cases you may not be able to continue or want to withdraw from Bloom Institute of Technology.

See your enrollment agreement for more information regarding your refund policy.

For Full Stack Web Development, Data Science, and Backend Development students:
You may withdraw from a program without owing any tuition or penalty before the end of Sprint 2. If you withdraw or are withdrawn between the end of Sprint 2 (for all programs) and the end of Sprint 14 for Web & Data Science or Sprint 18 for Enterprise Backend, you will be responsible for a pro-rata portion of your tuition and receive a refund for applicable amounts paid in advance. If you withdraw or are withdrawn after you complete Sprint 14 Web & Data Science or Sprint 18 for Enterprise Backend, you will be responsible for 100% of your tuition. Please note sprint completion is defined as 7:59 am PT on the day of starting a new sprint.

For Web3 Development students:
You may withdraw from a program without owing any tuition or penalty before the start of Sprint 2. If you withdraw or are withdrawn between the start of Sprint 2 (and the start of Sprint 6, you will be responsible for a pro-rata portion of your tuition and receive a refund for applicable amounts paid in advance. If you withdraw or are withdrawn after you start Sprint 6 you will be responsible for 100% of your tuition.

Bloom Institute of Technology's RIGHT TO WITHDRAW OR TERMINATE

Bloom Institute of Technology can terminate your enrollment or withdraw you at any time for failure to comply with policies in the Learner Guide, including lack of attendance. Note: Students may miss no more than eight hours of class per month. If you are withdrawn from Bloom Institute of Technology, the tuition proration policy will apply based on when you are withdrawn. This holds true for all forms of tuition payments and if you withdraw or are withdrawn. Note that depending on the reason for withdrawal, you may not be eligible for re-admission.

HOW TO WITHDRAW FROM THE PROGRAM AND CANCEL YOUR ENROLLMENT

You can withdraw by contacting the Learner Success team via The Hub support ticket or by sending an email to support@bloomtech.com effective the day of the clear message requesting withdrawal.

HOW REFUNDS WORK

Within 45 days, amounts due to you per the chart below will either be refunded directly to you if prepaid or, for ISAs, communicated to your ISA service provider for adjustment to your ISA cap (which is your tuition amount).

If any portion of the tuition was paid from the proceeds of a loan or by a third party, any applicable refund shall be sent to the lender, third party or, if appropriate, to the state or federal agency that guaranteed or reinsured the loan.

TUITION PRORATION FOR TUITION OWED AFTER WITHDRAWAL

If you withdraw or are withdrawn, we will calculate owed tuition per the chart below. Sprints last 1 week.

The end of a Sprint under this chart means all the classes in that sprint have occurred (whether or not you attended those classes or turned in assignments) and the next sprint has not started. This does not require a passing mark.

When you choose one of the ISA options your upfront tuition deposit/payment will vest first. After your whole upfront tuition deposit/payment is 100% vested, your ISA begins to vest. When issuing a refund or pro-rating the amount owed, BloomTech will first prorate amounts due under the ISA, then prorate amounts paid upfront.

WITHDRAWAL

For the purpose of determining a refund under this section, a student may be deemed to have withdrawn from a program of instruction when any of the following occurs:
- The student notifies the institution of the student's withdrawal or as of the date of the student's withdrawal, whichever is later.
- Bloom Institute of Technology terminates the student's enrollment for failure to comply with policies that includes student's conduct and lack of attendance. Note: Students may miss no more than eight hours per month.

ACADEMIC POLICIES

GRADING SYSTEM

Depending on the program students will cover a total of 10 - 36 sprints of curriculum and time spent building projects. Each sprint will conclude with a Sprint Challenge. Student performance on a Sprint Challenge is graded with a 1-2-3 rating.

1: Did not meet objectives (does not pass)
2: Met objectives (passing)
3: Met objective (passing) and surpassed expectations

Students that receive a "1" rating may flex (re-attempt) the Sprint Challenge in order to demonstrate mastery of the content.

Students who are unable to pass sprints with a 2 or 3 score will repeat the unit. Please see the Learner Guide for more information about the competency based progression policy.

All Sprint Challenge grading or ratings are found on the student dashboard located at: https://dashboards.Bloom Institute of Technologyschool.com/students/first-last/ Students can find their progress and scores by replacing "first" and "last" in the above URL with their first and last names.

Students are able to repeat the unit one time (for a total of two times through the content of a unit). Failure to pass a unit on the second attempt will result in a student being withdrawn from the program. Please see the Learner Guide for more information on the Competency Based Progression policy.

Bloom Institute of Technology's response to, or evaluation of, each student lesson, project, or dissertation is returned to the student within 10 days after receipt.

Final course grades are based on demonstration of meeting the learning outcomes as stated on each course syllabus:

Grade	Grade Percentages
P – Pass	70%-100%
F – Fail	69% or below
R – Repeated	Based on grade
W – Withdrawal	0%

P – Pass: Any course with a "P" grade is identified as successful completion to graduate.

F – Fail: Any course with a "F" grade must be repeated and passed to graduate.

R – Repeat: When a course is repeated to improve a previously earned grade, the first grade is replaced with a new grade upon completion of the repeat. Any course that has a grade of "F" (Fail) or "W" (Withdrawal) is required to be repeated. Any course with an "R" grade is not calculated into the grade point average.

W – Withdrawal: Withdrawal, a "W" grade is provided when a student leaves the course or is withdrawn from the institution prior to the scheduled completion of a course. Any course with a "W" grade is not calculated into the grade point average.

SATISFACTORY PROGRESS

Bloom Institute of Technology's standards of satisfactory progress apply to all students. Students must continually maintain satisfactory progress in order to continue their education at Bloom Institute of Technology. To maintain satisfactory progress, students must achieve a minimum academic standard, progress at a satisfactory rate toward program completion, and complete the program of study within the parameters established in the competency based progression structure

within 1.5 times the normal scheduled length of the program. The standards for academic progress consist of the following elements:

1. Sprint 1 Completion: Sprint one must be passed prior to the end of sprint 2. Failure to pass sprint 1 will result in a student being withdrawn from the program.
2. Maximum Program Length: A student in a program of study measured in clock hours must not exceed more than 1.5 times the clock hours in the program. Any student who fails to complete a program of study within the stated 1.5 attempted clock hours may be placed on probation or withdrawn from Bloom Institute of Technology.
3. Evaluation Points: A student's academic progress will be evaluated at the end of 25%, 50%, and 75% of the maximum time frame.
4. Minimum Academic Achievement and Course Completion Standards: Students must achieve a passing grade in each course attempted to maintain satisfactory academic progress. Course evaluation methods are all graded using the following grading scale:

ACCURACY	GRADE
70% – 100%	Pass
0% – 69%	Fail

Students achieving these standards are considered in good academic standing. A successful course completion standard at each evaluation point ensures that the student can successfully complete the program of study within the maximum time frame.

Failure to meet the minimum standards at the evaluation point will result in the student being placed on academic probation until the end of the next unit. A student who fails to meet the minimum standards at 50 percent of the maximum program length (MPL) evaluation point will be withdrawn unless special or mitigating circumstances have occurred.

Special or Mitigating Circumstances: The Program Manager of Learner Success, in their sole discretion, may waive interim satisfactory academic standards for special or mitigating circumstances outside the control of the student. The circumstances must be documented, and the student must demonstrate that these circumstances had an adverse impact on the student's satisfactory progress in the program.

ACADEMIC PROBATION
Students who fail to meet satisfactory academic progress standards may be academically deferred (need to repeat) to a later section. Depending on the situation, a student may be placed on a longer academic probation wherein they may be required to wait up to three months before rejoining an active section. Students remain eligible

to continue classes during the probation period and will be considered to be making satisfactory academic progress during the probationary period. Probationary students who fail to meet satisfactory academic progress by the conclusion of the probationary period will be deemed not to be making satisfactory academic progress and may be withdrawn at the discretion of Bloom Institute of Technology.

In the event such a student is allowed to continue with instruction, eligibility to continue will be reinstated only after the student has reestablished satisfactory academic progress in accordance with the Satisfactory Academic Policy. In the event a student is withdrawn due to not making satisfactory academic progress, all policies regarding Bloom Institute of Technology's refund policy will apply. Probationary students who meet satisfactory academic progress by the conclusion of the probationary period will be removed from academic probation.

REMEDIAL WORK AND REPEATED COURSES

Bloom Institute of Technology does not offer remedial work. When a unit is repeated, the higher grade for the repeated subject class will be considered in the determination of the student's grade average for the course of study.

ATTENDANCE

Attendance is required. We monitor attendance closely during video lectures and from time to time we'll check in on your group or pair programming work as well. Attendance is critical to success in the program.

If a student resides outside of the US and takes a US-based course, they should consider how they will adjust their schedules to attend, as all classes are taught on Pacific Time.

Exceptions to the attendance requirement may be made for extenuating circumstances at the discretion of a member of the Learner Success team. Bloom Institute of Technology allows for excused absences only when notice has been provided within 48 hours of the planned date of absence. Depending on the circumstances, students may be asked to provide documentation from a third party in order to verify reasoning behind the planned absence.

For Full Stack Web Development, Data Science, Backend Development Students: Students may miss no more than eight hours per month and are required to connect with a member of the Learner Success Team regarding missing hours. Missing more than eight hours per month may result in deferment to a later class or being withdrawn from the program, determined on a case-by-case basis. We understand life happens and emergencies arise, so students should speak to a member of the Learner Success Team if they know they will miss class for any reason.

For Web3 Development Students: Learners must log-in to the LMS no less than 1 time per week to complete assignments. Attendance will be taken via login and viewing data on BloomTech School's LMS.

TARDINESS AND EARLY DEPARTURES
Attendance is taken during guided project time.

MAKE-UP EXAMS
Students will have a pre-defined and scheduled day to complete a Sprint Challenges (A Sprint Challenge is the method by which a student is "tested" or evaluated for understanding of curriculum).

Bloom Institute of Technology and the instructors realize that certain circumstances may prevent a student from being present on the day of the scheduled Sprint Challenge. Students may request a different day to complete the Sprint Challenge if within three days of the original scheduled Sprint Challenge. The request must be submitted through a support ticket within The Hub and pre-approved by a Learner Success team member.

MAKE-UP WORK
Students that have missed a live lecture, assignment, project, or any other designed activity in the scheduled class time may make up that work by doing so outside of scheduled class time. Students that choose to do make-up work must do so within the same week that the work was done by other students in attendance.

Students that wish to perform make-up work must coordinate with a member of the Learner Success Team and seek verification of completion. Any make-up work completed by a student must be completed before the scheduled Sprint Challenge.

LEAVE OF ABSENCE POLICY
A leave of absence (LOA) or "Hiatus" will be considered and may be granted at the discretion of the Learner Success team member provided:
1. The LOA does not exceed 3 weeks (for exceptions see leave of absence policy in the Learner Guide);
2. The LOA is requested by the student in writing prior to the first date* of the LOA;
3. The LOA is formally approved by the institution prior to the first day* of the requested LOA; and
4. The student is in good standing prior to LOA request.

STUDENT CONDUCT EXPECTATIONS

General Information

The Code of Conduct is set forth to give students general notice of academic and non-academic expectations. Here at Bloom Institute of Technology, we are committed to the success of our students. That focus drives everything we do. Besides providing a clear framework, the policies and procedures in the Learner Guide are designed to mirror expectations our students will see in a professional or workplace environment. Additionally, we want every student at Bloom Institute of Technology to have as positive a learning environment as possible - something we all play a role in.

The Code of Conduct should be read broadly and is not designed to define misconduct in exhaustive terms. The Code of Conduct is an overarching policy that also includes all published policies and procedures within the Learner Guide. All students are expected to know and abide by the Code of Conduct and all published policies and procedures contained within the Learner Guide.

In addition, we may from time to time publish announcements to students about topics related to the Code of Conduct. We will endeavor to ensure that updates are reflected in the Learner Guide, but overall, we expect that students abide by guidance provided by staff.

Student Rights and Responsibilities

At Bloom Institute of Technology, we value an educational environment that respects the values of individual students and their personal and professional development. We strive to create and maintain an environment in which individuals are treated with dignity, decency, and respect, and the best learning happens. Each student has the responsibility to take an active role in their learning and understanding, and to contribute to an environment where all can learn.

As agreed to upon enrollment, students are responsible for reading and understanding the expectations and guidelines of Bloom Institute of Technology as stated in the Enrollment Agreement, Learner Guide, and Code of Conduct. If a student has questions about certain conduct, or whether an expectation applies in Bloom Institute of Technology's programs and activities, and it is not explicitly stated, they should reach out to the Learner Success Team via The Hub support ticket for clarification. Students also have the responsibility to remain in communication with Bloom Institute of Technology administration, by checking the email the student provided upon application to Bloom Institute of Technology, reading and engaging in Slack channels and direct messages, and reading all institution announcements (including The Hub and Slack).

Bloom Institute of Technology protects students' privacy. We do not provide personal information to non-service provider third parties except as requested by the student, or as required by subpoena, warrant, or as otherwise directed or permitted by law.

A Note About Speech Rights

Bloom Institute of Technology has both the right and responsibility to maintain a professional, respectful, and learning-centered environment. Although we welcome feedback and ideas, as a private institution, we may remove content that violates the Code of Conduct or Learner Guide, is deemed to be disruptive to the learning environment, and/or is not aligned with Bloom Institute of Technology's mission, values, and/or goals.

Scope and Application of the Code of Conduct

The Code of Conduct, along with all other published policies and procedures in the Learner Guide may be applied to behavior that is in-person, written, or conducted online. Alleged violations of the Code of Conduct that occur outside of a student's active enrollment at Bloom Institute of Technology (during admissions, Leave of Absences, or post graduation) are also subject to the conduct process, up to and including withdrawal from the program or removal from post graduation programs, resources, and services.

Certain conduct may violate the Code of Conduct as well as the law. Bloom Institute of Technology reserves the right to investigate and to initiate the conduct process regardless of the prospect of or pending civil or criminal proceedings. Bloom Institute of Technology's resolution process differs from legal proceedings in that the goal is to promote learning, growth, and to preserve the educational environment. Bloom Institute of Technology may move forward to resolution prior to, simultaneously with, or following criminal or civil proceedings. Resolution of an alleged violation will not change on the grounds that a civil or criminal case has been resolved via dismissal, settlement, or reduction.

Slack, The Hub, and email are our main tools of communication at Bloom Institute of Technology. We encourage students to engage in curriculum related discussions and ask for help through the appropriate Bloom Institute of Technology Slack and The Hub channels. While we do not want to stop the gathering of Bloom Institute of Technology students outside of official channels we cannot as an institution be held liable for anything that happens in the spaces that we do not govern. However, the institution reserves the right to further investigation and possible removal of a student for offenses such as bullying, harassment, etc. if such behavior is brought to our attention.

Policies in the Learner Guide, including but not limited to the Code of Conduct, may be enforceable for incidents that happen outside of Bloom Institute of Technology that affect the Bloom Institute of Technology community (for example personal social media pages, Twitter, Facebook, or in-person meet ups). The following criteria will be

used to determine if an incident that happens outside of Bloom Institute of Technology networks will be considered an alleged violation of the Learner Guide:

1. When the incident was recognized by others as being carried out by a Bloom Institute of Technology student;
2. When the incident adversely impacted the mental, emotional, or physical health, safety, and/or security of Bloom Institute of Technology community members;
3. When the incident adversely impacted the mission and/or values of Bloom Institute of Technology; and/or
4. Whether the incident was a violation of federal or state laws or regulations, or local ordinances.

Process When a Violation of the Code of Conduct Occurs

We do not actively seek out violations of the Learner Guide or Code of Conduct. If we come across an issue, or someone brings concerning behavior to our attention, the Learner Success Team will work to determine if the behavior may be a violation of the Code of Conduct or Learner Guide. If a violation is alleged (or confirmed), we will generally:

- Notify the student(s) involved
- Meet with the student(s) involved
- Gather information about the incident(s)
- Work to prevent reoccurance

In most cases, students will be notified of the alleged violation (through Slack messaging, and/or email,) and have an opportunity to meet with a member of the Learner Success Team or their designee to share their perspective. Additionally, Bloom Institute of Technology reserves the right to immediately remove a student from the institution without notice or opportunity for a hearing for behavior deemed to be disruptive to the learning environment and/or not in line with Bloom Institute of Technology's mission, values and goals. Bloom Institute of Technology may also take steps to limit a student's access to the Bloom Institute of Technology community, for example Slack access, while an investigation takes place.

When determining if a student has violated a policy, Learner Success Staff or their designee will look at the information to see if the violation is "more likely than not" to have occurred. Determinations will be made by a member of the Learner Success Team or their designee. When deciding the appropriate action to take, we consider the severity of the incident, the context in which it took place, and student communications, if applicable. A student's lack of response to staff communication or refusal to participate in the process may also factor in the decision. Actions taken to prevent future occurrence may be educational in nature or may include actions up to

withdrawal from Bloom Institute of Technology. If a student is found to be responsible for a violation of the Learner Guide, Code of Conduct, or other published policies, the student will be notified of the decision, along with any resulting outcomes up to, but not limited to being removed from platforms, repeating or reattempting academic work, temporary or permanent withdrawal from Bloom Institute of Technology, or other educational assignments.

Participation and Attendance

Bloom Institute of Technology expects each student to actively participate in their course by attending all lectures, having an online presence during course hours, engaging with the Bloom Institute of Technology community, and collaborating with other students. Active participation with the student's cohort, and Build Week team are required to progress through the program.

Student attendance may be verified through engagement in any and all platforms used by Bloom Institute of Technology (Canvas, Slack, Zoom, etc.).

Coursework and Projects

Bloom Institute of Technology expects students to complete each and every assignment given as part of the course because the concepts learned in one assignment are a building block needed for future assignments. Even if a student knows a concept, repetition solidifies the foundation of their knowledge. We encourage students to reach for stretch goals and practice on their own.

Coursework and relevant assignment and Sprint Challenge deadlines are housed in Canvas. Students are responsible for ensuring that their coursework is submitted in the appropriate manner and on time.

Owning your Learning

It is ultimately the student's responsibility to take an active role in their learning and understanding, alongside the structure and support provided by Bloom Institute of Technology. This might mean that to demonstrate competency with the material, students might put in additional study hours beyond scheduled class time. Or, that students might benefit from resources beyond Bloom Institute of Technology support channels, such as to learn another programming language or enhance their understanding of a concept and to prepare themselves. While we are here to provide support and assistance, students are ultimately responsible for their own learning and success.

Asking for Help

If a student feels lost or is stuck on an assignment, it's their responsibility to reach out to the Bloom Institute of Technology community for help. Students may not always be given the answer, but they will be provided with the tools to come up with the answer

on their own. Students should use the following steps in order when they need help on technical problems/challenges and coursework:

1. Use the 20 Minute Rule (work on the problem on your own for 20 minutes)
2. Post your question or issue in the discussion forum within The Hub
   a. Check your cohort calendar and Slack communications for formal help hours
3. Reach out to additional resources, with the understanding that these are not available 24/7
   a. Instructor for the unit
   b. TA

Academic Integrity

Bloom Institute of Technology expects students to understand and maintain high standards of academic integrity. The goal of Bloom Institute of Technology is that our students learn the material and are able to demonstrate competency. Asking for help and researching online are a key part of learning, and in the world of collaboration and open source, this can be tricky to navigate. Although you can search the web, read articles and documentation, and review code snippets and examples for help, you should be able to put all these assistance tools aside and write code from scratch. Students should not submit any code or content that they did not write as their own work. For our purposes, breaches of academic integrity include, but are not limited to the following:

- **Inappropriate Collaboration -** Collaboration on assignments is prohibited unless explicitly permitted or directed by your instructor. Collaboration includes student, professional, and/or technological assistance other than personal research for inquiries.
- **Plagiarism and Cheating** - Plagiarism is a form of academic dishonesty that includes the wrongful appropriation of another's work, thoughts, ideas or expression. Plagiarism can include copying code or content from instructors, other students, outside sources, or generally submitting work that is not one's own. Giving your solution code to another student to copy, or copying another students' work, is considered cheating.
- **Sharing Solution Code** - Bloom Institute of Technology projects and curriculum are the property of Bloom Institute of Technology. Any unauthorized sharing of project solution code within or outside of the Bloom Institute of Technology community is considered cheating, and may result in dismissal from the program.
- **Inappropriate use of Intellectual Property and Copyright Violations** - We expect all students to respect the intellectual property rights of Bloom Institute of Technology, instructors, staff, other students, as well as those of any and all

external parties. Bloom Institute of Technology owns all code for Bloom Institute of Technology assigned projects. Students own any code that they write for projects outside of the core Bloom Institute of Technology curriculum, even if these projects were written during their enrollment in Bloom Institute of Technology. Intellectual property violations include copyright violations, using, and/or linking materials to which you do not have the rights. Bloom Institute of Technology may request that you remove any content or material (either within Slack or externally) that is found to violate any Learner Guide policy, contractual term, law, and/or any intellectual property right. Content posted to Bloom Institute of Technology Slack spaces, The Hub, and Canvas also belongs to Bloom Institute of Technology.

For any project you are submitting, you should be able to set research tools and notes aside and write your own code. In investigating suspected academic integrity violations, the Learner Success Team may use the following questions to evaluate the situation:

1.   Who created the original code and/or content?
2.   For what purpose was that code and/or content created?
3.   To what extent was the original code and/or content changed?

Behavioral and Community Standards

One of Bloom Institute of Technology's most important jobs is building and maintaining a strong, supportive, positive learning environment that leads to successful career outcomes for all Bloom Institute of Technology students. Bloom Institute of Technology takes that job very seriously. Any activity (creating distractions, bullying, harassment, etc.) that negatively impacts the learning environment may result in being removed from the program. If removed from the institution for violations of the Learner Guide, Code of Conduct, Enrollment Agreement or other published policies, the student may qualify for a proration of their income share agreement (ISA) or retail installment contract (RIC), or partial upfront or installment plan tuition refund. Personalized information about tuition options and related policies can be found on a student's MyBloom Institute of Technology page.

Professionalism and Respect

Bloom Institute of Technology is a professional environment. It is expected that students act accordingly. Punctuality, timeliness, accountability, and open communication are crucial not only for a student's success at Bloom Institute of Technology, but also in their careers afterward. The professional expectations Bloom Institute of Technology requires of its students are the same a student's future employers will expect of them. Professionalism should be a theme that runs through a student's work and interactions at Bloom Institute of Technology. This includes communication via Slack, Zoom, content of a student's work, and naming conventions.

A good rule of thumb is: if a student wouldn't do or say it in front of an employer or colleagues at their job, they shouldn't do it here at Bloom Institute of Technology.

Bloom Institute of Technology is fortunate to have students, instructors, and staff from extremely diverse backgrounds. Contribute to creating a positive experience for everyone by being respectful in communication. Students are expected to do their part to make Bloom Institute of Technology a welcoming place to learn by encouraging their fellow students, offering support, and listening to others. Bloom Institute of Technology does not tolerate discriminatory, harassing, or insulting remarks to other students, instructors, staff, or anyone else, online or in person; for more detail see the Discriminiation and Harassment policy below.

Alcohol and Other Drugs

Students are expected to abide by local laws and regulations regarding the use of alcohol and other drugs. In addition, the following are considered violations if a student does so while participating in Bloom Institute of Technology programs and activities:

- Consuming alcohol and other drugs during institution hours. Other drugs include, but are not limited to, cannabis (in all forms), controlled substances, prescriptions (when used in any manner and/or by any person other than what has been prescribed by a medical professional), and the use of synthetic or natural substances ingested for an intoxication effect.
- Use or display of drug paraphernalia, including but not limited to items or objects used or designed for inhaling, ingesting, or otherwise introducing drugs into the body.
- Disorderly and/or disruptive behavior caused by the use of alcohol or other drugs.
- Exhibiting signs of intoxication during Bloom Institute of Technology programs and activities.

When participating in Bloom Institute of Technology meet-ups, students who are of legal age to drink and choose to do so are encouraged to drink responsibly and arrange alternative transportation if needed. Please note that Bloom Institute of Technology will not pay for or provide alcohol for students during meet-ups.

If a student has a concern about another individual regarding alcohol or other drugs, they should notify the Learner Success Team via support ticket in The Hub.

Property and Resources

Students are responsible for maintaining the appropriate security of Bloom Institute of Technology property, both tangible, like computers and tech equipment, and intangible intellectual property such as curriculum and content. Unless otherwise

agreed in writing, Bloom Institute of Technology property in the student's possession or control must be immediately returned to Bloom Institute of Technology upon any extended leave, withdrawal, completion, and/or termination.

Students may not take, attempt to take, keep in their possession, sell, or attempt to sell property (intellectual or physical), information, services, or accounts belonging to Bloom Institute of Technology or other individual(s). This includes, but is not limited to, loaned equipment. Students also may not commit actual or attempted damage or destruction of any property or item, including intellectual or physical property, information, and/or accounts.

Weapons

Students are expected to abide by local laws and regulations regarding the use and possession of weapons.

While participating in Bloom Institute of Technology programs and activities (lectures, support hours, etc.) it is expected that all students abide by the following expectations, regardless of local laws and regulations:

- Refrain from wielding, displaying, or using weapons or weapon paraphernalia while engaging in Bloom Institute of Technology programs and activities
  - Weapons include, but are not limited to: firearms, explosives, knives, clubs, martial arts weapons, swords, bows and arrows, hand grenades, or other objects that have been designed with the intent to harm another person or property.
  - Weapons also include, but are not limited to: pellet, BB, or airsoft guns, blackjacks, slingshots, Billy clubs, or metal knuckles (including replica or facsimile weapons), toy weapons, electroshock devices, stun guns, or any other devices that could reasonably be mistaken for a weapon or explosive.
  - Weapon paraphernalia includes, but is not limited to: ammunition, firearms accessories, empty holsters and magazines, and parts of a weapon.

Discrimination and Harassment

Bloom Institute of Technology strives to create and maintain an educational environment in which individuals are treated with dignity, decency, and respect. As such, Bloom Institute of Technology will not tolerate any form of harassment generally, and in particular, based on an individual's protected status that is unwelcome and is sufficiently severe, persistent, or pervasive; causes reasonable fear for safety; and/or interferes with or limits employment, education, or ability to participate in or benefit from Bloom Institute of Technology's programs, activities, or resources. Bloom Institute of Technology prohibits unlawful discrimination against and harassment of staff, instructors, and students. Bloom Institute of Technology will seek to prevent,

correct, and discipline behavior that violates this policy, and such behavior may result in withdrawal from the school.

Discrimination
Discrimination under this policy is conduct directed at an individual or group of individuals because of their race, color, national origin, ethnicity, sexual orientation, gender identity, religion, gender, marital status, age, disability status, or genetic information that subjects the individual or group of individuals to different treatment so as to adversely affect the individual's or group of individuals employment or educational experience at Bloom Institute of Technology.

Harassment
Harassment is conduct directed at an individual or group of individuals because of their race, color, national origin, ethnicity, sexual orientation, gender identity, religion, gender, marital status, age, disability status, or genetic information that has the purpose or effect of unreasonably interfering with an individual or group of individuals' employment or educational experience or creating an intimidating, hostile, or offensive environment.

Harassment includes any verbal, physical, or online conduct and includes, but is not limited to: slurs, epithets, or other threatening, intimidating, hostile, or abusive treatment directed at an individual or group of individuals based on the protected statuses described above.

In order to constitute a hostile environment, the harassment must be sufficiently severe, persistent, or pervasive enough to create an environment that a reasonable person would find it intimidating, hostile, or abusive. A single incident may create a hostile environment if it is sufficiently severe. Additionally, while a single incident may not be classified as creating a hostile environment, the incident will be addressed so it is not repeated.

Reporting Discrimination and Harassment
Students who believe they have been discriminated against or subjected to harassment in accessing Bloom Institute of Technology's programs or activities based on a protected status or otherwise, should contact the Student Success Team via support ticket in The Hub. Complaints are treated confidentially to the extent possible.

Retaliation
Bloom Institute of Technology prohibits retaliation against any person because of that person's good-faith participation in the reporting, investigation, or resolution of any alleged violation of the Learner Guide, Code of Conduct, or other published policies. Retaliation can be physical, verbal, via third party, or using electronic means, and may include, but is not limited to: harassment, intimidation, threats, or adverse actions

against a student, staff member, instructor, or other Bloom Institute of Technology community member. Retaliation may result in immediate removal from the school.

Threatened or Actual Physical or Psychological Harm

As a community of learners, Bloom Institute of Technology prohibits the following:

- Behavior that is threatening and/or intimidating, or harassing in nature and expresses or implies interference with personal safety, education, employment, or participation in Bloom Institute of Technology's activities, resources, or that causes the person(s) to have reasonable fear that such behavior is about to occur.
- Stalking, both physical and online. Includes, but is not limited to behavior that threatens or endangers the physical or psychological safety of a person(s), or creates a reasonable fear or intimidation of such a threat or action.
- Doxxing, which is uncovering and/or sharing a person's private or confidential information, often for the purpose of intimidation.
- Any act or series of acts of physical, social, or emotional domination or intimidation, commonly referred to as "bullying" that causes fear of or physical or psychological harm and/or interferes with employment, education, or ability to participate in or benefit from Bloom Institute of Technology programs, activities, or resources.

Digital Environment Standards

While these expectations apply primarily to Zoom, The Hub, and Slack as they are the main forms of communication for Bloom Institute of Technology, it is expected that all students abide by the expectations in this section during all institution programs and activities, and on all Bloom Institute of Technology platforms.

Communication Guidelines

Professionalism is expected when creating and joining Slack channels, participating in academic and social discussion, and via posts, comments, questions, and responses to others. The creation of new channels is encouraged only when there is not an existing channel that covers the topic or interest. The creation of private channels is reserved solely for Bloom Institute of Technology staff and instructors. The naming of channels and content within is expected to be professional and in line with the policies and procedures found in the Code of Conduct and Learner Guide.

Bloom Institute of Technology reserves the right to delete Slack channels and content (posts, images, emojis, threads, questions, comments, and responses) that are not aligned with our mission, values, Learner Guide, or Code of Conduct.

Additionally, inappropriate behavior on Slack, Zoom, and other Bloom Institute of Technology platforms includes, but is not limited to:

- Calling attention to all community members using the @channel or @here function without explicit permission given by staff
- @'ing, and/or otherwise harassing, bullying, being disrespectful, inappropriate, or unprofessionally calling out individuals (students, staff, and instructors)
- Failing to follow the directions of staff or instructors (for example, continuing to post when directed not to)
- Being a disruption to the community
- Being disrespectful toward others (students, staff, instructors, and the school)
- Providing feedback in ways other than directed (for example, in channels outside the scope of where feedback was directed by the school)
- Spamming students, staff, or instructors
- Shopping for different answers (for example, sending direct messages to multiple staff and/or instructors about the same issue after already having received an answer)
- Using channels for solicitation/marketing of a personal business or for personal gain
- Misuse of channels - using channels for something other than the intended purpose
- Posting political content in channels other than #politics

Use of Cameras
Students are expected to have their cameras on and pointed at their faces while in lectures, breakout sessions, and conversations with Bloom Institute of Technology community members. If a student is unable to have their camera on due to webcam malfunction or unstable internet connection, it is expected that the student will contact the Learner Success Team. Issues such as malfunctions and unstable internet are to be dealt with by the student in a timely manner.

Conduct on Camera
While the following expectations described here are primarily for Zoom interactions, they may apply elsewhere in the program.
- Food: eating should be kept to a minimum while on camera and should not distract or disrupt others.
- Drinks: Alcohol is not to be consumed while on camera and is not to be consumed during scheduled institution hours. This also includes having alcohol in sight or on display while on camera.
- Smoking/Smokeless tobacco: Smoking of any kind (cigarette, vaping, e-cigarette, etc.) is not permitted while on camera. This also includes chewing tobacco.
- Clothing: It is expected that students are fully clothed while on camera and that their clothing does not contain any obscene, offensive, or derogatory messages or images.

Account Pictures

Students are expected to add a profile picture to their Bloom Institute of Technology associated accounts. This picture must be a professional looking picture of the student's face. The picture may not be a caricature, drawing, or cartoon image of the student's likeness. It is not acceptable to have any other image for a profile picture in platforms used for Bloom Institute of Technology.

Names

Students are expected to use their legal name for Slack, Zoom, and all communication within Bloom Institute of Technology. Students who utilize a preferred name will need to contact the Learner Success Team via support ticket in The Hub so that we may update records.

Safety

Bloom Institute of Technology is committed to safety and encourages students to take precautions at all times, including but not limited to while using Zoom. Students should use Zoom to attend lectures, guided projects, and meetings while in a space where they are able to concentrate and not endanger themselves or others. We encourage students to use their best judgement and not participate in dangerous and/or physical activities while on Zoom, including but not limited to driving.

Recording and Screenshots

Bloom Institute of Technology values and respects student, staff, and instructor privacy. It is expected that all students will respect this privacy as well. Therefore, it is considered a violation of the Code of Conduct to:

- Use electronic or other devices to make an audio, photographic, screenshot, or video record of a person(s) without prior knowledge or permission in each instance.
- Store, share, or distribute such records by any means, including the unauthorized recording of personal conversations, images, meetings, or activities.
- Create, store, share, or distribute created likeness of any person(s) without prior knowledge or permission. This includes, but is not limited to, emojis, gifs, and memes.

Please note that screenshots may be taken and used for the purpose of reporting behavioral concerns to Bloom Institute of Technology staff. These should be submitted via support ticket in The Hub, and not shared in Slack channels. Additionally, taking screenshots and sharing snippets of code or class material for the purpose of soliciting help or assistance in understanding a concept is permitted.

Feedback

Bloom Institute of Technology encourages critical thought, discourse, and feedback from our students, including reflections on the institution itself, our policies, or anything else. We value student feedback and welcome it anytime via support ticket in The Hub, module reflections, communication with staff and instructors, and others.

GRADUATION REQUIREMENTS

Students are expected to pass a sprint challenge at the conclusion of each week of curriculum or project-based learning. Additionally, students are expected to pass a unit assessment at the conclusion of each course unit and a final assessment at the end of their program. Therefore, students are considered a "graduate" once they have received a passing rating for every sprint challenge, unit assessment, and final assessment. Students that pass these will be given a Certificate of Completion from Bloom Institute of Technology for program completion and are provided a digital badge from Acclaim for web-based credentials.

The following requirements must be met for a student to graduate from any program at Bloom Institute of Technology:
1. Successful completion of all program courses and hours; and
2. Earn a minimum cumulative grade point average of 70%.

All grading or ratings are found on the student dashboard located at: https://dashboards.Bloom Institute of Technologyschool.com/students/first-last/. Replace "first" and "last" with your name in the URL.

For students and alumni who wish to obtain their transcripts please submit a support ticket within The Hub to request a copy.

STUDENT SERVICES

Bloom Institute of Technology Orientation

An orientation will be provided to new students. Orientation will be scheduled the Wednesday and Thursday before the first day of class. This is a live orientation, called Bloom Institute of Technology Orientation, led by a member of the Learner Success or Instruction team. The orientation will cover a wide range of topics designed to brief new students on the rules, regulations, and policies of the school.

Attendance at orientation is required.

ACADEMIC ADVISING

Academic advising may be initiated by Bloom Institute of Technology personnel or the student when the need is identified. Students may initiate academic advising by requesting support from the Learner Success by submitting a support ticket in The

Hub. For more information on how to contact Front Desk, see the Tools & Platforms section of the Learner Guide.

LEARNING RESOURCES

Bloom Institute of Technology provides all instructional materials necessary for the program. Bloom Institute of Technology does not maintain a library. Students may access the internet for additional resources. Internet resources are available 24 hours a day and accessible with an internet connection.

ZOOM

Zoom is an online remote meeting service. While at Bloom Institute of Technology students will use Zoom to receive lectures, guided projects, pair programs, work on group projects, and receive 1:1 support from the Instruction team, and more.

Each student will be required to download Zoom and set up their free account before the first day of orientation. Students should refer to the Learner Guide for expectations regarding the use of Zoom for Bloom Institute of Technology courses and activities.

SLACK

Slack is an online communication tool used widely in the tech industry. For Bloom Institute of Technology, it is the most important and frequent way we communicate with students. If a student has never used Slack before, they should get to know it well. Nearly every company in Silicon Valley uses it, and it's rapidly becoming a point of competence across software engineering teams.

Once a student has filled out their confirmation form, we will add them to the student Slack workspace and assign them to a few main channels depending on their class and group.

Example: If a student is joining the WEB18 class (Full Stack Web, Class 18), their main Slack channels will be *#WEB18* and *#WEB18_help*.

When setting a Slack avatar, students need to use a professional profile photo of their face, just as they would for a job. Also, students must use their first and last name on their profile. If a learner is stuck, they should jump into the discussion forums and knowledge base within The Hub. There, they can get help and assistance from their peers, TAs, and instructors.

When it is time for a lecture, a Zoom link will be posted in the class channel with the @channel tag, which should send students both desktop and push notifications. Students should be sure to follow the schedule and be on time for those lectures, as their class may not wait for students who arrive late.

There are also several unofficial location-specific Slack channels (e.g. #Austin, #Seattle, or #Virginia) students can join. In the past, students have organized meetups in their area. To browse all public channels, click *Channels* in the Slack sidebar.

Typing a message in Slack that includes "@here" or "@channel" notifies everyone in that channel. This sends an alert to their desktop, or, in many cases, their personal cell phones. As such, these commands are reserved for instructors and staff.

CANVAS

Bloom Institute of Technology is a 100% online institution with no physical locations for students to learn from or meet. Bloom Institute of Technology does not have a traditional library due to their online presence and the subject matter taught.

Bloom Institute of Technology's "library" is 100% online and housed on the platform called Canvas. Within Canvas students have access to videos, assignments, daily syllabi, and resources Bloom Institute of Technology has created for students who need extra help.

STUDENT RECORDS

Student records will be maintained on site at the administrative site for five years from the last date of attendance. Transcripts are maintained permanently.

EMPLOYMENT ASSISTANCE

Bloom Institute of Technology graduates work directly with the Careers team to produce career materials, prepare for interviews, and understand how to optimize the job search. Bloom Institute of Technology shares job opportunities for graduates to apply to and provides direct introductions to partner companies where appropriate. All Bloom Institute of Technology alumni have continued access to Career Team support.

NO GUARANTEE OF EMPLOYMENT

While Bloom Institute of Technology will assist graduates in developing job search skills such as resume and cover letter development, interviewing, and appropriate interview follow-up activities, it cannot and does not guarantee the student will find employment nor does it guarantee the student will realize a given salary following graduation.

GRIEVANCE PROCEDURE

If a concern occurs, the student is asked to discuss the matter with a Learner Success team member. Students may raise the concern with any member of the Learner Success team or submit a support ticket through The Hub. If a resolution cannot be reached, students are asked to document their concern.

Documentation should include:
- Relevant dates
- Describe the original concern
- Summarize past conversations with individuals from the Learner Success team
- Desired outcome

The student should send the documentation to the Program Manager of Learner Success. After the documentation has been reviewed, the student can expect a response within 10 business days following receipt of the documentation.

CATALOG CHANGES

Information about Bloom Institute of Technology is published in this catalog, which contains a description of policies, procedures, and other information about the school. Bloom Institute of Technology reserves the right to change any provision of the catalog at any time. 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 institution policies. By enrolling in Bloom Institute of Technology, the student agrees to abide by the terms stated in the catalog and all institution policies.

SCHOLARSHIP

About the Unlocking Potential Scholarship
The Bloom Institute of Technology School Unlocking Potential Scholarship was created to affirm future tech leaders and make careers more financially accessible for aspiring women, Black, Latinx, and Native American, Veteran, and additional under-represented aspiring software engineers. BloomTech is providing $600,000 in scholarships to advance equitable pathways to technical careers.

This scholarship cannot be combined with any other BloomTech scholarship programs. You can see the full terms and conditions here (Link).

Application Process
Applicants must meet eligibility criteria, including having been admitted to Bloom Institute of Technology, and submit a complete Scholarship Application for consideration by the Scholarship Application Deadline. You can see a full overview of the deadlines in the chart below.

Scholarships are evaluated holistically on the basis of your financial need and responses to three short essay questions. We are seeking to assist financially candidates who demonstrate leadership potential and strong goal commitment to a future career in programming.

Scholarship awards range from $1,000 to $3,000 and are taxable. A maximum of 10 are awarded each month. You will be notified of your decision, and if selected, you will be notified via email about how to submit your W-9 form, which is required for BloomTech to disburse your scholarship. You must complete Sprint 1 to be eligible for a disbursement. Disbursements will be processed through Bill.com.

Students may only receive the Unlocking Potential Scholarship one time while enrolled at BloomTech. There is not an appeal process and all decisions on applications are final.

PROGRAMS

The programs herein are not described in sequential order. Additionally, units and sprint order may be subject to change. For the exact order in which you will receive your program, please review your course content within Canvas.

FULL STACK WEB DEVELOPMENT

Required Program Length: 960hours / 24 weeks (Full Time)

Cumulative Final Exam: None
Graduation Document: Certificate Of Completion
Standard Occupational Codes / Potential Employment Titles: 15-1134
Sample of reported job titles: Web Developer, Programmer, Software Engineer, Technology Applications Engineer, Web Development Director, Web Development Instructor, Webmaster

Program Description:
This program teaches the foundations of web development and computer science. Students will learn full-stack development with some of the most in-demand technologies. Upon successful completion of the program, students will have built and worked on multiple apps. This course of instruction prepares individuals for entry-level jobs such as: web developer, front-end developer, backend developer, and full-stack developer. Graduates may find suitable employment with technology companies, as well as traditional companies with the need for web applications and websites.

Program Objectives:
Upon successful completion of this program the student should be able to:
1. Develop Web application front ends using HTML, CSS, and JavaScript
2. Develop Web servers using Node.js and RDBMS such as SQLite and PostgreSQL
3. Understand, explain, and apply fundamental computer science concepts

Schedule: Mon-Fri 8 a.m. to 5 p.m. PST

Program Outline:

Full Stack Web Development Core	Course Title	Lecture	Lab
	User Interface and Git	8	32
	Advanced CSS and Intro to JavaScript	8	32
	JavaScript Fundamentals	8	32
	Job Sprint 1	0	40
	Applied JavaScript	8	32
	Intro to React	8	32
	Single Page Applications	8	32
	Job Sprint 2	0	40
	Advanced React	8	32
	Advanced State Management	8	32
	Advanced Web Applications	8	32
	Job Sprint 3	0	40
	Build a Web API	8	32
	Adding Data Persistence	8	32
	Authentication and Testing	8	32
	Job Sprint 4	0	40
	Total Hours:	**96**	**544**

Applied Computer Science	Course Title	Lecture	Lab
	Applied CS 1-4	32	128
	Total Hours:	**32**	**128**

Bloom Institute of Technology Labs	Course Title	Lecture	Lab
	Labs 1 - Planning a Project	5	35
	Labs 2 - Demonstrating Contribution	5	35
	Labs 3 - Giving and Receiving Feedback	5	35
	Labs 4 - Presenting Your Work	5	35
	Total Hours:	**20**	**140**
	Total Program Hours		**960**

COURSE DESCRIPTIONS

<div style="background-color:orange; text-align:center;">Full Stack Web Development Core</div>

User Interface and Git   **40 Clock Hours**
Having the ability to craft user interfaces is key for full stack web developers in all organizations. Another key ability for professional developers is knowing how to use Git. We cover both topics throughout the week culminating in a multi-page website sprint challenge.

The goal of this sprint is to build user interfaces and introduce Git into our work-flow. Concepts covered: Semantic HTML, box model, display types, layout techniques, flex box, basic terminal use, basic Git use.

Advanced CSS and Intro to JavaScript   **40 Clock Hours**
Responsive design pushes our basic CSS styling forward into thousands of devices. A growing trend in today's market continues to be mobile devices that range from large tablets to small screens. You need to be able to correctly deliver content to all of these mediums.

Preprocessors introduce variables, scoping, mixins, and functions into CSS allowing for a more robust programming experience. Most development shops rely heavily on preprocessors to get large amounts of work done across multiple teams. Learning how to use preprocessors will increase overall CSS productivity, reduce errors, and prepare students for the workplace.

Preprocessing is a great introduction to JavaScript concepts like scope, variables, and DRY code paradigms.

JavaScript Fundamentals   **40 Clock Hours**
Everything we teach during the first couple months of your experience here at Bloom Institute of Technology revolves around software engineering for the web. One of the most powerful web languages is JavaScript. Without it, there is no modern web. Web browsers use JavaScript to power rich user experiences we have all come to expect.

Bloom Institute of Technology looks at JavaScript through this analogy. Think of a web page as a house. You need someone to architect and get in the structure of your house, someone to add in the design, and someone to add in the electricity to power the house. If you were to think about HTML, CSS and JavaScript as the three necessary building blocks, for a web page, HTML could be the blueprint of what your house should be, CSS is the design of your house and JavaScript powers the electrical interactions that your house needs to have in order to be functional.

JavaScript is everywhere today! And we have the opportunity here to dive deep enough into the language to teach you how to be proficient in building modern, complex and beautiful web applications that are used to power the web today!

Job Sprint 1   **40 Clock Hours**
Review previous curriculum in preparation for assessments. Complete projects and submit for review. Complete job search preparedness activities.

Applied JavaScript   **40 Clock Hours**
This week is all about exposing you to applying your Javascript knowledge to the Document Object Model and creating rich Javascript user interfaces.

Intro to React   **40 Clock Hours**
React is one of the most popular UI libraries today, and in terms of Single Page Applications many (including the react team) tend to think of the library as the "V" in MVC. That is, the View layer of the Model, View, Controller paradigm. React is a pattern, a mindset, that will help developers that use it, build small, reusable pieces of UI that can be easily put together to make a large scale application.

Single Page Applications   **40 Clock Hours**
This week we'll be learning about using React Router. With the UI Library (React) and the Client Side Routing Library (React Router) you'll be able to craft rich, robust and highly scale-able Single Page Applications. We will also learn about controlling forms with React, and take our first look at what automated testing is.

Job Sprint 2   **40 Clock Hours**
Review previous curriculum in preparation for assessments. Complete projects and submit for review. Complete job search preparedness activities.

Advanced React   **40 Clock Hours**
We continue our journey into React with some more advanced topics like class components, custom hooks, and testing.

Advanced State Management   **40 Clock Hours**
Welcome to the extensive world of state management in React. In this sprint we'll get hands-on experience with Context API, Redux and more!

Advanced Web Applications   **40 Clock Hours**
Here you'll learn important authentication techniques and automated deployment tools. Additionally, you will learn the skills necessary to automatically test the sophisticated applications you've been building.

Job Sprint 3   **40 Clock Hours**
Review previous curriculum in preparation for assessments. Complete projects and submit for review. Complete job search preparedness activities.

Build a Web API   **40 Clock Hours**

In this sprint you will learn about Node.js, a runtime environment used to execute JavaScript code outside the browser. You will also learn how to use the popular Express framework to build Web APIs based on the REST (Representational State Transfer) architectural style.

At the end of this sprint you will be able to build and deploy high performance RESTful Web APIs that can power all apps of all kinds: Internet of Things, Mobile and Web Applications.

Adding Data Persistence   **40 Clock Hours**

Learn how to store and manage information using Relational Databases like SQLite and PostgreSQL. You will learn to manage the data stored in Relational Databases using JavaScript and Structured Query Language (SQL).

At the end of this sprint you will know how to design and build a Relational Database that satisfies user's requirements and add it to a Web API

Authentication and Testing   **40 Clock Hours**

For this sprint you will learn how to secure the information managed by a Web API. You will learn how to use Sessions, Cookies and JSON Web Tokens (JWTs) to add Register, Login and Logout functionality.

Job Sprint 4   **40 Clock Hours**

Review previous curriculum in preparation for assessments. Complete projects and submit for review. Complete job search preparedness activities.

At the end of this sprint you will know how to protect information so that only users that have the corresponding credentials can access it.

<div style="background-color:orange; text-align:center; color:white">

Applied Computer Science

</div>

Prerequisite: Successful completion of all courses within Development Core

Applied CS 1 - 4   **160 Clock Hours**

Utilize computer science concepts to solve advanced programming problems and develop technical problem solving strategies for use in the workplace. Apply technical skills to job search and career readiness.

<div style="background-color:orange; text-align:center; color:white">

Bloom Institute of Technology Labs

</div>

Prerequisite: Successful completion of all courses within Development Core

Labs 1 - Planning a Project   **40 Clock Hours**

Students will learn how to break down product releases into individual tasks. Those tasks will then be scoped and assigned to team members as part of the project plan. Students will also learn to articulate tradeoffs for architectural and design decisions.

Labs 2 - Demonstrating Contribution   **40 Clock Hours**
Through practice, students will learn to articulate their contributions to the team. They will also learn to demonstrate how their contributions relate to the overall product.

Labs 3 - Giving and Receiving Feedback   **40 Clock Hours**
Students will learn how to give appropriate feedback to their peers. Students will also learn to articulate feedback from their peers to show how they've grown as a result of that feedback.

Labs 4 - Presenting Your Work   **40 Clock Hours**
Students will learn to articulate the overall process of planning and implementing a product. They'll learn to discuss the challenges of working in a complex and fast-moving collaborative environment. Students will present their own personal contributions to the overall product.

DATA SCIENCE

Required Program Length: 960hours / 24 weeks

Cumulative Final Exam: None
Graduation Document: Certificate Of Completion
Standard Occupational Codes / Potential Employment Titles: 15-1111
Sample of reported job titles: Data Scientist, Data Analyst, Business Intelligence Analyst, Machine Learning Engineer, Data Engineer, Software Engineer

Program Description:
In this program students learn industry-current tools and techniques for data science, adopting best practices in the Python ecosystem. This program will take the student from a solid foundation to employing advanced statistical models. This course of instruction prepares individuals for entry-level jobs such as data analyst and machine learning engineer. Graduates may find suitable employment with technology companies as well as traditional companies looking to take better advantage of their existing data.

Program Objectives:
Upon successful completion of this program the student should be able to:
  1. Analyze data of a variety of types
  2. Build reproducible analyses and data-powered systems
  3. Be able to glean, communicate, and build on insights from data

Schedule: Mon-Fri 8 a.m. to 5 p.m. Pacific

Program Outline:

Data Science Core	Course Title	Lecture	Lab
	Data Wrangling and Storytelling	8	32
	Statistical Tests and Experiments	8	32
	Linear Algebra	8	32
	Job Sprint 1	0	40
	Linear Models	8	32
	Kaggle Challenge	8	32
	Applied Modeling	8	32
	Job Sprint 2	0	40
	Software Engineering and Reproducible Research	8	32
	SQL and Databases	8	32
	Productization and Cloud	8	32
	Job Sprint 3	0	40
	Natural Language Processing	8	32
	Neural Network Foundations	8	32
	Major Neural Network Architectures	8	32
	Job Sprint 4	0	40
	Total Hours:	**96**	**544**

Applied Computer Science	Course Title	Lecture	Lab
	Applied CS 1-4	32	128
	Total Hours:	**32**	**128**

Bloom Institute of Technology Labs	Course Title	Lecture	Lab
	Labs 1 - Planning a Project	5	35
	Labs 2 - Demonstrating Contribution	5	35
	Labs 3 - Giving and Receiving Feedback	5	35
	Labs 4 - Presenting Your Work	5	35
	Total Hours:	**20**	**140**
	Total Program Hours		**960**

COURSE DESCRIPTIONS

<div style="background-color: orange; text-align: center;">**Data Science Core**</div>

Data Wrangling and Storytelling   **40 Clock Hours**
Loading data is a fundamental, and deceptively challenging, step. Getting it in the right "shape" and format for analysis and modeling is always a challenge. This week we'll practice these skills, and learn to appreciate the many tools Python gives us for these tasks.

Statistical Tests and Experiments   **40 Clock Hours**
An important application of statistics is designing and evaluating experiments. In the context of web applications, often this means an A/B test where users are exposed to different versions of a site and their behavior/outcomes compared.

How do you design a good, and valid, experiment? How long should you run your experiment? How do you evaluate the outcome of an experiment? How do you balance all this math and science with the practical business and product concerns you're working with? These are the sorts of questions we'll discuss in this sprint.

Linear Algebra   **40 Clock Hours**
Linear Algebra is the foundation of nearly all the numerical routines used for practical statistics and machine learning. It's a deep topic, but this week we'll learn enough to appreciate how it is used and applied to the many models we'll learn.

Job Sprint 1   **40 Clock Hours**
Review previous curriculum in preparation for assessments. Complete projects and submit for review. Complete job search preparedness activities.

Linear Models   **40 Clock Hours**
Unit 2 is about Predictive Modeling, also known as supervised machine learning with labeled, tabular data! We can make models to predict continuous numbers, and answer questions like "How much?" or "How many?" This modeling task is called regression.   We'll begin our study of predictive modeling with linear models for regression tasks: ordinary least squares regression, and ridge regression. We can also make models to predict discrete classes, and answer questions like "Is this A or B or C?" This modeling task is called classification.   We'll continue our study of predictive modeling with a linear model for classification tasks, called logistic regression.

Kaggle Challenge   **40 Clock Hours**
We'll continue our study of predictive modeling with tree-based models, such as decision trees and random forests. We'll also learn how to clean data with outliers, impute missing values, encode categoricals, and engineer new features. This sprint,

your project is about water pumps in Tanzania. Can you predict which water pumps are faulty?

Applied Modeling   **40 Clock Hours**
For your portfolio project, you will choose your own labeled, tabular dataset, train a predictive model, and publish a web app or blog post with visualizations to explain your model. You will use your chosen dataset for all assignments during the Applied Modeling sprint. You'll learn how to define machine learning problems, begin the modeling process, choose targets, choose evaluation metrics, and avoid leakage. You'll improve your model predictions with powerful models like gradient boosting and feature selection techniques like hyperparameter optimization. You'll improve your model interpretation with insightful visualizations like partial dependence plots and shapley value force plots. Applying predictive modeling to real decisions isn't easy, but these are the skills employers are looking for!

Job Sprint 2   **40 Clock Hours**
Review previous curriculum in preparation for assessments. Complete projects and submit for review. Complete job search preparedness activities.

Software Engineering and Reproducible Research   **40 Clock Hours**
"A data scientist knows more about statistics than a software engineer, and more about programming than a statistician."

Being a data scientist means applying statistics and analysis of data, writing real working code that runs and gets results. You've been doing that your entire time at Bloom Institute of Technology , but much of our work has been in the land of Python notebooks, a useful but limited environment intended for exploration, not engineering.

Some place a divide between science and engineering – theory and practice, ideas and application. A skilled data scientist masters both: science informs engineering, and engineering increases the rigor of science by making it reproducible and scalable.

In this unit we will build the core skills needed to communicate and work with software engineers. You may have pleasantly surprised colleagues if you not only know the latest and greatest machine learning model but build and approach it with software development best practices.

To do this, we will go beyond Python notebooks, into the world of modules, packages, containers, and more.

SQL and Databases   **40 Clock Hours**
What does "data" look like? If you try to picture it, you probably see rows and columns on a spreadsheet or CSV, that can be conveniently loaded with pandas and cleaned

and analyzed from there. As a data scientist, this will often be the form you want your data to be in, but it's probably not how your data started.

Most modern data is generated automatically by human interaction with a web-backed application – every app they download, every click they make, all travels over a network and is saved by the server. Though in the rawest of forms this may be a log file, in most cases where it really goes is a database.

So, what is a database? A place for data! If it's relational, it's actually still pretty close to that rows and columns picture, though with some important additional functionality. These databases are commonly accessed using SQL – Structured Query Language – a standard based on relational algebra, and a useful tool known not just by data scientists but by software engineers, MBAs, and more.

If it's so-called "NoSQL," then it's most likely a document-oriented database (or document store), which, despite the glamor, is essentially a bunch of key-value pairs. What key-value pair object are you already familiar with? Python dicts!

In this sprint we will learn about both of the above paradigms, and how the separation between them is not as fine a line as you may think.

Productization and Cloud   **40 Clock Hours**
For a computer program to be "real", it has to be available – these days, that means deployed to the cloud. But what is the cloud, and what does it mean to build and deploy something to it? We'll learn that and more in this sprint.

Job Sprint 3   **40 Clock Hours**
Review previous curriculum in preparation for assessments. Complete projects and submit for review. Complete job search preparedness activities.

Natural Language Processing   **40 Clock Hours**
A particularly common set of unstructured data is the sort of information you are consuming right now – natural language, in written or spoken form.

Human language is a fascinating phenomenon and powerful expressive tool, but despite the many rules of grammar language is not a fully defined deterministic system in the same way that programming languages (like Python) are. Language can be thought of as semi-structured, but even the structure it has (nouns, adjectives, verbs, etc.) can be difficult to recognize. Most humans are fluent in one or more languages, but even that fluency doesn't mean they can explicitly list or consciously understand the "rules" they are following.

Nonetheless, human language is the main form of content on the Internet (and beyond), and the ability to computationally process it at scale can lead to many compelling products. A brand may want to track the sentiment of users towards them

on social media before and after an advertising campaign, or a news service may want to recognize key entities in a news story to generate a high-quality automated summary. But text is not numbers, and even representing it as ASCII/Unicode values doesn't capture the meaning, just the abstract labeling of symbols. How can we hope to achieve these sorts of tasks?

In this sprint we will learn assorted NLP (Natural Language Processing) techniques. Many involve cleaning and preprocessing, which can then allow us to feed the data into the more traditional statistical models we are familiar with. There are also more advanced specialized models that are particularly conducive to NLP which we will address.

Neural Network Foundations   **40 Clock Hours**
Neural Networks, or the latest and greatest in predictive modeling. Or is it? Inspired by biology and based on math that's been around for decades, the past few years have seen some pretty impressive results as computational resources allow running much larger networks.

Major Neural Network Architectures   **40 Clock Hours**
Now that you've learned the foundations of Neural Networks, it's time to go deep! All "deep learning" really means is "there's at least some hidden layers," but there's a great deal of variety both in the layer architecture and the behavior of individual "neurons" in the network.

We'll study a few of the most effective recent innovations in neural networks and deep learning and think a bit about what the future may hold. Is deep learning the path to artificial general intelligence? Probably not – but it's a pretty useful tool along the way.

Job Sprint 4   **40 Clock Hours**
Review previous curriculum in preparation for assessments. Complete projects and submit for review. Complete job search preparedness activities.

Applied Computer Science

Prerequisite: Successful completion of all courses within Development Core

Applied CS 1 - 4   **160 Clock Hours**
Utilize computer science concepts to solve advanced programming problems and develop technical problem solving strategies for use in the workplace. Apply technical skills to job search and career readiness.

Bloom Institute of Technology Labs

Prerequisite: Successful completion of all courses within Development Core

Labs 1 - Planning a Project   **40 Clock Hours**
Students will learn how to break down product releases into individual tasks. Those tasks will then be scoped and assigned to team members as part of the project plan. Students will also learn to articulate tradeoffs for architectural and design decisions.

Labs 2 - Demonstrating Contribution   **40 Clock Hours**
Through practice, students will learn to articulate their contributions to the team. They will also learn to demonstrate how their contributions relate to the overall product.

Labs 3 - Giving and Receiving Feedback   **40 Clock Hours**
Students will learn how to give appropriate feedback to their peers. Students will also learn to articulate feedback from their peers to show how they've grown as a result of that feedback.

Labs 4 - Presenting Your Work   **40 Clock Hours**
Students will learn to articulate the overall process of planning and implementing a product. They'll learn to discuss the challenges of working in a complex and fast-moving collaborative environment. Students will present their own personal contributions to the overall product.

ENTERPRISE BACKEND DEVELOPMENT

Required Program Length: 1440 hours / 36 weeks

Cumulative Final Exam: None
Graduation Document: Certificate Of Completion
Standard Occupational Codes / Potential Employment Titles: 15-1133
Sample of reported job titles: Computer Programmer, Software Developer, Web Developer, Programmer, Software Engineer, Technology Applications Engineer, Web Architect, Web Development Director, Web Development Instructor, Webmaster, Backend Engineer, Backend Developer

Program Description:
This program teaches the foundations of backend development and computer science. Students will learn backend development with some of the most in-demand technologies. Upon completing the program, students will have worked on numerous projects built with the same tools that companies of all sizes use. Additionally, students will have engaged with the necessary Computer Science fundamentals to succeed as a software engineer. This course of instruction prepares individuals for entry-level software engineering and back-end developer jobs. Graduates may find suitable employment with technology companies and traditional companies with the need for back-end developers.

Program Objectives:
Upon successful completion of this program, the student should be able to:
- Convert a design into code and deliver it using best practices
- Write secure, testable, and maintainable code
- Understand when and why to use (or not) a broad range of data structures and algorithms
- Create unit tests that thoroughly test functionality
- Create integration tests that verify end-to-end service integration
- Troubleshoot by debugging and reviewing errors, logfiles, and metrics
- Contribute to planning and design using a scrum process
- Demonstrate mastery of the program's objectives

Program Schedule: Mon-Fri 8 a.m. to 5 p.m. PT

Program Outline:

Enterprise Backend Development Core	Course Title	Lecture	Lab
	Java Fundamentals 1	8	32
	Java Fundamentals 2	8	32
	Java Fundamentals 3	8	32
	Job Sprint 1	0	40
	Backend 1	8	32
	Backend 2	8	32
	Backend 3	8	32
	Job Sprint 2	0	40
	Backend 4	8	32
	Backend 5	8	32
	Backend 6	8	32
	Job Sprint 3	0	40
	Backend 7	8	32
	Backend 8	8	32
	Backend 9	8	32
	Job Sprint 4	0	40
	Learn and Be Curious 1	6	34
	Learn and Be Curious 2	6	34
	Learn and Be Curious 3	6	34
	Learn and Be Curious 4	6	34
	Backend 10	8	32

		Lecture	Lab
	Backend 11	8	32
	Backend 12	8	32
	Job Sprint 5	0	40
	Backend 13	8	32
	Backend 14	8	32
	Backend 15	8	32
	Job Sprint 6	0	40
Total Core Hours		**168**	**952**

Interview Preparation	Course Title	Lecture	Lab
	Interview Preparation 1	8	32
	Interview Preparation 2	8	32
	Interview Preparation 3	8	32
	Interview Preparation 4	8	32
Total Interview Preparation Hours:		32	128

Bloom Institute of Technology Labs	Course Title	Lecture	Lab
	Labs 1 - Planning a Project	5	35
	Labs 2 - Demonstrating Contribution	5	35
	Labs 3 - Giving and Receiving Feedback	5	35
	Labs 4 - Presenting Your Work	5	35
Total Bloom Institute of Technology Labs Hours:		**20**	**140**
Total Program Hours:			**1440**

COURSE DESCRIPTIONS

Enterprise Backend Development

Java Fundamentals 1   **40 Clock Hours**
Use a problem-solving framework and metacognitive strategies to solve problems, ask questions in a way that ensures you get the help you need, use the command-line and an IDE to interact with Java code, use Git and a continuous integration pipeline, and complete code reviews.

Java Fundamentals 2   **40 Clock Hours**
Learn and apply the fundamentals of Java programming and object-oriented design.

Java Fundamentals 3   **40 Clock Hours**
Learn and apply the fundamentals of Java programming and object-oriented design.

Job Sprint 1   **40 Clock Hours**
Review previous curriculum in preparation for assessments. Complete projects and submit for review. Complete job search preparedness activities.

Backend 1   **40 Clock Hours**
Develop the knowledge, skills, and attitudes necessary to perform as a backend developer within the domains of Java programming, object-oriented design, data structures and algorithms, testing, DynamoDB, software engineering, and concurrency.

Backend 2   **40 Clock Hours**
Develop the knowledge, skills, and attitudes necessary to perform as a backend developer within the domains of Java programming, object-oriented design, data structures and algorithms, testing, DynamoDB, software engineering, and concurrency.

Backend 3   **40 Clock Hours**
Develop the knowledge, skills, and attitudes necessary to perform as a backend developer within the domains of Java programming, object-oriented design, data structures and algorithms, testing, DynamoDB, software engineering, and concurrency.

Job Sprint 2   **40 Clock Hours**
Review previous curriculum in preparation for assessments. Complete projects and submit for review. Complete job search preparedness activities.

Backend 4   **40 Clock Hours**
Develop the knowledge, skills, and attitudes necessary to perform as a backend developer within the domains of Java programming, object-oriented design, data structures and algorithms, testing, DynamoDB, software engineering, and concurrency.

Backend 5   **40 Clock Hours**
Develop the knowledge, skills, and attitudes necessary to perform as a backend developer within the domains of Java programming, object-oriented design, data structures and algorithms, testing, DynamoDB, software engineering, and concurrency.

Backend 6   **40 Clock Hours**
Develop the knowledge, skills, and attitudes necessary to perform as a backend developer within the domains of Java programming, object-oriented design, data structures and algorithms, testing, DynamoDB, software engineering, and concurrency.

Job Sprint 3   **40 Clock Hours**
Review previous curriculum in preparation for assessments. Complete projects and submit for review. Complete job search preparedness activities.

Backend 7   **40 Clock Hours**

Develop the knowledge, skills, and attitudes necessary to perform as a backend developer within the domains of Java programming, object-oriented design, data structures and algorithms, testing, DynamoDB, software engineering, and concurrency.

Backend 8   **40 Clock Hours**

Develop the knowledge, skills, and attitudes necessary to perform as a backend developer within the domains of Java programming, object-oriented design, data structures and algorithms, testing, DynamoDB, software engineering, and concurrency.

Backend 9   **40 Clock Hours**

Develop the knowledge, skills, and attitudes necessary to perform as a backend developer within the domains of Java programming, object-oriented design, data structures and algorithms, testing, DynamoDB, software engineering, and concurrency.

Job Sprint 4   **40 Clock Hours**

Review previous curriculum in preparation for assessments. Complete projects and submit for review. Complete job search preparedness activities.

Learn and Be Curious 1   **40 Clock Hours**

Practice learning and working through issues with new technologies. Self-reflection, identifying when and where you should seek help, and how to solve novel and ambiguous problems.

Learn and Be Curious 2   **40 Clock Hours**

Practice learning and working through issues with new technologies. Self-reflection, identifying when and where you should seek help, and how to solve novel and ambiguous problems.

Learn and Be Curious 3   **40 Clock Hours**

Practice learning and working through issues with new technologies. Self-reflection, identifying when and where you should seek help, and how to solve novel and ambiguous problems.

Learn and Be Curious 4   **40 Clock Hours**

Practice learning and working through issues with new technologies. Self-reflection, identifying when and where you should seek help, and how to solve novel and ambiguous problems.

Backend 10   **40 Clock Hours**

Develop the knowledge, skills, and attitudes necessary to perform as a backend developer within the domains of Java programming, object-oriented design, data structures and algorithms, testing, DynamoDB, software engineering, and concurrency.

Backend 11   **40 Clock Hours**
Develop the knowledge, skills, and attitudes necessary to perform as a backend developer within the domains of Java programming, object-oriented design, data structures and algorithms, testing, DynamoDB, software engineering, and concurrency.

Backend 12   **40 Clock Hours**
Develop the knowledge, skills, and attitudes necessary to perform as a backend developer within the domains of Java programming, object-oriented design, data structures and algorithms, testing, DynamoDB, software engineering, and concurrency.

Job Sprint 5   **40 Clock Hours**
Review previous curriculum in preparation for assessments. Complete projects and submit for review. Complete job search preparedness activities.

Backend 13   **40 Clock Hours**
Develop the knowledge, skills, and attitudes necessary to perform as a backend developer within the domains of Java programming, object-oriented design, data structures and algorithms, testing, DynamoDB, software engineering, and concurrency.

Backend 14   **40 Clock Hours**
Develop the knowledge, skills, and attitudes necessary to perform as a backend developer within the domains of Java programming, object-oriented design, data structures and algorithms, testing, DynamoDB, software engineering, and concurrency.

Backend 15   **40 Clock Hours**
Develop the knowledge, skills, and attitudes necessary to perform as a backend developer within the domains of Java programming, object-oriented design, data structures and algorithms, testing, DynamoDB, software engineering, and concurrency.

Job Sprint 6   **40 Clock Hours**
Review previous curriculum in preparation for assessments. Complete projects and submit for review. Complete job search preparedness activities.

Interview Preparation

Prerequisite: Successful completion of all courses within Development Core

Interview Preparation 1   **40 Clock Hours**
Develop general-purpose problem-solving skills, and learn about time and space complexity.

Interview Preparation 2   **40 Clock Hours**
Develop general-purpose problem-solving skills, and learn about time and space complexity.

Interview Preparation 3   **40 Clock Hours**
Develop general-purpose problem-solving skills, and learn about time and space complexity.

Interview Preparation 4   **40 Clock Hours**
Develop general-purpose problem-solving skills, and learn about time and space complexity.

Bloom Institute of Technology Labs

Prerequisite: Successful completion of all courses within Development Core

Labs 1 - Capstone Project Planning   **40 Clock Hours**
Students will begin work on their large capstone project. They will breakdown the tasks needed to complete the project, plan out a timeline, and begin work on the project.

Labs 2 - Project Execution I   **40 Clock Hours**
Students will continue to work on their capstone project by completing the tasks they outlined in the Capstone Project Planning sprint.

Labs 3 - Project Execution II   **40 Clock Hours**
Students will continue to work on their capstone project by completing the tasks they outlined in the Capstone Project Planning sprint.

Labs 4 - Project Completion   **40 Clock Hours**
Students will complete all remaining tasks, fix bugs, document their project, and showcase their project for graduation.

WEB3 Development

Required Program Length: 150 hours / 10 weeks

Cumulative Final Exam: Practical exam
Graduation Document: Certificate Of Completion
Standard Occupational Codes / Potential Employment Titles: 15-1133
Sample of reported job titles: Web3 Developer, Crypto Developer, Blockchain Developer, Blockchain Engineer, Solidity Engineer, Web3 Engineer

Program Description:
In this program students learn industry current concepts, applications and techniques required to develop Web3 applications. The Web3 Developer course offers an upskilling opportunity for experienced developers seeking to change careers or who are crypto-curious. Concepts and practical skills are taught through a hybrid approach

combining self-pacing and live group interaction. Community is established via instructors and learners investigating and solving practical problems by curriculum concepts. This course is designed to meet the needs of working professionals; learners may choose to work through some sprints more quickly than others. In general Sprint times listed below are approximated.

Program Requirements:
1. 1-2 years of writing production software in Javascript or syntactical supersets like TypeScript are critical for success in this program.
2. We will be utilizing bash scripting for various commands throughout this course and a working knowledge of any shell scripting language is required to be successful in this program.
3. Git and a working knowledge of version control systems, like GitHub, are required to be successful in this program.
4. **OPTIONAL:** Ability to purchase 0.1 ETH for deploying to Ethereum mainnet

Program Objectives:
Upon successful completion of this program, students should be able to:
- Deploy smart contracts and ancillary services to Ethereum mainnet
- Write secure & efficient contracts through application of Ethereum Virtual Machine (EVM)
- Build DeFi applications
- Produce project artifacts to potential employers leading to work as a Solidity developer

Program Schedule: Content consumption is self-paced including evenings and weekends. Regular office hours are generally available every Tuesday and Thursday from 5:00p-7:00p PT.

Time is in hours

Web3 Courses / Sprints	Sprint Course Title	Skill Acquisition*	Project "Labs"	Total Sprint Time
	Introduction to Ethereum and Smart Contracts	5	10	15
	Solidity Programming Language and Your First Smart Contract	5	10	15
	Testing Solidity Smart Contracts	5	10	15
	Solidity and Smart Contract Design Patterns	5	10	15
	Reading and Interacting with your Smart Contract using The Graph and	5	10	15

	React			
	Monitoring Your Protocol	5	10	15
	Blockchain Cryptography and the Ethereum Virtual Machine (EVM)	5	10	15
	Ethereum Tokens, ERC20 and ERC-721 (NFT)	5	10	15
	Decentralized Finance (DeFi)	5	10	15
	Hacking Smart Contracts: Devastating Vulnerabilities Gas Optimization	5	10	15
Total Hours		**50**	**100**	**150**

*Skill Acquisition includes: viewing instructional videos, self-study and 1:1/group live instructor support as needed.

COURSE DESCRIPTIONS

WEB3 Development

Introduction to Ethereum and Smart Contracts

15 Clock Hours

Forming a solid foundation in the fundamentals of Ethereum and Smart Contracts. In this Sprint, we discuss the differences between Bitcon and Ethereum; explain nodes, wallets, transactions and transaction fees. We will also create a Metamask application to exchange test coins.

Solidity Programming Language and Your First Smart Contract 15 Clock Hours
This Sprint uses Solidity as the framework for teaching Smart Contract development, In this Sprint, we introduce learners to the programming languages and applications required to support Solidity. We concentrate on Solidity's syntax and deploy a contract to a testnet.

Testing Solidity Smart Contracts   **15 Clock Hours**
This Sprint requires learners to write a comprehensive test suite and analyze the results to determine the strength of the contract. The test suite consists of current applications designed specifically to check the accuracy of Contract components. For this Sprint, learners will use a Contract designed by BloomTech Instructional staff.

Solidity and Smart Contract Design Patterns   **15 Clock Hours**

This Sprint builds on the previous Sprints by adding additional complex syntax and library functions. Learners will create and deploy a contract on Ethereum and asks proposers and solvers to contribute through calling functions.

Reading and Interacting with your Smart Contract using The Graph and React
15 Clock Hours

This Sprint concentrates on two specific tools: The Graph and React which are needed to create Frontend DAPPS. Learners will use the contracts developed in previous Sprints to design, implement and deploy a subgraph and react app.

Monitoring Your Protocol   15 Clock Hours
This Sprint provides learners with the tools and knowledge to monitor the network health of the DAPPS they created in the previous Sprint. Learning to monitor protocol is a prerequisite skill needed for the next Sprint.

Blockchain Cryptography and the Ethereum Virtual Machine (EVM) 15 Clock Hours
This Sprint specializes in teaching the cryptography skills needed to secure transaction on a blockchain including creating and securing blocks and transactions and checking balances

Ethereum Tokens, ERC20 and ERC-721 (NFT)   15 Clock Hours
This Sprint teaches learners the fundamentals of and applications needed for creating, deploying and testing NFTs.

Decentralized Finance (DeFi)   15 Clock Hours
This Sprint teaches the concepts associated with Decentralized Finance (DeFI). Learners will gain the skills to Buy and Sell ERC20 coins, add and remove liquidity, stake coins to gain passive rewards and understand price oracle concepts.

Hacking Smart Contracts: Devastating Vulnerabilities Gas Optimization
15 Clock Hours

The final Sprint of the course introduces how to recognize and prevent myriad external threats to Smart Contracts. The final practical examination will require students to attack 4 different smart contracts (provided by BloomTech instructors), identify the vulnerabilities and implement fixes for these issues.

MANAGEMENT AND FACULTY

MANAGEMENT

AUSTEN ALLRED, Co-Founder/CEO
ZORAN Martinovic, Chief Operating Officer
MARI NAZARY, Vice President of Learning
    ALIONA DAMERON, Director of Instruction
    JOSH KNELL, Director - Instructional Design
JOHN YOW, General Counsel
    XIMENA FLORES, Associate General Counsel

FACULTY

Full Stack Web

Andreas Bolos, Instructor – Full Stack Web Development
Weber State University - Bachelors of Integrated Studies
DevMountain - Full Immersion Web Certification Program
DevMountain - UI/UX After Hours Certification Program
5+ years of industry experience

Brit Hemming, Instructor – Full Stack Web Development
4+ years of industry experience

Christopher Atoki, Instructor – Full Stack Web Development
2+ years of industry experience

David Kidd, Instructor – Full Stack Web Development
Devry Keller Graduate School of Management - Master of Science in Educational Technology
Brigham Young University School of Information Technology - Bachelor of Science in Technology Teaching Education

Gabriel Cabrejas, Instructor – Full Stack Web Development
Universidad de Navarra - Bachelor of Arts in Architecture
DevMountain – Certificate, Web Development DevMountain
20+ years of industry experience

Jacob Plumb, Instructor – Full Stack Web Development
5+ years of industry experience

James Cassidy, Instructor – Full Stack Web Development
University of California, Berkeley - Bachelor of Science in Mechanical Engineering
5+ years of industry experience

Josh Jacobson*, Instructor – Full Stack Web Development*
Northwestern University - Bachelor of Science in Computer Engineering, Minor in Jazz Studies
7+ years of industry experience

Kieran Kozlowski, Instructor – Full Stack Web Development
University of Central Florida – Master of Science in Interactive Entertainment
Florida State University – Bachelor of Science in Anthropology
3 years of industry experience

Shweta Ruparel – Full Stack Web Development
Birla Institute of Technology and Science - Masters of Science in Software Systems
North Gujarat University - Bachelor of Engineering in Electronics and Communication
10+ years of industry experience

Pace Ellsworth, Instructor – Full Stack Web Development
Brigham Young University – Bachelor of Art in Linguistics
4 years of industry experience

Petr Gazarov, Instructor - Full Stack Web Development
App Academy - Full-stack web development Certificate Program
The New School - Bachelor of Fine Arts
6+ years of industry experience

Warren Longmire, Instructor - Full Stack Web Development
University of Pennsylvania - Bachelor of Science in Digital Media Design
Startup Institute - Web Development Track
4+ years of industry experience

Data Science

Brian Hu, Instructor – Data Science
University of Washington - Master of science in Computational Finance and Risk Management
University of Texas Health Science Center - Doctor of Philosophy in Biostatistics & Biotechnology
7 years of industry experience

Bruno Janoto, Instructor – Data Science
Harvard University – Graduate Certificate in Data Science
Rutgers, the State University of New Jersey – Bachelor of Science in Mechanical & Aerospace Engineering
5 years of industry experience

Casey Harding – Data Science
Columbia College Chicago - Bachelor of Arts in English
3+ years of experience

Imran Mohommad – Data Science
Florida Atlantic University - Doctor of Philosophy in Computer Engineering (Anticipated Completion 2022)
University Of Miami - Master of Business Administran
Osmania University - Bachelor of Engineering in Electronics & Communications Engineering
25+ years of experience

James Blacklock – Data Science
Harvard University Extension School - Computer Science, Non-Degree Seeking
Patrick Henry College - Bachelor of Arts, Government/Strategic Intelligence
7+ years of experience

Julian Oquendo – Data Science
General Assembly Data Science Immersive, -Certificate of Completion in Data Science and Visualization
University of Virginia - Bachelor of Arts in English,
2+ years of experience

Pooja Thakur – Data Science
Ryerson University - PhD in Aerospace Engineering
University of Toronto - Master's of Science in Aerospace Engineering
7 years of industry experience

Ryan Allred, Instructor – Data Science
Brigham Young University – Bachelor of Science in Economics
4 years of industry experience

Sai Nivedita Chandrasekaran, Instructor – Data Science

University of Kansas Kansas - Phd In Bioengineering with a focus in Machine Learning Algorithms
New Jersey Institute of Technology - Master of Science in Electrical Engineering
Anna University - Bachelor of Engineering in Electronics And Communication Engineering
11+ years of industry experience

Vignesh Narayanaswamy, Instructor - Data Science
University of Virginia - Master of Science in Systems Engineering
Emory University - Bachelor of Business Administration
7+ years of industry experience

Enterprise Backend Development

Byron Mackay Instructor – Enterprise Backend Development
Brigham Young University - Master of Science in Information Systems
Brigham Young University - Bachelor of Science in Information Systems
 10+ years of industry experience

Computer Science

Artem Litchmanov, Instructor – Computer Science
University of Waterloo – Bachelor of Science in Computer Science
3 years of industry experience

Jose ("Mari") Batilando, Instructor - Computer Science
University of California, Berkeley - Bachelor of Arts in Computer Science
5+ years of industry experience

Timothy Roy, Instructor – Computer Science
Hack Reactor – Advanced Software Engineering Immersive
University of Texas Austin School of Law, Austin, TX – Juris Doctorate
Point Loma Nazarene University – Bachelor of Art in History
4+ years of industry experience

Tom Tarpey, Instructor – Computer Science
23 years of industry experience

Labs

Derek Peters, Instructor – Labs
King University – Master in Business Administration

King University – Bachelor of Arts in Business Management, & BTECH – Computer Science Engineering
9 years of industry experience

Frank Fusco, Instructor – Bloom Institute of Technology Labs
University of Central Florida - Bachelor of science in Computer Science
The Pennsylvania State University - Bachelor of Arts in Letters, Arts, and Sciences
5 years of industry experience

Ike Okonkwo,Instructor – Bloom Institute of Technology Labs
Texas A&M University - Master of Engineering in Industrial & Systems Engineering
Texas A&M University - Bachelor of Science in Electrical Engineering,
Truman State University - Bachelor of Arts in Physics
9 years of industry experience

Jake Mallory, Instructor – Labs
Weber State University – Bachelor of Science in Computer Science
Salt Lake Community College – Associate of Science in Computer Information Systems
Salt Lake Community College – Associate of Science in General Studies
19 years of industry experience

Ryan Hamblin, Instructor – Labs
Utah Valley University – Bachelor of Science in Outdoor Recreation Management
DevMountain, Front End Web Development
Hack Reactor, Computer Software Engineering
5 years of industry experience

Careers

Jai Cook - Instructor, Careers
CPRW - Certified Professional Resume writer
10+ years of industry experience