Bloom Institute of Technology Catalog

Volume IV

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TABLE OF CONTENTS

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

True and Correct Statement

The information contained in this catalog is true and correct to the best of my knowledge.

Austen Allred

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, 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 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 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. Bloom Institute of Technology students attend remotely. The institution has raised funds previously from investors including Y Combinator, GV, Bedrock Capital, and Tandem.

APPROVALS

Bloom Institute of Technology is regulated and approved to operate by the Texas Workforce Commission - Career Schools and Colleges.

FACILITY AND EQUIPMENT

Bloom Institute of Technology offers training online in a 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.

TUITION AND FEES

Program	Registration Fee Non-Refundable	Books / Supply Fees	Any 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. Does not include financing costs of ISA, please see below for more detail.

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

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

A Bloom Institute of Technology Income Share Agreement (ISA):
Students may satisfy their tuition obligation by paying an upfront amount plus an amount up to their ISA's cap (i.e., the maximum amount a student may owe under the ISA):

- ISA: $2,950 upfront payment is due after a student signs the ISA and before their first day of class, with a cap of up to $40,000. Maximum Total Cost of the ISA up to $42,950.
    - Prior to signing an ISA, students will be provided detailed disclosures and additional information about payment, deferrals, and other important items.

Pay tuition in one sum:

- Students owe the full tuition amount after they sign the Enrollment Agreement and before yotheirur first day of instruction.

3 Part Installment Plan:

- **DATA SCIENCE & WEB PROGRAMS -** Students owe the first installment of $7,317 after they sign the Enrollment Agreement, the second installment of $7,317 is due by the first day of sprint 7, and the third installment of $7,317 is due by the first day of sprint 13.
- **ENTERPRISE BACKEND PROGRAM**- Students owe the first installment of $7,317 after they sign the Enrollment Agreement, the second installment of $7,317 is due by the first day of sprint 10, and the third installment of $7,317 is due by the first day of sprint 19.

Deferred Tuition:

Students may pay tuition, in full or in part, via deferred tuition. Deferred tuition is a third party loan offered by a third party. If the amount of your loan is for less than the Total Tuition, students must pay the remaining balance as invoiced by Bloom Institute of Technology. Bloom Institute of Technology will refund all amounts, if applicable to the third party lender.

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:

- Students owe the full tuition amount after they sign the Enrollment Agreement and before their 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.

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.

LOANS & GRANTS

BloomTech participates in loan programs but does not participate in grant programs. Grants do not require repayment while loans do. Loans incur interest and are to be paid back within a certain time period. Grants are limited in the amount of financing available. With loans you can obtain as much financing as your credit and ability to repay will allow. Please note: BloomTech's program loan programs only allow you to take out the total tuition amount and nothing more.

STUDENT HOLIDAYS

Bloom Institute of Technology does not observe any student holidays or have scheduled vacation periods. Students' access to and consumption of curriculum will not be interrupted based on federal holidays or vacations. Students can take breaks at their leisure as long as they do not exceed the maximum program length or remain inactive as detailed in the Attendance and Engagement policy.

STAFF HOLIDAYS

BloomTech Staff will observe the below holidays and vacation breaks. Support staff may be limited but live lectures and support will still be available.

Monday Holidays (US only)

- Martin Luther King, Jr. Day – third Monday of January
- Memorial Day – last Monday of May
- Juneteenth - June 19th, or the following Monday if this date falls on a weekend
- Labor Day – first Monday in September

Scheduled Vacation Periods

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

ENROLLMENT PERIODS

Enrollment happens on a rolling basis, meaning that students can begin the program when they are ready. Students may start the program once all required enrollment steps are completed including, but not limited to, signing the Enrollment Agreement,

finalizing tuition options, completing pre-course work (if applicable), and completing the orientation program (if applicable). A student's start date is located on their signed Enrollment Agreement.

Students must progress to sprint three within thirty (30) days of the start date listed on their Enrollment Agreement. Failure to progress to sprint three within thirty (30) days may lead to the student being withdrawn.

PROGRAM TERM DATES

Timeframe for completion is calculated from the start date of the program as listed in the student's Enrollment Agreement. Please see below for your program's term date.

Data Science and Full Stack Web Development:

The anticipated completion date for Data Science or Full Stack Web Development students is six (6) months from the student's start date. Students may finish the program sooner or later, depending on their personal pace and needs in the program. As a result, the actual completion date(s) may be before or after 6 months, as long as the completion date is within the Maximum Program Length. The anticipated completion date for the student's program does not include any holidays, breaks, repeat courses, or leaves of absences the student may take.

Enterprise Backend Development:

The anticipated completion date for Enterprise Backend Development students is nine (9) months from the student's start date. Students may finish the program sooner or later, depending on their personal pace and needs in the program. As a result, the actual completion date(s) may be before or after 9 months, as long as the completion date is within the Maximum Program Length. The anticipated completion date for the student's program does not include any holidays, breaks, repeat courses, or leaves of absences the student may take.

Web3 Development:

The anticipated completion date for Web3 students is ten (10) weeks from the student's start date. Students may finish the program sooner or later, depending on their personal pace and needs in the program. As a result, the actual completion date(s) may be before or after10 weeks, as long as the completion date is within the Maximum Program Length. The anticipated completion date for the student's program does not include any holidays, breaks, repeat courses, or leaves of absences the student may take.

MAXIMUM PROGRAM LENGTH

We believe that students that put in the work can be successful in the program regardless if they move quickly or need a little additional time with the curriculum. Students should be able to progress through and complete the program to earn a certificate of completion in a timely manner.

The maximum allotted timeframe for completion of the program does not override other policies within this catalog, the Enrollment Agreement, or the Student Guide regarding academic progression and/or successful completion. A student who is unable to successfully complete the program within the maximum allotted time frame outlined below may be withdrawn to prevent unintentional interest accrual.

Students with an extenuating circumstance may reach out via support ticket within The Hub to request an extension. If a student is withdrawn from Bloom Institute of Technology, the tuition proration policy will apply based on when they were withdrawn. Depending on the reason for withdrawal, students may not be eligible for re-admission.

Data Science, Full Stack Web Development, Enterprise Backend Development

- Data Science, Full Stack Web Development, and Enterprise Backend Development students must complete the program within 18 consecutive calendar months.
- Timeframe for completion is calculated from the start date of the program as listed in the student's Enrollment Agreement, and is the same regardless of any observed holidays, Leave of Absence taken, or BloomTech office closure during the 18-month span.
- Students who are withdrawn for not completing their program in 18 months cannot be readmitted.

Web 3 Development

Web3 students must complete the program within 12 consecutive calendar months.

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.

CLASSROOM DAYS / HOURS

Bloom Institute of Technology provides distance education courses/programs where the distance education coursework is completed at a location determined by the student. BloomTech's school hours are from 6:00am - 8:00pm (Pacific).

Breaks and mealtimes are at the student's discretion.

Full Stack Web Development, Data Science, & Enterprise Backend Development

We've designed our programs to support our students on their individual journey towards a new career. Students may finish the program sooner or later, depending on their personal pace and needs in the program. As a result, a student's actual completion date(s) may be sooner or later than listed in their enrollment agreement.

Students will spend time outside of lecture hours working on projects, studying, and coding. Although our flexible schedule is designed to fit into a student's life, a student must invest about 40 hours a sprint, including lecture hours.

Students have the option to choose their schedule during Labs, which may include live or recorded meetings, standups with their team, and more.

Web3 Development

Web3 Development is a self-paced program. This means students will choose when they complete their courses. You must invest about 15 hours a sprint, including lectures. Regular office support hours are available. Please check the portal for specific hours.

Breaks and mealtimes are at the student's discretion.

ADMINISTRATION DAYS / HOURS

Office and support hours are Monday through Friday, 6:00am to 8:00pm (Pacific).

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 submit supplemental items

ADMISSIONS PROCEDURE

Prospective learners are encouraged to explore our web resources to learn more about Bloom Institute of Technology courses and admissions at https://www.bloomtech.com/admissions

To apply:

- Submit an online application at https://admissions.bloomtech.com/
- Review the course catalog located within the online application

- Demonstrate readiness for coursework by completing the Criteria Cognitive Aptitude Test (CCAT). (Not required for Web3 course).
- Web3 Only: Web3 applicants must confirm they meet the following requirements:
    - 1-2 years of writing production software in Javascript or syntactical supersets like TypeScript are critical for success in this program.
    - 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.
    - Git and a working knowledge of version control systems, like GitHub, are required to be successful in this program.
    - Web3: 1-2 years of writing production software in Javascript or syntactical supersets like TypeScript are critical for success in this program.
        - 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

Applicants will be notified of the admissions decision via email.

ENROLLMENT PROCESSES

- A student's start is conditional upon the admitted applicant completing all required enrollment checklist items by their start date.
- Be provided with the institution's Course Catalog.

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 the CCAT exam.

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.

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.

CANCELLATION POLICY

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

REFUND POLICY

(Backend, Data Science, and Full Stack)

1. Refund computations will be based on scheduled course time of class attendance through the last date of attendance. Leaves of absence, suspensions and institution holidays will not be counted as part of the scheduled class attendance.

2. The effective date of termination for refund purposes will be the earliest of the following:
    a. The last day of attendance, if the student is terminated by the institution; or
    b. The date of receipt of written notice from the student.
    c. Ten school days following the last date of attendance.

3. If tuition and fees are collected in advance of entrance, and if after expiration of the 72 hour cancellation privilege the student does not enter school, not more than $100 in any administrative fees charged shall be retained by the school for the entire residence program or synchronous distance education course.

4. If a student enters a residence or synchronous distance education program and withdraws or is otherwise terminated after the cancellation period, the minimum refund of the remaining tuition and fees will be the pro rata portion of tuition, fees, and other charges that the number of hours remaining in the portion of the course or program for which the student has been charged after the effective date of termination bears to the total number of hours in the portion of the course or program for which the student has been charged, except that a student may not collect a refund if the student has completed 75 percent or more of the total number of hours in the portion of the program for which the student has been charged on the effective date of termination.

5. Refunds for items of extra expense to the student, such as books, tools, or other supplies are to be handled separately from refund of tuition and other academic fees. The student will not be required to purchase instructional supplies, books and tools until such time as these materials are required, if applicable.

   Once these materials are purchased, no refund will be made. For full refunds, the school can withhold costs for these types of items from the refund as long as they were necessary for the portion of the program attended and separately stated in the enrollment agreement. Any such items not required for the portion of the program attended must be included in the refund.

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

7. A full refund of all tuition and fees is due and refundable in each of the following cases:
   a. An enrollee is not accepted by the school;
   b. If the course of instruction is discontinued by the school and this prevents the student from completing the course; or
   c. If the student's enrollment was procured as a result of any misrepresentation in advertising, promotional materials of the school, or representations by the owner or representatives of the school.

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

(Web3)

1. Refund computations will be based on the number of lessons in the program

2. The effective date of termination for refund purposes will be the earliest of the following:

   (a) the date of notification to the student if the student is terminated;
   (b) the date of receipt of written notice from the student; or
   (c) the end of the third calendar month following the month in which the student's last lesson assignment was received unless notification has been received from the student that he wishes to remain enrolled

3. If tuition and fees are collected before any lessons have been completed, and if, after expiration of the 72-hour cancellation privilege, the student fails to begin the program, not more than $50 shall be retained by the school.

4. If the student who enters an asynchronous distance education course terminates or withdraws after the expiration of the 72-hour cancellation privilege, the school may retain $50 of the tuition and fees and the minimum refund policy must provide that the student will be refunded the pro rata portion of the remaining tuition, fees, and

other charges that the number of lessons completed and serviced by the school or college bears to the total number of lessons in the program.

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

(a) an enrollee is not accepted by the school

(b) if the program of instruction is discontinued by the school and this prevents the student from completing the program; or

(c) if the student's enrollment was procured as a result of any misrepresentation in advertising, promotional materials of the school, or misrepresentations by the owner or representatives of the school.

REFUND POLICY FOR STUDENTS CALLED TO ACTIVE MILITARY SERVICE

(Backend, Data Science, and Full Stack)

8. A student of the school or college who withdraws from the school or college as a result of the student being called to active duty in a military service of the United States or the Texas National Guard may elect one of the following options for each program in which the student is enrolled:
    a. If tuition and fees are collected in advance of the withdrawal, a pro rata refund of any tuition, fees, or other charges paid by the student for the program and a cancellation of any unpaid tuition, fees, or other charges owed by the student for the portion of the program the student does not complete following withdrawal;
    b. A grade of incomplete with the designation "withdrawn-military" for the courses in the program, other than courses for which the student has previously received a grade on the student's transcript, and the right to re-enroll in the program, or a substantially equivalent program if that program is no longer available, not later than the first anniversary of the date the student is discharged from active military duty without payment of additional tuition, fees, or other charges for the program other than any previously unpaid balance of the original tuition, fees, and charges for books for the program; or
    c. The assignment of an appropriate final grade or credit for the courses in the program, but only if the instructor or instructors of the program determine that the student has:
        1. satisfactorily completed at least 90 percent of the required coursework for the program; and
        2. demonstrated sufficient mastery of the program material to receive credit for completing the program.
9. The payment of refunds will be totally completed such that the refund instrument has been negotiated or credited into the proper account(s), within 60 days after the effective date of termination.

In all cases, refunds will meet or exceed the requirements of TEC, §§132.061 and 132.0611 and TAC Chapter 807, Subchapter N.

(Web3)

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

(a) if tuition and fees are collected in advance of the withdrawal, a pro rata refund of any tuition, fees, or other charges paid by the student for the program and a cancellation of any unpaid tuition, fees, or other charges owed by the student for the portion of the program the student does not complete following withdrawal;

(b) a grade of incomplete with the designation "withdrawn-military" for the courses in the program, other than courses for which the student has previously received a grade on the student's transcript, and the right to re-enroll in the program, or a substantially equivalent program if that program is no longer available, not later than the first anniversary of the date the student is discharged from active military duty without payment of additional tuition, fees, or other charges for the program other than any previously unpaid balance of the original tuition, fees, and charges for books for the program; or

(c) the assignment of an appropriate final grade or credit for the courses in the program, but only if the instructor or instructors of the program determine that the student has:

(A) satisfactorily completed at least 90 percent of the required coursework for the program; and

(B) demonstrated sufficient mastery of the program material to receive credit for completing the program.

7. Refunds will be totally consummated within 60 days after the effective date of termination.

THE STUDENT'S RIGHT TO CANCEL

If you withdraw or are withdrawn from BloomTech, the tuition proration policy will apply based on the effective date of your withdrawal.

HOW REFUNDS WORK

Within 30 days, amounts due to you, if any, will either be refunded directly to you if you prepaid. If any portion of the tuition was paid from the proceeds of a loan or by a third party, 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.

If the student has received federal student financial aid funds, the student is entitled to a refund of monies not paid from federal student financial aid program funds.

HOW TO WITHDRAW FROM THE PROGRAM AND CANCEL YOUR ENROLLMENT

A student can withdraw by submitting a "Withdraw" support ticket within The Hub or by sending an email to support@bloomtech.com. Withdrawals are effective the date and time of the ticket or emailed request.

TUITION PRORATION FOR TUITION OWED AFTER WITHDRAWAL

To find out your exact balance please submit a supporting ticket in the Hub. Your withdrawal time is defined as the official time you give notice of your withdrawal to BloomTech or the day BloomTech gives you notice of you being withdrawn.

You will owe a prorated tuition amount if you have completed less than 75% (for web, ds, & backend) or 90% (for web3) of the program (<75% for web, ds, & backend or <90% for web3). **If you withdraw prior to starting Sprint 2 you will owe no tuition and receive a full refund for any amounts paid to BloomTech.** For Web, Data Science, & Backend students once you have completed 75% or more (≥75%) of the program you will not receive a refund. Please see the chart below. For Web3 students once you have completed 90% or more (≥90%) of the program you will not receive a refund. Please see the chart below.

If you withdraw or are withdrawn following the start of Sprint 2, we will calculate owed tuition by your program's hourly cost multiplied by the number of hours you earned. Hourly cost is determined by dividing your tuition by the number of credit hours in your program. Once you have completed 75% or more (≥75%) for web, ds, & backend) or have completed 90% or more (≥90%) for Web3 you will owe the full tuition amount. Each sprint you complete for DS, Web, and Backend is 40 hours and Web3 is 15 hours.

PRORATION CHART FOR TEXAS RESIDENTS				
Program	**Tuition**	**Total Hours in Program**	**Hourly Cost**	**When 100% of Tuition is Owed**
Web Development	$21,950	960	$22.86	720 hours (when you start Sprint 19)
Data Science	$21,950	960	$22.86	720 hours (when you start Sprint 19)
Backend Development	$21,950	1440	$15.24	1080 hours (when you start Sprint 28)
Web3	$5,500	150	$36.66	135 hours (when you start Sprint 10)

Note: *ISA hourly cost is calculated by the Maximum Total Cost ($42,950) divided by your total program hours. Your upfront down payment will vest first. After the entirety of your down payment is 100% vested, your ISA will vest.*

BLOOM INSTITUTE OF TECHNOLOGY'S RIGHT TO WITHDRAW OR TERMINATE

Bloom Institute of Technology can terminate a student's enrollment or withdraw them at any time for failure to comply with policies in the Catalog. Students may be withdrawn for inactivity, failure to make required tuition payments on any plan, or any code of

conduct violations. If a student is withdrawn from BloomTech, the tuition proration policy will apply based on when the student is withdrawn. Depending on the reason for withdrawal, the student may not be eligible for re-admission.

WITHDRAWAL

A student is deemed "withdrawn" from a BloomTech program when any of the following occurs:

- The student requests or initiates withdrawal.
- Bloom Institute of Technology withdraws the student for failure to comply with policies, including inactivity or code of conduct violations.
- Extended periods of inactivity without an approved Leave of Absence may subject you to withdrawal.

My official withdrawal date is (1) the date I give written notice of my withdrawal as required above; or (2) the date BloomTech gives me written notice that I am withdrawn. I understand the duration of a Sprint is 40 hours for DS, Web, & backend and 15 hours for Web3.

GRADING SYSTEM

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

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 – Repeated: 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 graduation requirements.

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 graduation requirements.

Incompletes - Bloom Institute of Technology does not give out incompletes.

A grading period is defined as one sprint (40 hours) for full time students. All grades are found in the learning management system.

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.

SATISFACTORY PROGRESS

Bloom Institute of Technology's standards of satisfactory progress apply to all students. Students must pass the requirements for each sprint in order to progress to the next sprint. Satisfactory Progress means meeting the requirements to progress through all program sprints and satisfying the clocked hours for the student's program within the time specified in the Maximum Program Length policy.

ACADEMIC PROBATION

If a student is inactive or not progressing at a rate aligned with their anticipated graduation date or maximum program length, BloomTech will reach out to the student to assist them in progressing or requesting withdrawal. Inactive learners who are unresponsive to multiple outreach attempts will be withdrawn to avoid unintentional vesting of tuition. There are no probationary periods.

REMEDIAL WORK AND REPEATED COURSES

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

ATTENDANCE & ENGAGEMENT

Attendance and participation in BloomTech courses is measured in multiple ways, including but not limited to taking attendance in live instruction experiences, verifying module & sprint project attempts, and activity in BloomTech's learning management systems, etc. While students may choose to attend live or view recorded sessions, attendance and engagement with the material is critical to success in the program. Students who do not have activity on the learning management systems for more than seven days will be flagged as inactive, and BloomTech will reach out to verify enrollment. BloomTech may withdraw inactive students to protect them from unintentional further vesting of tuition.

Students who are unable to engage with the curriculum and make satisfactory progress due to extenuating circumstances may need to take a leave of absence.

TARDINESS AND EARLY DEPARTURES

Students who arrive late or leave early to a live instruction session will be able to attend a session at a future date of their choosing, or to review recorded content through the learning management system.

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 for that work by doing so outside of scheduled class time.

LEAVE OF ABSENCE POLICY

A leave of absence (LOA) or "Hiatus" will be considered and may be granted at the discretion of BloomTech staff provided:

1. The LOA does not exceed 60 calendar days
2. The LOA is requested by the student in writing prior to the first day* of the LOA;
3. The LOA is approved in writing by the institution prior to the first day* of the requested LOA; and
4. The student is in good standing prior to the LOA request.

STUDENT CONDUCT EXPECTATIONS

General Information

The Code of Conduct is set forth to give Learners general notice of academic and non-academic expectations. At the Bloom Institute of Technology, we are committed to the success of our Learners. That focus drives everything we do. Besides providing a clear framework, the policies and procedures in the Catalog are designed to mirror expectations our Learners will see in a professional or workplace environment. Additionally, we want every Learner at BloomTech 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 Catalog. All Learners are expected to know and abide by the Code of Conduct and all published policies and procedures contained within the Catalog.

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

Student Rights and Responsibilities

At the Bloom Institute of Technology, we value an educational environment that respects the values of individual Learners 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 learner 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, Learners are responsible for reading and understanding the expectations and guidelines of BloomTech as stated in the Enrollment Agreement, Catalog, and Code of Conduct. If a Learner has questions about certain conduct, or whether an expectation applies in BloomTech's programs and activities, and it is not explicitly stated, they should reach out in a Support Ticket for

clarification. Learners also have the responsibility to remain in communication with BloomTech administration, by checking their email, reading and engaging in Slack channels and direct messages, and reading all school announcements.

BloomTech protects Learner privacy. We do not provide personal information to non-service provider third parties except as requested by the Learner, or as required by subpoena, warrant, or as otherwise directed or permitted by law.

A Note About Speech Rights

BloomTech 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 Catalog, is deemed to be disruptive to the learning environment, and/or is not aligned with BloomTech'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 Catalog 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 Learner's active enrollment at BloomTech (during admissions, leave of absence, or post graduation) are also subject to the conduct process, up to and including withdrawal from the program.

Certain conduct may violate the Code of Conduct as well as the law. BloomTech reserves the right to investigate and to initiate the conduct process regardless of the prospect of or pending civil or criminal proceedings. BloomTech's resolution process differs from legal proceedings in that the goal is to promote learning, growth, and to preserve the educational environment. BloomTech 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 BloomTech. We encourage Learners to engage in curriculum related discussions and ask for help through the appropriate BloomTech Hub Forums and support tickets. While we do not want to stop the gathering of BloomTech Learners outside of official channels we cannot as a school be held liable for anything that happens in the spaces that we do not govern. However, the school reserves the right to further investigation and possible removal of a Learner for offenses such as bullying, harassment, etc. if such behavior is brought to our attention.

Policies in the Catalog, including but not limited to the Code of Conduct, may be enforceable for incidents that happen outside of BloomTech that affect the BloomTech 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 BloomTech networks will be considered an alleged violation of the Code of Conduct:

1. When the incident was recognized by others as being carried out by a BloomTech Learner;
2. When the incident adversely impacted the mental, emotional, or physical health, safety, and/or security of BloomTech community members;
3. When the incident adversely impacted the mission and/or values of BloomTech; 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 Code of Conduct. If we come across an issue, or someone brings concerning behavior to our attention, BloomTech staff will work to determine if the behavior may be a violation of the Code of Conduct . If a violation is alleged (or confirmed), we will generally:

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

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

When determining if a Learner has violated a policy, BloomTech staff will look at the information to see if the violation is "more likely than not" to have occurred. When deciding the appropriate action to take, we consider the severity of the incident, the context in which it took place, and Learner communications, if applicable. A Learner'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 BloomTech. If a Learner is found to be responsible for a violation of the Code of Conduct or other published policies, the Learner 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 BloomTech, or other educational assignments.

Participation and Attendance

Attendance and participation in BloomTech courses is measured in multiple ways, including but not limited to taking attendance in live instruction experiences, verifying module and sprint project attempts, activity in the BloomTech learning management system, etc.

Inactivity of more than seven days may trigger a withdrawal process to protect learners from unintentional further vesting of tuition beyond Sprint 2.

Coursework and Projects

BloomTech expects Learners 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 Learner knows a concept, repetition solidifies the foundation of their knowledge. We encourage Learners to reach for stretch goals and practice on their own.

Coursework and relevant assignment and Sprint Challenge deadlines are housed in the Learning Management System. Learners are responsible for ensuring that their coursework is submitted in the appropriate manner and in line with the maximum time frame allotted for the program.

Owning your Learning

It is ultimately the Learner's responsibility to take an active role in their learning and understanding, alongside the structure and support provided by BloomTech. This might mean that to master material, Learners might put in additional study hours beyond what is listed as the “average” amount of time.. Or, that Learners might benefit from resources beyond BloomTech 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, Learners are ultimately responsible for their own learning and success.

Asking for Help

If a Learner feels lost or is stuck on an assignment, it’s their responsibility to reach out to the BloomTech community for help. Learners may not always be given the answer, but they will be provided with the tools to come up with the answer on their own. Learners 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 appropriate Hub Discussion Forum
3. File an Instructional Support Ticket through the Hub

Academic Integrity

BloomTech expects Learners to understand and maintain high standards of academic integrity. The goal of BloomTech is that our Learners learn the material to 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. Learners 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 an instructor. Collaboration includes Learner, 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 Learners, outside sources, or generally submitting work that is not one's own. Giving your solution code to another Learner to copy, or copying another Learner's work, is considered cheating.
- **Sharing Solution Code** - BloomTech projects and curriculum are the property of BloomTech. Any unauthorized sharing of project solution code within or outside of the BloomTech community is considered cheating, and may result in dismissal from the program.
- **Inappropriate use of Intellectual Property and Copyright Violations** - We expect all Learners to respect the intellectual property rights of BloomTech, instructors, staff, other Learners, as well as those of any and all external parties. BloomTech owns all code for BloomTech assigned projects. Learners own any code that they write for projects outside of the core BloomTech curriculum, even if these projects were written during their enrollment in BloomTech. Intellectual property violations include copyright violations, using, and/or linking materials to which you do not have the rights. BloomTech may request that you remove any content or material (either within Slack, The Hub, or externally) that is found to violate any policy, contractual term, law, and/or any intellectual property right. Content posted to BloomTech Slack spaces also belongs to BloomTech.

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, BloomTech staff 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 The 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 BloomTech Learners. BloomTech 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 BloomTech for violations of the Catalog, Code of Conduct, Enrollment Agreement or other published policies, the Learner may qualify for a proration of their tuition.

Professionalism and Respect

BloomTech is a professional environment. It is expected that Learners act accordingly. Punctuality, timeliness, accountability, and open communication are crucial not only for a Learner's success at BloomTech, but also in their careers afterward. The professional expectations BloomTech requires of its learners are the same a learner's future employers will expect of them. Professionalism should be a theme that runs through a learner's work and interactions at BloomTech. This includes communication via Slack, The Hub, Zoom, content of a learner's work, and naming conventions. A good rule of thumb is: if a Learner wouldn't do or say it in front of an employer or colleagues at their job, they shouldn't do it here at BloomTech.

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

Alcohol and Other Drugs

Learners 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 learner does so while participating in BloomTech programs and activities:

- Consuming alcohol and other drugs during school 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 BloomTech programs and activities.

If a Learner has a concern about another individual regarding alcohol or other drugs, they should notify BloomTech staff by submitting a Support Ticket in the Hub.

Property and Resources

Learners are responsible for maintaining the appropriate security of BloomTech property, both tangible, like computers and tech equipment, and intangible intellectual property such as curriculum and content. Unless otherwise agreed in writing, BloomTech property in the Learner's possession or control must be immediately returned to BloomTech upon any extended leave, withdrawal, completion, and/or termination.

Learners 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 BloomTech or other individual(s). This includes, but is not limited to, loaned equipment. Learners 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

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

While participating in BloomTech programs and activities (lectures, support hours, study group meetings, etc.) it is expected that all Learners abide by the following expectations, regardless of local laws and regulations:

- Refrain from wielding, displaying, or using weapons or weapon paraphernalia while engaging in BloomTech 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

BloomTech strives to create and maintain an educational environment in which individuals are treated with dignity, decency, and respect. As such, BloomTech 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 BloomTech's programs, activities, or resources. BloomTech prohibits unlawful discrimination against and harassment of staff, instructors, and Learners. BloomTech 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 BloomTech.

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 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

Learners who believe they have been discriminated against or subjected to harassment in accessing BloomTech's programs or activities based on a protected status or otherwise, should submit a Support Ticket via the Hub. Complaints are treated confidentially to the extent possible.

Retaliation

BloomTech 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 Catalog, 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 Learner, staff member, instructor, or other BloomTech community member. Retaliation may result in immediate removal from the school.

Threatened or Actual Physical or Psychological Harm

As a community of learners, BloomTech 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 BloomTech'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 BloomTech programs, activities, or resources.

Digital Environment Standards

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

Communication Guidelines

Professionalism is expected when creating and joining Slack channels, participating in discussion forums through The Hub, participating in academic and social discussion, and via posts, comments, questions, and responses to others. The creation of new channels and/or discussion topics 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 BloomTech 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 Catalog.

BloomTech reserves the right to delete Slack channels, Hub forum discussions, and content (posts, images, emojis, threads, questions, comments, and responses) that are not aligned with our mission, values, Catalog, or Code of Conduct.

Additionally, inappropriate behavior on Slack, Zoom, The Hub, and other BloomTech 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 (Learners, 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 (Learners, 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 Learners, 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

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. 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 Learners are fully clothed while on camera and that their clothing does not contain any obscene, offensive, or derogatory messages or images.

Account Pictures

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

Names

Learners are expected to use their legal name for Slack, The Hub, Zoom, and all communication within BloomTech. Learners who utilize a preferred name will need to submit a support ticket in the Hub so that we may update records.

Safety

BloomTech is committed to safety and encourages Learners to take precautions at all times, including but not limited to while using Zoom. Learners should use Zoom to attend live sessions, guided projects, and meetings while in a space where they are able to concentrate and not endanger themselves or others. We encourage Learners to use their best judgment and not participate in dangerous and/or physical activities while on Zoom, including but not limited to driving.

Recording and Screenshots

BloomTech values and respects Learner, staff, and instructor privacy. It is expected that all Learners 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 BloomTech staff. These should be submitted through a 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

BloomTech encourages critical thought, discourse, and feedback from our Learners, including reflections on the school itself, our policies, or anything else. We value Learner feedback and welcome it anytime via a support ticket in the Hub, communication with staff and instructors, and others. Please note that while learners may choose to talk to a staff member or instructor, support tickets in The Hub are the official means of communication regarding feedback or a concern.

GRADUATION REQUIREMENTS

Students must pass the requirements for each sprint in order to progress to the next sprint. Students are considered a "graduate" once they have received a passing grade for every sprint in their program. Students must complete these requirements and satisfy the hours for their program within the maximum time allotted for program completion (960 hours for Web & DS, 1440 for Backend, and 150 for Web3).

Students that meet these requirements will be issued a Certificate of Completion from Bloom Institute of Technology for program completion within 60 days of graduation. A test-out process is available for students who qualify. Students should submit a Support Ticket to inquire about testing out or to initiate the process.

READMISSION POLICY

If eligible, withdrawn students may apply for readmission into the same program. Re-admitted students may be required to complete a placement exam or repeat sprints. Readmitted students may be required to satisfy enrollment requirements, such as signing an Enrollment Agreement and finalizing Tuition Options, as part of the re-application process.

ORIENTATION

An Orientation course is provided for new students in the learning management system. Completion of this course is required, and is due prior to beginning sprint 1. The Orientation includes content about the student journey, expectations, and tools used for instruction and learner assignments. There may also be optional live events, and information about these is included in the Orientation course.

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 submitting a support ticket in The Hub.

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.

CURRICULUM ACCESS

While enrolled in and as an alum of the Bloom Institute of Technology, you may have access to past and/or current materials and resources (such as curriculum and projects) for the program you completed. You may use these materials for your continued self-study, to brush up on a new skill, or prepare for an interview or project. Access to BloomTech materials is for your personal use only and may not be shared or distributed to a third party. This includes, but is not limited to alumni or learners

from programs other than your own, individuals/companies/groups not affiliated with BloomTech, repurposing or editing materials and claiming them as your own, or publishing materials or curriculum in any form on any platform.

BloomTech reserves the right to remove, alter, and/or discontinue access to this material at any time.

ACCESSIBILITY AND ACCOMMODATIONS

Bloom Institute of Technology welcomes and embraces diversity and is committed to providing otherwise qualified students equal access to programs and activities by having nondiscriminatory standards in all academic areas and reasonable accommodations. A reasonable accommodation is an adjustment or minor change that removes barriers. Reasonable accommodations do not involve lowering academic standards or alterations to a program. Please note that accommodations that were approved through another school or institution may not be approved at BloomTech due to the nature of the educational format of our programs and activities. Reasonable accommodations are evaluated and granted on an individualized basis. To begin the process of requesting accommodations, students should send an email to accommodations@bloomtech.com.

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 engaging in any live instruction experiences.

THE HUB

The Hub is a resource and communication tool at BloomTech, and contains the following:

- Announcements to all or part of the student body
- Discussion Forums where students and staff can ask questions and engage with course material
- Knowledge Base of articles and frequently asked questions, covering school policies and information as well as curricular content and supplemental resources
- Support Ticket function, for general inquiries as well as requesting instructional or technical support

SLACK OR OTHER FORUMS

Slack is an online communication tool used widely in the tech industry.. 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 finalized their enrollment, we will add them to the student Slack workspace.

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 BloomTech staff.

LEARNING MANAGEMENT SYSTEMS

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 BloomTech staff member. Students may raise the concern with any member of the 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
- A description of the original concern

- A summary of past conversations with BloomTech staff
- Desired outcome

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

Texas students who are dissatisfied with the school's response to their complaints can file a formal complaint with the Texas Workforce Commission - Career Schools and Colleges, Room 226T, 101 East 15th Street, Austin, Texas 78778-0001, (512)-936-3100 http://csc.twc.state.tx.us

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

This scholarship cannot be combined with any other Bloom Institute of Technology scholarship programs.

Application Process

Applicants must meet eligibility criteria, including having been admitted to Bloom Institute of Technology, and submit a complete Scholarship Application for consideration.

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

Scholarship awards range from $1,000 to $3,000 and are taxable. A maximum of 10 scholarships are awarded each month. Applicants will be notified of the decision via email. Awardees will be notified via email about how to submit their W-9 form, which is

required for Bloom Institute of Technology to disburse the scholarship. Recipients must complete Sprint 2 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 Bloom Institute of Technology. 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 Canvas.

FULL STACK WEB DEVELOPMENT

Required Program Length: 960 hours / 24 weeks

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

Full-time Program Outline:

Full Stack Web Development Core	Course Title	Lecture	Lab
Web 100	JavaScript Fundamentals	10	30
Web 101	Advanced CSS and Intro to JavaScript	10	30

Web 102	User Interface and Git	10	30
ACS 201	Applied Computer Science 1	10	30
Web 200	Applied JavaScript	10	30
Web 201	Intro to React	10	30
Web 202	Single Page Applications	10	30
ACS 202	Applied Computer Science 2	10	30
Web 300	Advanced React	10	30
Web 301	Advanced State Management	10	30
Web 302	Advanced Web Applications	10	30
ACS 203	Applied Computer Science 3	10	30
Web 400	Build a Web API	10	30
Web 401	Adding Data Persistence	10	30
Web 402	Authentication and Testing	10	30
ACS 204	Applied Computer Science 4	10	30
	Total Core Hours	**160**	**480**

Applied Computer Science	Course Title	Lecture	Lab
ACS 300	Applied Computer Science 5 - 8	40	120
	Total ACS Hours	**40**	**120**

Bloom Institute of Technology Labs	Course Title	Lecture	Lab
Labs 460	Bloom Institute of Technology Labs 1 - 4	20	140
	Total Labs Hours	**20**	**140**
		Total Program Hours	**960**

COURSE DESCRIPTIONS

Full Stack Web Development Core

Web 100: JavaScript Fundamentals **40 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!

Web 101: Advanced CSS and Intro to JavaScript 40 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.

Web 102: User Interface and Git 40 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.

ACS 201: Applied Computer Science 1 40 Hours
Explore programming and problem solving skills that will prepare you to pass a technical exam and start working on your job search by completing career readiness activities.

Web 200: Applied JavaScript 40 Hours
This week is all about exposing you to applying your Javascript knowledge to the Document Object Model and creating rich Javascript user interfaces.

Web 201: Intro to React 40 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.

Web 202: Single Page Applications **40 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.

ACS 202: Applied Computer Science 2 **40 Hours**
Explore programming and problem solving skills that will prepare you to pass a technical exam and start working on your job search by completing career readiness activities.

Web 300: Advanced React **40 Hours**
We continue our journey into React with some more advanced topics like class components, custom hooks, and testing.

Web 301: Advanced State Management **40 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!

Web 302: Advanced Web Applications **40 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.

ACS: 203 Applied Computer Science 3 **40 Hours**
Explore programming and problem solving skills that will prepare you to pass a technical exam and start working on your job search by completing career readiness activities.

Web 400: Build a Web API **40 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.

Web 401: Adding Data Persistence **40 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

Web 402: Authentication and Testing **40 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.

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.

ACS: 204 Applied Computer Science 4 **40 Hours**
Explore programming and problem solving skills that will prepare you to pass a technical exam and start working on your job search by completing career readiness activities.

Applied Computer Science

Prerequisite: Successful completion of all courses within Development Core

ACS: 300 Applied Computer Science 5 - 8 **160 Hours**
Learners will continue to build upon problem solving skills that will help improve their ability to solve coding challenges and attain higher scores on a technical exam. In addition, learners will receive personalized feedback on their career artifacts, opportunity to practice technical interviewing skills and attend information sessions offered by hiring partners.

Bloom Institute of Technology Labs

Prerequisite: Successful completion of all Computer Science courses.

Labs 460: Labs 1 - 4 **40 Hours**
Bloom Institute of Technology offers students a professional immersive experience during Labs. They gain valuable experiential practice that solidifies their core skill learnings. They learn how to operate in an agile environment and follow a standard development process.

DATA SCIENCE

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

Cumulative Final Exam: None
Graduation Document: Certificate
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

Full-time Program Outline:

Data Science Core	Course Title	Lecture	Lab
DS 100	Data Wrangling and Storytelling	10	30
DS 101	Statistical Tests and Experiments	10	30
DS 102	Linear Algebra	10	30
ACS 201	Applied Computer Science 1	10	30
DS 200	Linear Models	10	30
DS 201	Kaggle Challenge	10	30
DS 202	Applied Modeling	10	30
ACS 202	Applied Computer Science 2	10	30
DS 300	Software Engineering and Reproducible Research	10	30
DS 301	SQL and Databases	10	30
DS 302	Productization and Cloud	10	30
ACS 203	Applied Computer Science 3	10	30
DS 400	Natural Language Processing	10	30
DS 401	Neural Network Foundations	10	30
DS 402	Major Neural Network Architectures	10	30
ACS 204	Applied Computer Science 4	10	30
	Total Core Hours	**160**	**480**

Applied Computer Science	Course Title	Lecture	Lab

ACS 300	Applied Computer Science 5 - 8	40	120
	Total ACS Hours	**40**	**120**

Bloom Institute of Technology Labs	Course Title	Lecture	Lab
Labs 460	Bloom Institute of Technology Labs 1 - 4	20	140
	Total Lab Hours	**20**	**140**
		Total Program Hours	**960**

COURSE DESCRIPTIONS

Data Science Core

Prerequisites: None

DS 100: Data Wrangling and Storytelling **40 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.

DS 101: Statistical Tests and Experiments **40 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.

DS 102: Linear Algebra **40 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.

ACS 201: Applied Computer Science 1 **40 Hours**
Explore programming and problem solving skills that will prepare you to pass a technical exam and start working on your job search by completing career readiness activities.

DS 200: Linear Models **40 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.

DS 201: Kaggle Challenge **40 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?

DS 202: Applied Modeling **40 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!

ACS 202: Applied Computer Science 2 **40 Hours**

Explore programming and problem solving skills that will prepare you to pass a technical exam and start working on your job search by completing career readiness activities.

DS 300: Software Engineering and Reproducible Research **40 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.

DS 301: SQL and Databases **40 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.

DS 302: Productization and Cloud **40 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.

ACS 203: Applied Computer Science 3 **40 Hours**

Explore programming and problem solving skills that will prepare you to pass a technical exam and start working on your job search by completing career readiness activities.

DS 4000: Natural Language Processing **40 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.

DS 401: Neural Network Foundations **40 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.

DS 402: Major Neural Network Architectures **40 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.

ACS 202: Applied Computer Science 2 **40 Hours**
Explore programming and problem solving skills that will prepare you to pass a technical exam and start working on your job search by completing career readiness activities.

Computer Science

ACS: 300 Applied Computer Science 5 - 8 **160 Hours**
Learners will continue to build upon problem solving skills that will help improve their ability to solve coding challenges and attain higher scores on a technical exam. In

addition, learners will receive personalized feedback on their career artifacts, opportunity to practice technical interviewing skills and attend information sessions offered by hiring partners.

Bloom Institute of Technology Labs

Prerequisite: Successful completion of all Computer Science courses.

Labs 460: Labs 1 - 4 **40 Hours**

Bloom Institute of Technology offers students a professional immersive experience during Labs. They gain valuable experiential practice that solidifies their core skill learnings. They learn how to operate in an agile environment and follow a standard development process.

ENTERPRISE BACKEND DEVELOPMENT

Required Program Length: 1440 hours / 36 weeks (Full Time)

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 Outline:

Enterprise Backend Development Core	Course Title	Lecture	Lab
EBE 101	Backend 1	8	32
EBE 102	Backend 2	8	32
EBE 103	Backend 3	8	32
EBE 104	Backend 4	8	32
EBE 105	Backend 5	8	32
EBE 106	Backend 6	8	32
EBE 107	Backend 7	8	32
EBE 108	Backend 8	8	32
EBE 109	Backend 9	8	32
EBE 110	Backend 10	8	32
EBE 111	Backend 11	8	32
EBE 112	Backend 12	8	32
EBE 113	Backend 13	8	32
EBE 114	Backend 14	8	32
EBE 115	Backend 15	8	32
ACS 201	Applied Computer Science 1	10	30
EBE 116	Backend 16	8	32
EBE 117	Backend 17	8	32
EBE 118	Backend 18	8	32
ACS 202	Applied Computer Science 2	10	30
EBE 119	Backend 19	8	32
EBE 120	Backend 20	8	32
EBE 121	Backend 21	8	32
ACS 203	Applied Computer Science 3	10	30
EBE 122	Backend 22	8	32
EBE 123	Backend 23	8	32
EBE 124	Backend 24	8	32
ACS 204	Applied Computer Science 4	10	30
	Total Core Hours	**232**	**888**

Applied Computer	Course Title	Lecture	Lab

Science			
ACS 300	Applied Computer Science 5 - 8	40	120
	Total ACS Hou:	**40**	**120**

Bloom Institute of Technology Labs	Course Title	Lecture	Lab
Labs 460	Bloom Institute of Technology Labs 1 - 4	20	140
	Total Labs Hours	**20**	**140**
		Total Program Hours	**1440**

COURSE DESCRIPTIONS

Enterprise Backend Development Core Courses

EBE 101: Backend 1 **40 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.

EBE 102: Backend 2 **40 Hours**
Learn and apply the fundamentals of Java programming and object-oriented design.

EBE 103: Backend 3 **40 Hours**
Learn and apply the fundamentals of Java programming and object-oriented design.

EBE 104: Backend 4 **40 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.

EBE 105: Backend 5 **40 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.

EBE 106: Backend 6 **40 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.

EBE 107: Backend 7 **40 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.

EBE 108: Backend 8 **40 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.

EBE 109: Backend 9 **40 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.

EBE 110: Backend10 **40 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.

EBE 111: Backend 11 **40 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.

EBE 112: Backend 12 **40 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.

EBE 113: Backend 13 **40 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.

EBE 114: Backend 14 **40 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.

EBE 115: Backend 15 **40 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.

ACS 201: Applied Computer Science 1 **40 Hours**

Explore programming and problem solving skills that will prepare you to pass a technical exam and start working on your job search by completing career readiness activities

EBE 116: Backend 16 **40 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.

EBE 117: Backend 17 **40 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.

EBE 118: Backend 18 **40 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.

ACS 202: Applied Computer Science 2 **40 Hours**
Explore programming and problem solving skills that will prepare you to pass a technical exam and start working on your job search by completing career readiness activities

EBE 119: Backend 19 **40 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.

EBE 120: Backend 20 **40 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.

EBE 121: Backend 21 **40 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.

ACS 203: Applied Computer Science 3 **40 Hours**
Explore programming and problem solving skills that will prepare you to pass a technical exam and start working on your job search by completing career readiness activities

EBE 122: Backend 22 **40 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.

EBE 123: Backend 23 **40 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.

EBE 124: Backend 24 **40 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.

ACS 204: Applied Computer Science 4 **40 Hours**
Explore programming and problem solving skills that will prepare you to pass a technical exam and start working on your job search by completing career readiness activities.

Applied Computer Science

ACS: 300 Applied Computer Science 5 - 8 **160 Hours**
Learners will continue to build upon problem solving skills that will help improve their ability to solve coding challenges and attain higher scores on a technical exam. In addition, learners will receive personalized feedback on their career artifacts, opportunity to practice technical interviewing skills and attend information sessions offered by hiring partners.

Bloom Institute of Technology Labs

Prerequisite: Successful completion of all Computer Science courses.

Labs 460: Labs 1 - 4 **40 Hours**
Bloom Institute of Technology offers students a professional immersive experience during Labs. They gain valuable experiential practice that solidifies their core skill learnings. They learn how to operate in an agile environment and follow a standard development process.

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 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

Test Coins/Cryptocurrency: BloomTech may ask learners to use test coins for educational purposes only. Learners are not required to use real coins or cryptocurrency as part of their BloomTech education. Learners who elect to use their wallet, real coins, or any cryptocurrency in connection to their BloomTech education or otherwise, assume all risks. Using real coins, cryptocurrency, or attaching a virtual wallet may result in a loss of money. Information provided by BloomTech does not constitute investment, financial, trading, or tax advice in any way. BloomTech is not responsible or liable for any losses, damages or claims associated with the use of coins or cryptocurrency.

Program Schedule: Content consumption is self-paced including evenings and weekends. Regular office hours are available.

Program Outline:

Web3 Courses / Sprints	Sprint Course Title	Skill Acquisition*	Project "Labs"
WEB3 210	Introduction to Ethereum and Smart Contracts	5	10
WEB3 220	Solidity Programming Language and Your First Smart Contract	5	10
WEB3 230	Testing Solidity Smart Contracts	5	10
WEB3 240	Solidity and Smart Contract Design Patterns	5	10
WEB3 250	Reading and Interacting with your Smart	5	10

	Contract using The Graph and React		
WEB3 260	Monitoring Your Protocol	5	10
WEB3 270	Blockchain Cryptography and the Ethereum Virtual Machine (EVM)	5	10
WEB3 280	Ethereum Tokens, ERC20 and ERC-721 (NFT)	5	10
WEB3 290	Decentralized Finance (DeFi)	5	10
WEB3 300	Hacking Smart Contracts: Devastating Vulnerabilities Gas Optimization	5	10
	Total Program Hours	**50**	**100**

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

COURSE DESCRIPTIONS

WEB3 Development

WEB3 210: Introduction to Ethereum and Smart Contracts 15 Credit 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.

WEB3 220: Solidity Programming Language and Your First Smart Contract 15 Credit 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.

WEB3 230: Testing Solidity Smart Contracts 15 Credit 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.

WEB3 240: Solidity and Smart Contract Design Patterns 15 Credit 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.

WEB3 250: Reading and Interacting with your Smart Contract using The Graph & React **15 Credit 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.

WEB3 260: Monitoring Your Protocol **15 Credit 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.

WEB3 270: Blockchain Cryptography and the Ethereum Virtual Machine (EVM) **15 Credit 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

WEB3 280: Ethereum Tokens, ERC20 and ERC-721 (NFT) **15 Credit Hours**

This Sprint teaches learners the fundamentals of and applications needed for creating, deploying and testing NFTs.

WEB3 290: Decentralized Finance (DeFi) **15 Credit 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.

WEB3 300: Hacking Smart Contracts: Devastating Vulnerabilities Gas Optimization **15 Credit 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

BOARD OF TRUSTEES

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STEPHEN OSKOUI Managing Partner at Gigafund - Board Member
AUSTEN ALLRED, Co-Founder and CEO - Board Member
ELIAS TORRES, Drift - Board Member

MANAGEMENT

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

FACULTY

Instructor Name	Courses Taught	Education / Experience
ADITYA GUPTA	Data Science + ACS	Visveswaraya Technological University - Bachelors of Engineering in Electronics and Communication 4+ years of industry experience
ANUPAMA BHATTACHARYA	Applied Computer Science (ACS)	University of Wisconsin, Madison - Bachelor of Science in Biomedical Engineering and Computer Science 6 years of industry experience
BENJAMIN CAVINS	Data Science + ACS	University of Colorado - Bachelor of Science in Computer Science 7 years of industry experience
BRIAN MEERMANS	Enterprise Backend Development + ACS	Virginia Polytechnic Institute and State University - Bachelors of Science in Mathematics 10+ years of industry experience
BRUNO JANOTO	Data Science + ACS	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	Full Stack Web Development + ACS	Columbia College Chicago - Bachelor of Arts in English 3+ years of experience
CHIMZI CHIORLU	Full Stack Web Development + ACS	University of Lagos - Bachelor of Science in Chemical Engineering 4+ years of Industry Experience
CYRÉ ALLEN	BloomTech Labs	Full Sail University - Associate of Science in Web Design and Development 7 years of industry experience
DANIEL FRYAR	Enterprise Backend Development + ACS	Abilene Christian University - Bachelor of Science in Computer Science 5 years of industry experience

DANIEL GEMARA	Data Science + ACS	University of Toronto - Masters of Industrial Engineering and Data Science York University - Bachelors of Applied Mathematics 4 years of industry experience
DEREK PETERS	BloomTech Labs	King University – Masters of Business Administration King University – Bachelors of Arts in Business Management, & BTECH – Computer Science Engineering 9 years of industry experience
ESRAA IBRAHIM	Applied Computer Science (ACS)	Arizona State University - Masters of Software Engineering 6 years of industry experience
FRANK FELLA	Enterprise Backend Development + ACS	30+ years of industry experience
FRANK FUSCO	BloomTech 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
GABRIEL BARROS	Full Stack Web Development + ACS	Federal University of Rio de Janeiro - Bachelor of Civil Engineering in Structure and Materials 3+ years of industry experience
GABRIEL CABREJAS	Full Stack Web Development + ACS + BloomTech Labs	Universidad de Navarra - Bachelor of Arts in Architecture DevMountain – Certificate, Web Development DevMountain 20+ years of industry experience
HANKE KIMM	Enterprise Backend Development + ACS	Vassar College - Bachelor of Science in Computer Science 6+ years of industry experience
JACOB PLUMB	Full Stack Web Development + ACS	5+ years of industry experience
JAKE MALLORY	BloomTech 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

JAMES BLACKLOCK	Full Stack Web Development + ACS	Harvard University Extension School - Computer Science, Non-Degree Seeking Patrick Henry College - Bachelor of Arts, Government/Strategic Intelligence 7+ years of experience
JEFF BRICKER	Data Science + ACS	University of Michigan - Masters of Business Administration Michigan Tech. - Bachelors of Electrical Engineering 14+ years of industry experience
JEROD PRINDABLE	Enterprise Backend Development + ACS	Webster University - Bachelors of Computer Science 8+ years of industry experience
JERRY "JAI" COOK	Applied Computer Science (ACS)	CPRW - Certified Professional Resume writer 10+ years of industry experience
JOHN DODSON	BloomTech Labs	BYU Marriot School of Business - Master of Business Administration BYU Hawaii - Bachelor of Science, Information Systems 13+ years of industry experience
JULIA PERRY	Applied Computer Science (ACS)	Alliance Theological Seminary - Master of Arts in Intercultural Studies 3 years of industry experience
JULIAN OQUENDO	Data Science + ACS	General Assembly Data Science Immersive, -Certificate of Completion in Data Science and Visualization University of Virginia - Bachelor of Arts in English, 2+ years of industry experience
KEVIN LIU	Enterprise Backend Development + ACS	University of California, San Diego - Bachelor of Science in Human Biology; Pre Med 8 years of industry experience
KIERAN KOZLOWSKI	Full Stack Web Development + ACS	University of Central Florida – Master of Science in Interactive Entertainment Florida State University – Bachelor of Science in Anthropology 3 years of industry experience
LUIZ MAI	Full Stack Web Development + ACS + Bloom Institute of Technology Labs	Federal University of Espírito Santo - Bachelors of Computer Engineering 5 years of industry experience
MAULSHREE GOYAL	Enterprise Backend Development + ACS	Symbiosis Center for IT - Bachelors equivalent in Software Development 17 years of industry experience

NIGER LITTLE-POOLE	BloomTech Labs	Columbia University - Bachelor of Science in Industrial Engineering & Computer Science 4 years of industry experience
NIVEDITA CHANDRU	Data Science + ACS	University of Kansas - PhD in Bioengineering New Jersey Institute of Technology - Masters of Electrical Engineering Anna University - Bachelors of Electronics and Communication Engineering 4 years of industry experience
PACE ELLSWORTH	Full Stack Web Development + ACS	Brigham Young University – Bachelor of Art in Linguistics 4 years of industry experience
PARSHVI SRIVASTAV	Full Stack Web Development + ACS + Bloom Institute of Technology Labs	Birla Institute of Technology - Bachelor of Engineering 4 years of industry experience
PETAR NOVAKOVIC	Enterprise Backend Development + ACS	Belgrade University - IT Engineer 4 years of industry experience
POOJA THAKUR	Data Science + ACS	Ryerson University - PhD in Aerospace Engineering University of Toronto - Master's of Science in Aerospace Engineering 7 years of industry experience
PRERIIT SOUDA	Data Science + ACS	Southern Methodist University - Master's of Management Science 10 years of industry experience
RITA ALFONSO	Full Stack Web Development + ACS + Bloom Institute of Technology Labs	Stony Brook University - PhD of Philosophy 5 years of industry experience