

# Chegg Skills

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## **THINKFUL** a Chegg® service

### **Catalog**

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## **ABOUT CHEGG SKILLS**

### **Catalog Information**

As a prospective student, you agree to review this catalog prior to signing an enrollment agreement. Prospective students should be aware that some information in the catalog may change. It is recommended that students who are considering enrollment check with the school to determine if the information provided in the catalog is consistent with current policies. States independently approve faculty and programs, and as such all programs, faculty, or payment options listed in this catalog may not be available in your specific state at the time of enrollment. For the avoidance of doubt, students acknowledge that, in the event of a conflict between this catalog and a student's particular enrollment agreement, the student's enrollment agreement shall govern. Chegg Skills will make every effort to update this catalog at least annually; such updates will not negatively affect current students.

### **Mission Statement and Goals**

Chegg Skills' mission is to provide ambitious students everywhere with the skills and competencies needed to achieve and succeed in high-growth tech careers. To accomplish that, Chegg Skills provides one-on-one learning through its network of industry experts and an online platform to deliver a structured and flexible education.

Chegg Skills' structured online learning experience is key to our mission: connecting students and working professionals around the country, whether or not they live in the same city, allows us to bring tech careers to people outside major U.S. tech hubs, like San Francisco or NYC. It also allows us to invest tuition in student support and research-backed educational strategies (like one-on-one tutoring) rather than real estate and to reach students who are financially or geographically unable to commute to a class. All programs offered at Chegg Skills align with this mission.

### **History**

Thinkful, Inc. was founded in 2012 by Darrell Silver and Dan Friedman with the objective of providing theoretical and practical learning based on industry needs and student feedback while cultivating a collaborative educational environment. In 2018, Thinkful, Inc. acquired Bloc, one of the first coding bootcamps to offer self-paced learning. As a result of the acquisition, Thinkful previously offered Bloc-branded programs. In 2019, Thinkful, Inc. was acquired by Chegg, Inc. and is currently doing business as "Chegg Skills."

### **Institutional Accreditation**

Thinkful, Inc. is not accredited by a regional or national accrediting agency recognized by the United States Department of Education. Thinkful, Inc. has not received a provisional approval and is not offering an unaccredited degree program. Thinkful, Inc. is not eligible to participate in federal student financial assistance programs.

### **State Licensing Information**

#### **District of Columbia**

Thinkful, Inc. is a private institution and has been granted approval to operate with the Higher Education Licensure Commission (HELIC) within the District of Columbia through January 31, 2023, and is in the process of renewal. HELIC is an agency responsible for granting authority to operate and provide oversight of the District of Columbia's postsecondary educational institutions. This approval to operate means the institution is in compliance with the DC Official Code and Title 5-A DCMR Chapter 83.

Higher Education Licensure Commission 1050 First St. NE, 5th Floor Washington,  
D.C. 20002  
Phone: (202) 727-6436  
Website: <https://osse.dc.gov/service/higher-education-licensure-commission-helic>

Thinkful's governing board has approved each certificate program offered to DC students.

#### **Utah**

Thinkful, Inc. is registered under the Utah Postsecondary Proprietary School Act. Title 13, Chapter 34, Utah Code.

Registration under the Utah Postsecondary Proprietary School Act does not mean that the State of Utah supervises, recommends, or accredits Thinkful. It is the student's responsibility to determine whether credits, degrees, or certificates from Thinkful will transfer to other institutions or meet employers' training requirements. This may be done by calling the prospective school or employer.

**Non-Government Affiliation Statement**

Thinkful, Inc. is not affiliated with any government entity.

**Ownership Statement**

Thinkful, Inc. is overseen by the Board of Directors and Corporate Officers who are responsible for the overall organizational growth and business decisions.

**Corporate Officers**

Woodie Dixon, Jr.	Chief Executive Officer and Secretary
Andrew Brown	Chief Financial Officer and Treasurer
Nathan Schultz	Vice President
Colin Coggins	Vice President

**Board of Directors**

Rachel Brujis	Director
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**School Leadership Team**

The school leadership team is responsible for quarterly growth initiatives and changes that affect the student lifecycle, including management and day-to-day operations of the school.

Rachel Brujis  
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## **CURRICULUM - PROGRAMS, COURSE DESCRIPTIONS, TUITION**

Chegg Skills offers programs in multiple fields: software engineering, data science, data analytics, digital marketing, technical project management, and design. Each program is designed to train students in the core skills required to start a new career in that field.

All Chegg Skills programs are fully remote. Instead of physical classrooms, we use video conferencing and other online tools to create one-on-one and group learning experiences.

Every student in each program is paired with an experienced professional working in the field for regular one-on-one live mentoring sessions. In addition to mentorship, each program includes personalized feedback on submitted assignments, live one-on-one assessments (usually structured as a mock interview), and regular on-demand chat support. Immersive programs include live, instructor- led group lectures & workshops and live peer collaboration facilitated by teaching assistants.

Upon satisfying all program graduation requirements, students will be awarded a certificate of completion and begin working with the Careers team for up to six months immediately following graduation. In addition to teaching technical skills, a key objective for all programs is to prepare students for careers in the tech industry. Chegg Skills offers career services to help graduates develop the soft skills they will need to acquire their next job and partners with employers in the tech industry to assist with career placement. Chegg Skills measures student success through hired rates and salary increases for our students.

The learning objectives, instructional strategies, topics covered, and skills developed for each program have been designed in conjunction with industry experts and employers. Chegg Skills solicits and incorporates continuous feedback from faculty, mentors, industry experts, and employer partners to keep pace with quickly changing technology and industry needs.

Please note that not all programs are offered in all states.

## **Data Analytics Flex (DATA\_ANALYTICS-201)**

**Program Length:** 31 Lessons

**Duration:** Self-paced, expected 26 weeks

**Instructional Type:** Online, self-paced

**Credential awarded:** Certificate of Completion

Students are expected to dedicate at least 19.25 hours each week to independent study and project work for an overall commitment of 20 hours per week. The Data Analytics Flex program is self-paced and designed to be completed in approximately 26 weeks.

### **Program Description:**

The program provides students with the skills necessary to work as data analysts. The program covers data analytics tools like Excel and Tableau, how to tell stories and give strong presentations about data, and programming fundamentals with Python and SQL. There are no license requirements for general employment in this field.

### **Program Objectives:**

The program covers 8 high-level objectives, each of which are broken down into a set of core competencies.

<b>Objective 1: Apply basic data analytics skills with Excel, PowerPoint, and mathematical concepts.</b>
<ul style="list-style-type: none"><li>• Identify basic data analytics skills and tools.</li></ul>
<ul style="list-style-type: none"><li>• Apply the basics of formatting, formulas, and functions in Excel.</li></ul>
<ul style="list-style-type: none"><li>• Create basic data visualizations in Excel and PowerPoint.</li></ul>
<ul style="list-style-type: none"><li>• Perform basic math calculations related to data analysis.</li></ul>
<ul style="list-style-type: none"><li>• Complete an introductory assessment.</li></ul>
<b>Objective 2: Manipulate, visualize, and analyze data in Excel.</b>
<ul style="list-style-type: none"><li>• Aggregate and manipulate data in an Excel spreadsheet.</li></ul>
<ul style="list-style-type: none"><li>• Use formulas and functions to bring complex logic to your spreadsheets to derive insights.</li></ul>
<ul style="list-style-type: none"><li>• Create pivot tables and basic charts in Excel that reveal insights about a dataset.</li></ul>
<ul style="list-style-type: none"><li>• Analyze data in Excel through clarifying questions and raw data analysis.</li></ul>
<ul style="list-style-type: none"><li>• Create robust, user-friendly data models that can be shared with teammates to answer ongoing questions.</li></ul>
<b>Objective 3: Create high-quality presentations that engage your audience and provide value.</b>
<ul style="list-style-type: none"><li>• Design compelling PowerPoint presentations about an Excel dataset.</li></ul>
<ul style="list-style-type: none"><li>• Wrangle data and build effective Excel dashboards for presentations.</li></ul>
<ul style="list-style-type: none"><li>• Create a model based on a dataset and present the analysis.</li></ul>
<b>Objective 4: Implement SQL queries to answer data analytics questions.</b>
<ul style="list-style-type: none"><li>• Retrieve data using basic SQL queries</li></ul>
<ul style="list-style-type: none"><li>• Group data by one or more features and generate basic descriptive statistics.</li></ul>
<ul style="list-style-type: none"><li>• Generate complex queries to join data that spans multiple tables.</li></ul>
<ul style="list-style-type: none"><li>• Create sets of data in SQL.</li></ul>
<ul style="list-style-type: none"><li>• Create subqueries to retrieve data for single and multiple rows.</li></ul>
<ul style="list-style-type: none"><li>• Complete a SQL skills exam.</li></ul>
<ul style="list-style-type: none"><li>• Complete a mock interview for a typical Data Analyst position.</li></ul>
<b>Objective 5: Create data visualizations in Tableau.</b>
<ul style="list-style-type: none"><li>• Build data visualizations in Tableau.</li></ul>
<ul style="list-style-type: none"><li>• Build analytical and strategic dashboards in Tableau.</li></ul>
<b>Objective 6: Interpret and apply statistical testing commonly used in data analysis</b>
<ul style="list-style-type: none"><li>• Interpret inferential statistics tests</li></ul>
<ul style="list-style-type: none"><li>• Apply common statistical tests to datasets and analyze the results.</li></ul>



<ul style="list-style-type: none"> <li>Complete a project brief with a given dataset by applying the appropriate testing.</li> </ul>
<b>Objective 7: Programmatically access, analyze, and visualize data using Python.</b>
<ul style="list-style-type: none"> <li>Write simple programs in Python.</li> </ul>
<ul style="list-style-type: none"> <li>Explore and visualize data with Python.</li> </ul>
<ul style="list-style-type: none"> <li>Complete a Python fundamentals exam.</li> </ul>
<ul style="list-style-type: none"> <li>Complete an end-to-end data analysis project using Python.</li> </ul>
<b>Objective 8: Get hired as a data analyst.</b>
<ul style="list-style-type: none"> <li>Build a professional network.</li> </ul>
<ul style="list-style-type: none"> <li>Compile a set of personal branding assets</li> </ul>
<ul style="list-style-type: none"> <li>Complete job applications.</li> </ul>
<ul style="list-style-type: none"> <li>Complete a job interview.</li> </ul>

**Program Outline:**

Course code	Course Title	Number of Lessons	Expected # of Weeks
DA201-1	Intro to data analysis	5	2
DA201-2	Data analysis with Excel	5	5
DA201-3	Data visualization with Excel and PowerPoint	4	4
DA201-4	Data analysis with SQL	5	4
DA201-5	Data visualization with Tableau	3	3
DA201-6	Statistical analysis	3	3
DA201-7	Data analysis with Python	6	5
	<b>Total Lessons</b>	<b>31</b>	<b>26</b>

**COURSE DESCRIPTIONS**

**DA201-1 Intro to data analysis**

In this course, students will be introduced to the core topics of data analysis and what it means to become a professional in this field. Students learn the fundamentals of data tools and visualization, and review core math concepts that they will encounter throughout the program. Students complete an assessment at the end of this course to ensure their future success in the program.

**DA201-2 Data analysis with Excel**

This course lays a foundation for success throughout the program. Students are introduced to the field of data analytics and what it means to become a professional in this field. Students take their first steps with Excel, learning to answer questions about a variety of data sets.

**DA201-3 Data visualization with Excel and PowerPoint**

During this course, students translate their data analytics skills into compelling presentations that address a variety of objectives. Students learn to wrangle data in Excel and turn it into visually appealing dashboards. Students begin the process of building their professional networks and complete their first capstone project.

#### **DA201-4 Data analysis with SQL**

In this course, students are introduced to relational databases. Using SQL, students have the opportunity to query databases and work with data across multiple tables. Students learn to create sets and subqueries and complete a SQL assessment at the end of this course. Students begin creating professional assets that will help them in the job search. Students also complete a data analytics mock interview assessing the skills they have learned thus far.

#### **DA201-5 Data visualization with Tableau**

During this course, students expand their data analytics toolkit to include Tableau. Students practice creating visualizations and designing user-friendly dashboards to tell a story about a data set.

#### **DA201-6 Statistical analysis**

During this course, students complete an introduction to statistics and learn how to apply statistical testing based on a variety of datasets. Students complete their second capstone for the program and begin their job search.

#### **DA201-7 Data analysis with Python**

In this course, students learn programming fundamentals with Python. Using Python, students have the opportunity to access new data and perform more advanced statistical analyses. Students learn more components of interviewing for jobs and complete their final end-to-end data analysis capstone project.

### **Data Analytics Immersion (DATA\_ANALYTICS-301)**

**Total Contact Hours:** 390

**Duration:** 13 weeks, plus 3 catch-up weeks

**Instructional Type:** Online, structured, Full-time

**Class Schedule:** 10:00 am to 5:00 pm ET Monday through Friday

**Credential awarded:** Certificate of Completion

Lecture hours include instruction from Data Analytics instructors. Lab hours include group and/or individual assignment work. On occasion, lectures may go beyond the planned time allotment as student needs dictate.

In addition to the 30 hours of scheduled class time in a typical week, students are expected to dedicate 15 hours each week to independent study, and project work. To be successful, students need to be able to consistently commit a minimum of 45 hours a week to the program. Homework, mentor sessions, and independent study are completed outside the scheduled course time and will affect the student's success.

#### **Program Description:**

The program provides students with the skills necessary to work as data analysts. The program covers data analytics tools like Excel and Tableau, how to tell stories and give strong presentations about data, and programming fundamentals with Python and SQL. There are no license requirements for general employment in this field.

#### **Program Objectives:**

The program covers 7 high-level objectives, each of which are broken down into a set of core competencies.

<b>Objective 1:</b> Manipulate, visualize, and analyze data in Excel.
<ul style="list-style-type: none"><li>Aggregate and manipulate data in an Excel spreadsheet.</li><li>Use formulas and functions to bring complex logic to your spreadsheets in order to derive insights.</li></ul>

• Create pivot tables and basic charts in Excel that reveal insights about a dataset.
• Analyze data in Excel through clarifying questions and raw data analysis.
• Create robust, user-friendly data models that can be shared with teammates in order to answer ongoing questions.
<b>Objective 2: Create high-quality presentations that engage your audience and provide value.</b>
• Design compelling PowerPoint presentations about an Excel dataset.
• Wrangle data and build effective Excel dashboards for presentations.
• Create a model based on a dataset and present the analysis.
<b>Objective 3: Implement SQL queries to answer data analytics questions.</b>
• Retrieve data using basic SQL queries
• Group data by one or more features and generate basic descriptive statistics.
• Generate complex queries to join data that spans multiple tables.
• Create subqueries to retrieve data for single and multiple rows.
• Complete a SQL skills exam.
• Complete a mock interview for a typical Data Analyst position.
<b>Objective 4: Create data visualizations in Tableau.</b>
• Build data visualizations in Tableau
• Build analytical and strategic dashboards in Tableau
<b>Objective 5: Interpret and apply statistical testing commonly used in data analysis.</b>
• Interpret inferential statistics tests
• Apply common statistical tests to datasets and analyze the results.
• Complete a project brief with a given dataset by applying the appropriate testing.
<b>Objective 6: Programmatically access, analyze, and visualize data using Python.</b>
• Write simple programs in Python.
• Explore and visualize data with Python.
• Complete a Python fundamentals exam.
• Complete an end-to-end data analysis project using Python.
<b>Objective 7: Get hired as a data analyst.</b>
• Build a professional network.
• Compile a set of personal branding assets
• Complete job applications.
• Complete a job interview.

### Program Outline:

Course Code	Course Title	Lecture	Lab	Total
DA301-1	Data analysis with Excel	21	57	78
DA301-2	Data visualization with Excel and PowerPoint	6	55	61
DA301-3	Data analysis with SQL	17	44	61
DA301-4	Data visualization with Tableau	9	27	36
DA301-5	Statistical analysis	9	48	57
DA301-6	Data analysis with Python	17	80	97
	<b>Total Contact Hours</b>	<b>79</b>	<b>311</b>	<b>390</b>

## COURSE DESCRIPTIONS

### DA301-1 Data analysis with Excel

This course lays a foundation for success throughout the program. Students are introduced to manipulating and analyzing data with Excel, learning to answer questions about a variety of data sets.

### **DA301-2 Data visualization with Excel and PowerPoint**

During this course, students translate their data analytics skills into compelling presentations that address a variety of objectives. Students learn to wrangle data in Excel and turn it into visually appealing dashboards. Students begin the process of building their professional networks and complete their first capstone project.

### **DA301-3 Data analysis with SQL**

In this course, students are introduced to relational databases. Using SQL, students have the opportunity to query databases and work with data across multiple tables. Students learn to create sets and subqueries and complete a SQL assessment at the end of this course. Students begin creating personal branding assets that will help them in the job search. Students also complete a data analytics mock interview assessing the skills they have learned thus far.

### **DA301-4 Data visualization with Tableau**

During this course, students expand their data analytics toolkit to include Tableau. Students practice creating visualizations and designing user-friendly dashboards to tell a story about a data set.

### **DA301-5 Statistical analysis**

During this course, students complete an introduction to statistics and learn how to apply statistical testing based on a variety of datasets. Students complete their second capstone for the program and begin their job search.

### **DA301-6 Data analysis with Python**

In this course, students learn programming fundamentals with Python. Using Python, students have the opportunity to access new data and perform more advanced statistical analyses. Students learn more components of interviewing for jobs and complete their final end-to-end data analysis capstone project.

## **Data Science Flex (DATA-201)**

**Program Length:** 31 Lessons

**Duration:** Self-paced, expected 26 weeks

**Instructional Type:** Online, self-paced

**Credential awarded:** Certificate of Completion

Students are expected to dedicate at least 19.25 hours each week to independent study and project work for an overall commitment of 20 hours per week.

### **Program Description:**

Data Science Flex is a comprehensive program that trains aspiring data scientists in the core skills of data science in order to start a new career in this field. Students are trained in all of the core competencies of a modern, entry-level data scientist. Additionally, this program teaches "soft skills" around creating a job-ready portfolio and interviewing for data science positions. There are no license requirements for general employment in this field.

### **Program Objectives:**

The program covers 5 high-level objectives, each of which are broken down into a set of core competencies.

<b>Objective 1: Master the tools of the modern data scientist toolkit</b>
• Design and implement algorithms in Python
• Source data from databases, web scraping, and REST APIs using Python
• Conduct basic statistical analysis in Python
• Retrieve and analyze data in SQL
• Test hypotheses and design experiments including A/B tests
<b>Objective 2: Master supervised machine learning</b>
• Clean datasets.
• Engineer a variety of machine learning features
• Apply the most common supervised learning models: classification, regression, random forest, similarity models, support vector machines, and boosting models
<b>Objective 3: Master unsupervised machine learning</b>

<ul style="list-style-type: none"> <li>Solve clustering problems</li> </ul>
<ul style="list-style-type: none"> <li>Use dimensionality reduction to solve problems</li> </ul>
<b>Objective 4: Master popular specialization topics in data science</b>
<ul style="list-style-type: none"> <li>Solve problems involving time series analysis</li> </ul>
<ul style="list-style-type: none"> <li>Conduct analysis involving big data</li> </ul>
<ul style="list-style-type: none"> <li>Build a deep learning model</li> </ul>
<b>Objective 5: Get hired as a data scientist</b>
<ul style="list-style-type: none"> <li>Build a professional network</li> </ul>
<ul style="list-style-type: none"> <li>Compile a set of professional branding assets</li> </ul>
<ul style="list-style-type: none"> <li>Apply for jobs</li> </ul>
<ul style="list-style-type: none"> <li>Conduct technical job interviews</li> </ul>

#### Program Outline:

Course Code	Course Title	Number of Lessons	Expected Weeks to complete
DS201-1	Fundamentals	13	7
DS201-2	Supervised Learning	9	9
DS201-3	Unsupervised Learning	3	4
DS201-4	Specialization Topics	6	6
<b>Total Lessons</b>		<b>31</b>	<b>26</b>

## COURSE DESCRIPTIONS

### DS201-1 Fundamentals

This course is focused on building comfort with the basic tools in the data science toolkit: programming in Python, sourcing and analyzing data, working with SQL databases, statistical analysis in Python, and experimental design and A/B testing. The course also covers professional networking concepts and includes an Experimental Design capstone.

### DS201-2 Supervised Learning

This course introduces machine learning as a topic area, model prep, and the most commonly used supervised learning methods students need to know in interviews and on the job. Lessons include Model Prep, Solving Classification Problems, Solving Regression Problems, Random Forest Models, Similarity Models, Support Vector Machines, Boosting Models, Supervised Learning Capstone. The course also covers professional branding concepts.

### DS201-3 Unsupervised Learning

This course teaches the most commonly used approaches in unsupervised learning. Lessons include Clustering, Dimensionality reduction, and includes an Unsupervised Learning capstone. The course also covers technical interviewing concepts.

### DS201-4 Specialization Topics

This course teaches some of the most prevalent data science specializations that are good for any data scientist to have experience with, even if they plan to work in a different topical area. Students have an introduction to Big Data, learn Time Series Analysis, and then build a Deep Learning model.

### Digital Marketing Flex (DIGITAL MARKETING-201)

**Program Length:** 14 Lessons

**Duration:** Self-paced, expected 13 weeks

**Instructional Type:** Online, self-paced

**Credential awarded:** Certificate of Completion

Students are expected to dedicate at least 19.25 hours each week to independent study and project work for an overall commitment of 20 hours per week.

**Program Description:**

Digital Marketing Flex is a program that trains aspiring digital marketers in the core skills of digital marketing. Students are trained in all of the core competencies of a modern, entry-level digital marketer. Additionally, this program teaches “soft skills” around creating a job-ready portfolio. There are no license requirements for general employment in this field.

**Program Objectives:**

The program covers 10 high-level objectives, each of which are broken down into a set of core competencies.

<b>Objective 1: Identify modern digital marketing trends</b>
<ul style="list-style-type: none"> <li>• Explain the purpose of digital marketing</li> </ul>
<ul style="list-style-type: none"> <li>• Compare the practices of traditional marketing and modern digital marketing</li> </ul>
<ul style="list-style-type: none"> <li>• Identify the responsibilities of digital marketers and common digital marketing specializations</li> </ul>
<b>Objective 2: Create and run effective digital marketing campaigns</b>
<ul style="list-style-type: none"> <li>• Define “SMART objectives”</li> </ul>
<ul style="list-style-type: none"> <li>• Develop key-performance indicators (KPIs)</li> </ul>
<ul style="list-style-type: none"> <li>• Select effective channels for a digital marketing campaign</li> </ul>
<b>Objective 3: Tailor digital marketing content to a target audience</b>
<ul style="list-style-type: none"> <li>• Create buyer personas</li> </ul>
<ul style="list-style-type: none"> <li>• Create empathy maps</li> </ul>
<ul style="list-style-type: none"> <li>• Outline The Buyer’s Journey</li> </ul>
<b>Objective 4: Master branding</b>
<ul style="list-style-type: none"> <li>• Identify the components of a brand</li> </ul>
<ul style="list-style-type: none"> <li>• Apply a style guide</li> </ul>
<ul style="list-style-type: none"> <li>• Create a creative brief</li> </ul>
<b>Objective 5: Master content marketing</b>
<ul style="list-style-type: none"> <li>• Write for a target audience</li> </ul>
<ul style="list-style-type: none"> <li>• Apply content design best practices</li> </ul>
<ul style="list-style-type: none"> <li>• Conduct a competitive content audit</li> </ul>
<ul style="list-style-type: none"> <li>• Write a blog post</li> </ul>
<ul style="list-style-type: none"> <li>• Use an online publishing platform</li> </ul>
<ul style="list-style-type: none"> <li>• Create an editorial calendar</li> </ul>
<b>Objective 6: Master email marketing</b>
<ul style="list-style-type: none"> <li>• Select effective email channels</li> </ul>
<ul style="list-style-type: none"> <li>• Write an email</li> </ul>
<ul style="list-style-type: none"> <li>• Use a marketing automation platform</li> </ul>
<b>Objective 7: Master social media marketing</b>
<ul style="list-style-type: none"> <li>• Compare popular social media platforms</li> </ul>
<ul style="list-style-type: none"> <li>• Manage a Facebook business page</li> </ul>
<ul style="list-style-type: none"> <li>• Manage an Instagram business profile</li> </ul>
<ul style="list-style-type: none"> <li>• Identify opportunities for paid social</li> </ul>
<b>Objective 8: Master search marketing</b>
<ul style="list-style-type: none"> <li>• Explain how search engines rank content</li> </ul>
<ul style="list-style-type: none"> <li>• Implement search-engine optimization (SEO) best practices</li> </ul>
<ul style="list-style-type: none"> <li>• Identify opportunities for paid search</li> </ul>
<b>Objective 9: Collect and analyze data</b>
<ul style="list-style-type: none"> <li>• Identify industry tools and methods of collecting data</li> </ul>
<ul style="list-style-type: none"> <li>• Use Google Analytics to analyze user demographics and behavior</li> </ul>
<ul style="list-style-type: none"> <li>• Create actionable takeaways</li> </ul>
<b>Objective 10: Develop a digital marketing portfolio</b>
<ul style="list-style-type: none"> <li>• Build a professional network</li> </ul>
<ul style="list-style-type: none"> <li>• Compile a set of professional branding assets</li> </ul>

**Program Outline:**

<b>Course code</b>	<b>Course Title</b>	<b>Number of Lessons</b>	<b>Expected # weeks to complete</b>
DM201-1	Overview	1	.5
DM201-2	Campaigns	1	.5
DM201-3	Customer insights	1	1
DM201-4	Branding	1	1
DM201-5	Content marketing	2	2
DM201-6	Email marketing	2	2
DM201-7	Social media marketing	2	2
DM201-8	Search engine marketing	1	1
DM201-9	Analytics	2	2
DM201-10	Portfolio	1	1
	<b>Total Lessons</b>	<b>14</b>	<b>13</b>

**COURSE DESCRIPTIONS****DM201-1 Overview**

This course introduces digital marketing as a topic and career. It includes a brief history of digital marketing, modern digital marketing trends, the responsibilities of digital marketers, and common digital marketing specializations.

**DM201-2 Campaigns**

This course teaches the best practices of creating and managing a digital marketing campaign. It includes how to select the right channels, how to select the right goals, how to set “SMART objectives,” and how to set KPIs.

**DM201-3 Customer insights**

This course teaches the importance of tailoring digital marketing content to a target audience. It includes how to conduct market research to gain customer insights, how to create buyer personas, how to create empathy maps, and the steps of The Buyer’s Journey.

**DM201-4 Branding**

This course teaches the importance of establishing an effective and consistent brand. It includes an overview of the components of a brand, how to use style guides, and how to write creative briefs.

**DM201-5 Content marketing**

This course introduces content marketing. It includes how to write for a target audience and specific platform, the best practices of content design, how to conduct a competitive content audit, the best practices of blogging, how to use an online publishing platform, and how to create and use an editorial calendar.

**DM201-6 Email marketing**

This course introduces email marketing. It includes how to select the most effective email channels, the best practices of writing an email marketing, and how to use a marketing automation platform.

**DM201-7 Social media marketing**

This course introduces social media marketing. It includes an overview of popular social media platforms and how digital marketers use them, the best practices of creating content for and managing a Facebook business page, the best practices of creating content for and managing an Instagram business profile, and an overview of paid social.

**DM201-8 Search engine marketing**

This course introduces search marketing. It includes an overview of how search engines rank content, SEO, tools that digital marketers use to audit a website for SEO, strategies to improve a website’s search ranking, and an overview of paid search.

**DM201-9 Analytics**

This course teaches the importance of data-driven digital marketing. It includes an overview of tools and methods that digital marketers use to collect data, how to find user demographics and behavior using Google Analytics, how to design an A/B test, and how to craft actionable takeaways.

**DM201-10 Portfolio**

This course focuses on developing an outstanding digital marketing portfolio. It includes personal branding, completing a digital marketing capstone project, and preparing for a job search.

**Engineering Flex (FEWD-201)**

**Program Length:** 49 Lessons

**Duration:** Self-paced, expected 26 weeks

**Instructional Type:** Online, self-paced

**Credential awarded:** Certificate of Completion

Students are expected to dedicate at least 19 hours each week to independent study and project work for an overall commitment of 20 hours per week. The Engineering Flex program is self-paced and designed to be completed in approximately 26 weeks.

**Program Description:**

The program provides students with the skills necessary to work as a software engineer or full stack web developer. The program covers the fundamentals of full stack web development, how to write strong code, and how to build the perfect job-ready portfolio. There are no license requirements for general employment in this field.

**Program Objectives:**

The program covers 5 high-level objectives, each of which are broken down into a set of core competencies.

<b>Objective 1: Design and build architecturally sound client-side web applications.</b>
<ul style="list-style-type: none"> <li>Solve problems by writing JavaScript programs.</li> <li>Create a responsive, static web page using semantic HTML, which is styled to specification with CSS.</li> </ul>
<ul style="list-style-type: none"> <li>Build a well-architected, interactive web app which achieves a specified set of user stories.</li> <li>Build and deploy a complex React app that manages state, integrates with an API, and implements client-side routing.</li> </ul>
<b>Objective 2: Design and build secure, RESTful APIs.</b>
<ul style="list-style-type: none"> <li>Run JavaScript programs outside the browser using Node.js.</li> <li>Create an Express server which supports all CRUD operations.</li> <li>Using PostgreSQL and Knex, build a relational database which supports all CRUD operations and integrates with an Express server.</li> </ul>
<b>Objective 3: Solve common computer science problems using advanced data structures and basic algorithms.</b>
<ul style="list-style-type: none"> <li>Write recursive algorithms.</li> <li>Measure the performance of algorithms using Big O notation.</li> <li>Implement advanced data structures to solve problems.</li> <li>Implement searching and sorting algorithms to solve problems.</li> </ul>
<b>Objective 4: Manage complex projects using an agile approach to web development.</b>
<ul style="list-style-type: none"> <li>Design and scope a web app by defining a set of user stories and user flows.</li> <li>Prioritize and organize the implementation of user stories using a Kanban board.</li> <li>Implement an iterative development cycle, moving from MVP to final product.</li> <li>Implement version control via Git and GitHub.</li> </ul>
<b>Objective 5: Get hired as a web developer.</b>
<ul style="list-style-type: none"> <li>Build a professional network.</li> </ul>



<ul style="list-style-type: none"> <li>• Compile a set of professional branding documents and assets to use effectively across multiple platforms.</li> </ul>
<ul style="list-style-type: none"> <li>• Successfully conduct technical job interviews and demonstrate competencies related to Web Development.</li> </ul>

**Program Outline:**

Course code	Course Title	Number of Lessons	Expected # of Weeks
FEWD201-1	Introduction to Web Development	4	4
FEWD201-2	Programming Fundamentals	16	7
FEWD201-3	Frontend Development	12	5
FEWD201-4	Backend Development	11	5
FEWD201-5	Data Structures and Algorithms	4	2
FEWD201-6	Web Development Capstone	2	3
	<b>Total Lessons</b>	<b>49</b>	<b>26</b>

**COURSE DESCRIPTIONS**

**FEWD201-1 Introduction to Web Development**

This course lays a foundation for success throughout the program. Students have the opportunity to learn the basics of frontend web development — how to build static web pages with HTML & CSS and how to write basic functions with JavaScript.

**FEWD201-2 Programming Fundamentals**

During this course, students develop their nascent JavaScript skills, learning more complex topics such as higher order functions. Students will also learn typical workflow tools used by professional web developers such as Git, GitHub, and Visual Studio Code.

**FEWD201-3 Frontend Development**

In this course, students will learn to build front end web applications that can be deployed to the internet. This includes learning HTML, CSS, and JavaScript, as well as the popular frontend framework React.

**FEWD201-4 Backend Development**

In this course, students will learn to build servers using Node and Express JS. They will also learn how to create, manage, and update databases utilizing cloud services. Finally, they will learn to pull together all of these skills and their previous skills to build full stack applications.

**FEWD201-5 Data Structures and Algorithms**

In this course, students will learn how to build and evaluate different types of data structures from scratch, including stacks, queues, and trees. They will also solve common interview problems using these data structures in addition to their prior skills. By the end of this course, students will have a strong foundation in building and evaluating algorithms.

**FEWD201-6 Web Development Capstone**

In this course, students complete a full-stack capstone, prepare for technical interviews, and get a head start on their job search.

**Software Engineering Bootcamp (SWE-201)**

**Program Length:** 58 Lessons

**Duration:** Self-paced, expected 40 weeks (approximately 9 months)

**Instructional Type:** Online, self-paced, Part-time

**Credential awarded:** Certificate of Completion

Students are expected to dedicate on average at least 20 - 30 hours each week to independent study and project work for an overall average commitment of 25 hours per week. The Software Engineering Bootcamp program is self-paced and designed to be completed in approximately 40 weeks (9 months).

### Program Description

The program provides students with the skills necessary to work as a software engineer or full stack web developer. The program covers the fundamentals of full stack web development, how to write strong code, and how to build the perfect job-ready portfolio. There are no license requirements for general employment in this field.

### Program Objectives

The program covers 7 high-level objectives, each of which are broken down into a set of core competencies.

<b>Objective 1: Design and build architecturally sound client-side web applications.</b>
Introduction to HTML and CSS
JavaScript fundamentals
JavaScript functions
Careers: Field Explorations
Developer workflow
<b>Objective 2: Manage complex projects using an agile approach to web development.</b>
JavaScript on your machine
Git and GitHub
Deeper with CSS
JavaScript foundations
Advanced functions
Testing basics
Error handling
Web Development Fundamentals Project
<b>Objective 3: Design and build architecturally sound client-side web applications.</b>
Frontend web developer foundations
CSS Framework
JavaScript and the DOM
Making Requests
Promises
Modern Async Programming
Introduction to TypeScript
Mock Interview
Pair Programming with AI
Web Development Foundations Capstone
<b>Objective 4: Design and build architecturally sound client-side web applications.</b>
Welcome to Frontend Development
Rendering with React
React State Management
Frontend Development Project
React + APIs with Hooks
React Router
Mock Interview: Frontend
Frontend Deployment
Advanced State Management
Frontend Development Capstone
<b>Objective 5: Design and build secure, RESTful APIs.</b>
Node & Express
Robust Server Architecture

Backend development project
No SQL Databases
PostgreSQL
Creating Relations
Node, Express, & Postgres
Back End Deployment
Connecting it All
LLMs with LangChain
Mock Interview: Backend
Backend Development Capstone
<b>Objective 6: Prepare career growth and get hired as a web developer.</b>
Full Stack Program Final Capstone
<b>Objective 7: Solve common computer science problems using advanced data structures and basic algorithms.py</b>
Careers Modules: Building Job Search Documents
Introduction to data structures and algorithms
Careers Modules: Building Your Web Presence
Searching and sorting
Careers: Interviewing
Data structures
Careers: Networking
Trees
Graphs
Careers: Job Searching
Mock interview: DSA

### **PROGRAM OUTLINE:**

<b>Course code</b>	<b>Course Title</b>	<b># of Lessons</b>	<b># of Weeks</b>
<b>SWE_201-1</b>	Web Development Preparation	6	3
<b>SWE_201-2</b>	Web Development Fundamentals	8	4
<b>SWE_201-3</b>	Web Development Foundations	10	5
<b>SWE_201-4</b>	Frontend Development	10	9
<b>SWE_201-5</b>	Backend Development	12	10
<b>SWE_201-6</b>	Full Stack Program Final Capstone	1	4
<b>SWE_201-7</b>	Data Structures and Algorithms	11	5
	<b>Total Lessons</b>	<b>58</b>	<b>40</b>

### **COURSE DESCRIPTIONS**

#### **SWE\_201 Web Development Preparation**

This course lays a foundation for success throughout the program. Students have the opportunity to learn the basics of frontend web development — how to build static web pages with HTML & CSS and how to write basic functions with JavaScript.

#### **SWE\_201 Web Development Fundamentals**

During this course, students develop their nascent JavaScript skills, learning more complex topics such as higher order functions. Students will also learn typical workflow tools used by professional web developers such as Git, GitHub, and Visual Studio Code.

#### **SWE\_201 Web Development Foundations**

In this course, students complete a full-stack capstone, prepare for technical interviews, and get a head start on their job search. This course lays a foundation for success throughout the program. Students have the opportunity to learn the basics of

frontend web development — how to build static web pages with HTML & CSS and how to write basic programs with JavaScript.

### **SWE\_201 Frontend Development**

In this course, students will learn to build front end web applications that can be deployed to the internet. This includes learning HTML, CSS, and JavaScript, as well as the popular frontend framework React.

### **SWE\_201 Backend Development**

In this course, students will learn to build servers using Node and Express JS. They will also learn how to create, manage, and update databases utilizing cloud services. Finally, they will learn to pull together all of these skills and their previous skills to build full stack applications.

### **SWE\_201 Full Stack Program Final Capstone**

In this course, students complete a full-stack capstone, prepare for technical interviews, and get a head start on their job search.

### **SWE\_201 Data Structures and Algorithms**

In this course, students will learn how to build and evaluate different types of data structures from scratch, including stacks, queues, and trees. They will also solve common interview problems using these data structures in addition to their prior skills. By the end of this course, students will have a strong foundation in building and evaluating algorithms.

### **Engineering Immersion (DEV-301)**

**Total Contact Hours:** 490

**Duration:** 16 weeks, plus 4 catch-up weeks

**Instructional Type:** Online, structured, Full-time

**Class Schedule:** 10:00 am to 5:00 pm ET Monday through Friday

**Credential awarded:** Certificate of Completion

Lecture hours include instruction from Engineering Immersion instructors. Lab hours include group and/or individual assignment work. On occasion, lectures may go beyond the planned time allotment as student needs dictate.

In addition to the 30 hours of scheduled class time in a typical week, students are expected to dedicate 20 hours each week to independent study, and project work. To be successful, students need to be able to consistently commit a minimum of 50 hours a week to the program. Homework, mentor sessions, and independent study are completed outside the scheduled course time and will affect the student's success.

### **Program Description:**

The program provides students with the skills necessary to work as a software engineer or full stack web developer. The program covers the fundamentals of full stack web development, how to write strong code, and how to build the perfect job-ready portfolio. There are no license requirements for general employment in this field.

### **Program Objectives:**

The program covers 5 high-level objectives, each of which are broken down into a set of core competencies.

<b>Objective 1:</b> Design and build architecturally sound client-side web applications.
<ul style="list-style-type: none"><li>• Solve problems by writing JavaScript programs.</li><li>• Create a responsive, static web page using semantic HTML, which is styled to specification with CSS.</li></ul>
<ul style="list-style-type: none"><li>• Build a well-architected, interactive web app which achieves a specified set of user stories.</li><li>• Build and deploy a complex React app that manages state, integrates with an API, and implements client-side routing.</li><li>• Utilize AI-based tools to enhance the development process.</li></ul>
<b>Objective 2:</b> Design and build secure, RESTful APIs.
<ul style="list-style-type: none"><li>• Run JavaScript programs outside the browser using Node.js.</li><li>• Create an Express server which supports all CRUD operations.</li><li>• Using PostgreSQL and Knex, build a relational database which supports all CRUD operations and integrates with an Express server.</li></ul>

<b>Objective 3:</b> Solve common computer science problems using advanced data structures and basic algorithms.
<ul style="list-style-type: none"> <li>• Write recursive algorithms.</li> </ul>
<ul style="list-style-type: none"> <li>• Measure the performance of algorithms using Big O notation.</li> </ul>
<ul style="list-style-type: none"> <li>• Implement advanced data structures to solve problems.</li> </ul>
<ul style="list-style-type: none"> <li>• Implement searching and sorting algorithms to solve problems.</li> </ul>
<b>Objective 4:</b> Manage complex projects using an agile approach to web development.
<ul style="list-style-type: none"> <li>• Design and scope a web app by defining a set of user stories and user flows.</li> </ul>
<ul style="list-style-type: none"> <li>• Implement an iterative development cycle, moving from MVP to final product.</li> </ul>
<ul style="list-style-type: none"> <li>• Implement version control via Git and GitHub.</li> </ul>
<b>Objective 5:</b> Get hired as a web developer.
<ul style="list-style-type: none"> <li>• Build a professional network.</li> </ul>
<ul style="list-style-type: none"> <li>• Compile a set of professional branding documents and assets to use effectively across multiple platforms.</li> </ul>
<ul style="list-style-type: none"> <li>• Successfully conduct technical job interviews and demonstrate competencies related to Web Development.</li> </ul>

### Program Outline:

Course code	Course Title	Lecture	Lab	Total
DEV301-1	Programming Fundamentals	29	91	120
DEV301-2	Frontend Development	29	91	120
DEV301-3	Backend Development	29	91	120
DEV301-4	Data Structures and Algorithms	19	41	60
DEV301-5	Web Development Capstone	0	60	60
	<b>Total Lessons</b>	<b>106</b>	<b>374</b>	<b>480</b>

## COURSE DESCRIPTIONS

### DEV301-1 Programming Fundamentals

During this course, students develop their nascent JavaScript skills, learning more complex topics such as higher order functions. Students will also learn typical workflow tools used by professional web developers such as Git, GitHub, Visual Studio Code, and AI-based tools.

### DEV301-2 Frontend Development

In this course, students will learn to build front end web applications that can be deployed to the internet. This includes learning HTML, CSS, and JavaScript, as well as the popular frontend framework React.

### DEV301-3 Backend Development

In this course, students will learn to build servers using Node and Express JS. They will also learn how to create, manage, and update databases utilizing cloud services. Finally, they will learn to pull together all of these skills and their previous skills to build full stack applications.

### DEV301-4 Data Structures and Algorithms

In this course, students will learn how to build and evaluate different types of data structures from scratch, including stacks, queues, and trees. They will also solve common interview problems using these data structures in addition to their prior skills. By the end of this course, students will have a strong foundation in building and evaluating algorithms.

### DEV301-5 Web Development Capstone

In this course, students complete a full-stack capstone, prepare for technical interviews, and get a head start on their

job search.

**Technical Project Management Flex (TPM-201)**

**Program Length:** 19 Lessons

**Duration:** Self-paced, expected 22 weeks

**Instructional Type:** Online, self-paced

**Credential awarded:** Certificate of Completion

Students are expected to dedicate at least 19.25 hours each week to independent study and project work for an overall commitment of 20 hours per week. The Technical Project Management Flex program is self-paced and designed to be completed in approximately 20 weeks.

**Program Description**

The Technical Project Management program provides students with the skills necessary to work as a Technical or IT Project Manager. Students will learn about project management as it relates specifically to technology and the IT field. Students will learn about the process of project management, the software and tools project managers use, and the qualities of working with people, all of which are vital skills for successful project management. There are no license requirements for general employment in this field.

**Program Objectives**

The program covers 4 high-level objectives, each of which are broken down into a set of core competencies.

<b>Objective 1: Process</b>
<ul style="list-style-type: none"> <li>• Create a project work plan and explain the importance of enforcing project standards on a project from start to finish.</li> </ul>
<ul style="list-style-type: none"> <li>• Explain the systems development life cycle and describe the value of each step in the cycle.</li> </ul>
<ul style="list-style-type: none"> <li>• Use data and forecasting to review customer requirements, make data-driven decisions, and evaluate upcoming project initiatives.</li> </ul>
<b>Objective 2: People</b>
<ul style="list-style-type: none"> <li>• Communicate between various members of an organization and between collaborative teams in language best suited to the audience.</li> </ul>
<ul style="list-style-type: none"> <li>• Create and review a plan of action by identifying project stakeholders, analyzing their level of influence and interest, and managing their expectations.</li> </ul>
<ul style="list-style-type: none"> <li>• Mediate conflicts between individuals, groups, and other affected parties by identifying the underlying cause, and then selecting an appropriate mediation strategy.</li> </ul>
<ul style="list-style-type: none"> <li>• Inspire and lead individuals or teams by applying the qualities of leadership.</li> </ul>
<b>Objective 3: Technology</b>
<ul style="list-style-type: none"> <li>• Describe the role of the various components of IT infrastructure such as hardware, software, network, and "meatware," and how they integrate to provide a service.</li> </ul>
<ul style="list-style-type: none"> <li>• Explain the best practices for delivering IT service as described by the IT Infrastructure Library.</li> </ul>
<ul style="list-style-type: none"> <li>• Explain the importance of continuous integration and how it helps early detection of problems.</li> </ul>
<ul style="list-style-type: none"> <li>• Create a business solution using information systems.</li> </ul>
<b>Objective 4: Get Hired as a Technical Project Manager</b>
<ul style="list-style-type: none"> <li>• Build a professional network.</li> </ul>
<ul style="list-style-type: none"> <li>• Compile a set of professional branding assets.</li> </ul>
<ul style="list-style-type: none"> <li>• Complete job applications.</li> </ul>
<ul style="list-style-type: none"> <li>• Practice interviewing and salary negotiations.</li> </ul>

**Program Outline**

Course code	Course Title	Number of Lessons	Expected # of weeks
TPM201-1	Process	7	8
TPM201-2	People	6	7
TPM201-3	Technology	6	7

	<b>Total Lessons</b>	<b>19</b>	<b>22</b>
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## COURSE DESCRIPTIONS

### TPM201-1 Process

This course covers the process of project management independent of its field or subject. Topics, or skills, covered in this course are project planning and development, which includes budgeting, scheduling, resource allocation, troubleshooting, and identifying key performance indicators. The next topic, or skill, covered is the systems development life cycle, which includes content about the product life cycle, workflow, development methodology, and quality assurance. The third topic in this course, business process, covers target analysis results, forecasting, evaluating upcoming initiatives, analyzing customer needs, and managing strategic technology initiatives.

### TPM201-2 People

This course covers the topics that are less technical, and more leadership-based, such as communication, conflict management, and leadership. Project Managers are expected to be adept at all three skills, and this course provides instruction on how to communicate to all members of a project team regardless of title or expertise, how to manage the inevitable conflicts that arise between teams and individuals, but also how to prevent them in the first place, and the qualities that define a leader, such as integrity, accountability, delegation, and empathy, among others.

### TPM201-3 Technology

This course covers the content that is more specific to the role of a Technical or IT Project Manager. The course will cover both the tools used by a Technical Project Manager and includes instruction on the necessary skills, the defining skills, and the distinguishing skills identified to be successful as a Technical Project Manager. The major skills focus of this course are IT Management, software and tools used by project managers, and programming/coding skills essential for Technical Project Managers.

### UX/UI Design Flex (UX-201)

**Program Length:** 27 Lessons

**Duration:** Self-paced, expected 26 weeks

**Instructional Type:** Online, self-paced

**Credential awarded:** Certificate of Completion

Students are expected to dedicate at least 19.25 hours each week to independent study and project work for an overall commitment of 20 hours per week. The UX/UI Design Flex program is self-paced and designed to be completed in approximately 26 weeks.

#### Program Description:

A comprehensive, flexible program that trains aspiring designers in the core skills of UX/UI design in order to start a new career in this field. Students are trained in all of the core competencies of a modern, entry-level designer. Additionally, this program teaches "soft skills" around creating a job-ready portfolio and interviewing for UX/UI design positions. There are no license requirements for general employment in this field.

#### Program Objectives:

The program covers 3 high-level objectives, each of which are broken down into a set of core competencies.

<b>Objective 1:</b> Master an understanding of design terminology and interfaces using industry tools and the ability to integrate user experience knowledge to analyze, evaluate and define solutions.
<ul style="list-style-type: none"> <li>Describe the day-to-day life of the UX/UI designer, the role of UX/UI designer in modern organizations, the main topics and branches of UX/UI designer, and common UX/UI designer tools.</li> </ul>
<ul style="list-style-type: none"> <li>Describe the foundations of user experience design used and research techniques used to create user centered product solutions.</li> </ul>
<ul style="list-style-type: none"> <li>Explain the foundations of user interface design including design movements, accessibility, and usability.</li> </ul>
<ul style="list-style-type: none"> <li>Build and nurture a professional network.</li> </ul>
<ul style="list-style-type: none"> <li>Prepare the initial background materials to define a personal portfolio project.</li> </ul>

<b>Objective 2:</b> Master the capacity to work theoretically and practically in the design and user experience process to complete a full design cycle effectively.
<ul style="list-style-type: none"> <li>• Apply the discovery phase to ensure products are user-centered and utilize requirements for researching and planning to complete a scaffolded project.</li> </ul>
<ul style="list-style-type: none"> <li>• Interpret requirements into usable user experience design artifacts: personas, user stories, user flows, wireframes, and low fidelity prototypes to complete a scaffolded project.</li> </ul>
<ul style="list-style-type: none"> <li>• Leverage mood boards, branding requirements, marketing requirements and technical requirements to create impressive visual designs and utilize the science of great visual design to complete a scaffolded project.</li> </ul>
<ul style="list-style-type: none"> <li>• Apply usability testing, prototyping and reporting to produce deliverables for a scaffolded project.</li> </ul>
<ul style="list-style-type: none"> <li>• Compile a set of professional branding assets to use effectively across multiple platforms.</li> </ul>
<ul style="list-style-type: none"> <li>• Present draft of a personal portfolio project.</li> </ul>
<b>Objective 3:</b> Complete independent UX/UI design projects and publish them in an exceptional personal portfolio to demonstrate mastery in the design process, design thinking and user experience.
<ul style="list-style-type: none"> <li>• Explain the real-world process of product design.</li> </ul>
<ul style="list-style-type: none"> <li>• Demonstrate real world exposure to creating a product with a client and use the product design cycle to understand and define a product solution.</li> </ul>
<ul style="list-style-type: none"> <li>• Use the product design process to create visual designs and deliver a product prototype.</li> </ul>
<ul style="list-style-type: none"> <li>• Use the agile product design process to iterate through the product design cycle in a real-world scenario. Use the discovery process to understand the product need.</li> </ul>
<ul style="list-style-type: none"> <li>• Work through the product design cycle to define a product solution.</li> </ul>
<ul style="list-style-type: none"> <li>• Work through the product design cycle to develop the visual design and deliver a functional prototype.</li> </ul>
<ul style="list-style-type: none"> <li>• Understand process and deliverables of visual design through real-world exposure.</li> </ul>
<ul style="list-style-type: none"> <li>• Create deliverables consumable by enterprises to demonstrate product design knowledge.</li> </ul>
<ul style="list-style-type: none"> <li>• Successfully conduct technical job interviews and demonstrate competencies.</li> </ul>
<ul style="list-style-type: none"> <li>• Demonstrate design process proficiency through a refined personal portfolio.</li> </ul>

### Program Outline:

Course code	Course Title	Number of Lessons	Expected # of Weeks
UX201-1	Fundamentals	7	7
UX201-2	Intermediate	7	9
UX201-3	Advanced	13	10
	<b>Total Lessons</b>	<b>27</b>	<b>26</b>

## COURSE DESCRIPTIONS

### UX201-1 Fundamentals

In this course students build comfort with the design process practice including design thinking, user-centered design, user experience research techniques and tools. Students are also introduced to the core concepts of visual design, which they will apply using usability and accessibility interface, and visual design techniques and tools. Students will produce a simple deliverable for each stage and mastery is evaluated with a summative assessment. Professional networking is introduced.

Students will be introduced to portfolio building best practices, gathering content for a professional portfolio, and working through the initial portfolio design stages through production. The students will be assessed on the draft of their portfolio.

### UX201-2 Intermediate

Students will use the tools and techniques they have learned to apply user-centered design to a project. Students will also develop the project's user interface. Students' assessment will consist of delivering a prototype. Students will be introduced to personal branding.



Students will submit the portfolio work they began earlier.

### **UX201-3 Advanced**

Students will apply the design process to creating a project for a client and focus on operating within a team and an organization. Students will develop deliverables and practice presenting to key stakeholders. Students will complete a full design project as their assessment.

Students will work through the design process on a completely open project determined by them. Students will learn to manage the design process independently and iterate on a product until achieving a finished result. Students will be assessed on the completion of their individual project. Students will also be introduced to skills in job searching and interviewing.

Students will produce and publish a polished professional portfolio. Students will be exposed to design standards and discover how to make their portfolios stand out. Students will be assessed on the final draft of their portfolio.

### **UX/UI Design Immersion (UX-301)**

**Total Contact Hours:** 570

**Duration:** 19 weeks, plus 2 catch-up weeks

**Instructional Type:** Online, structured, Full-time

**Class Schedule:** 10 am to 5:00 pm ET Monday through Friday

**Credential awarded:** Certificate of Completion

Lecture hours include instruction from UX/UI Design instructors. Lab hours include group and/or individual assignment work. On occasion, lectures may go beyond the planned time allotment as student needs dictate.

In addition to the 30 hours of scheduled class time in a typical week, students are expected to dedicate 15 hours each week to independent study, and project work. To be successful, students need to be able to consistently commit a minimum of 45 hours a week to the program. Homework, mentor sessions, and independent study are completed outside the scheduled course time and will affect the student's success.

#### **Program Description:**

A comprehensive, flexible program that trains aspiring designers in the core skills of UX/UI design in order to start a new career in this field. Students are trained in all of the core competencies of a modern, entry-level designer. Additionally, this program teaches "soft skills" around creating a job-ready portfolio and interviewing for UX/UI design positions. There are no license requirements for general employment in this field.

#### **Program Objectives:**

The program covers 3 high-level objectives, each of which are broken down into a set of core competencies:

<b>Objective 1:</b> Master an understanding of design terminology and interfaces using industry tools and the ability to integrate user experience knowledge to analyze, evaluate and define solutions.
<ul style="list-style-type: none"><li>Describe the day-to-day life of the UX/UI designer, the role of UX/UI designer in modern organizations, the main topics and branches of UX/UI designer, and common UX/UI designer tools.</li></ul>
<ul style="list-style-type: none"><li>Describe the foundations of user experience design used and research techniques used to create user centered product solutions.</li></ul>
<ul style="list-style-type: none"><li>Explain the foundations of user interface design including design movements, accessibility, and usability.</li></ul>
<ul style="list-style-type: none"><li>Build and nurture a professional network.</li></ul>
<ul style="list-style-type: none"><li>Prepare the initial background material to define a personal portfolio project.</li></ul>
<b>Objective 2:</b> Master the capacity to work theoretically and practically in the design and user experience process to complete a full design cycle effectively.
<ul style="list-style-type: none"><li>Apply the discovery phase to ensure products are user-centered and utilize requirements for researching and planning to complete a scaffolded project.</li></ul>
<ul style="list-style-type: none"><li>Interpret requirements into usable user experience design artifacts: personas, user stories, user flows, wireframes, and low fidelity prototypes to complete a scaffolded project.</li></ul>

<ul style="list-style-type: none"> <li>Leverage mood boards, branding requirements, marketing requirements and technical requirements to create impressive visual designs and utilize the science of great visual design to complete a scaffolded project.</li> </ul>
<ul style="list-style-type: none"> <li>Apply usability testing, prototyping, and reporting to produce deliverables for a scaffolded project.</li> </ul>
<ul style="list-style-type: none"> <li>Compile a set of professional branding assets to use effectively across multiple platforms.</li> </ul>
<ul style="list-style-type: none"> <li>Present draft of a personal portfolio project.</li> </ul>
<b>Objective 3:</b> Complete independent UX/UI design projects and publish them in an exceptional personal portfolio to demonstrate mastery in the design process, design thinking and user experience.
<ul style="list-style-type: none"> <li>Explain the real-world process of team collaboration, checkpoints and product design as a key element of a team.</li> </ul>
<ul style="list-style-type: none"> <li>Demonstrate real world exposure to creating a product from a team perspective and use the product design cycle to understand and define a product solution.</li> </ul>
<ul style="list-style-type: none"> <li>Use the product design process to create visual designs and deliver a product prototype.</li> </ul>
<ul style="list-style-type: none"> <li>Use the agile product design process to iterate through the product design cycle in a real-world scenario. Use the discovery process to understand the product need.</li> </ul>
<ul style="list-style-type: none"> <li>Work through the product design cycle to define a product solution.</li> </ul>
<ul style="list-style-type: none"> <li>Work through the product design cycle to develop the visual design and deliver a functional prototype.</li> </ul>
<ul style="list-style-type: none"> <li>Understand process and deliverables of visual design through real-world exposure.</li> </ul>
<ul style="list-style-type: none"> <li>Create deliverables consumable by enterprises to demonstrate product design knowledge.</li> </ul>
<ul style="list-style-type: none"> <li>Successfully conduct technical job interviews and demonstrate competencies.</li> </ul>
<ul style="list-style-type: none"> <li>Demonstrate design process proficiency through a refined personal portfolio.</li> </ul>

### Program Outline:

Course code	Course Title	Lecture	Lab	Total
UX301-1	Fundamentals	45	105	150
UX301-2	Intermediate	39	111	150
UX301-3	Advanced	39	231	270
	<b>Total Lessons</b>	<b>123</b>	<b>447</b>	<b>570</b>

### COURSE DESCRIPTIONS

#### UX301-1 Fundamentals

In this course students build comfort with the design process practice including design thinking, user-centered design, user experience research techniques and tools. Students are also introduced to the core concepts of visual design, which they will apply using usability and accessibility interface, and visual design techniques and tools. Students will produce a simple deliverable for each stage and mastery is evaluated with a summative assessment. Professional networking is introduced.

Students will be introduced to portfolio building best practices, gathering content for a professional portfolio, and working through the initial portfolio design stages through production. The students will be assessed on the draft of their portfolio.

#### UX301-2 Intermediate

Students will use the tools and techniques they have learned to apply user-centered design to a project. Students will also develop the project's user interface. Students' assessment will consist of delivering a prototype. Students will be introduced to personal branding.

Students will submit the portfolio work they began earlier.

**UX301-3 Advanced**

Students will apply the design process to creating a project for a client and focus on operating within a team and an organization. Students will develop deliverables and practice presenting to key stakeholders. Students will complete a full design project as their assessment.

Students will work through the design process on a completely open project determined by them. Students will learn to manage the design process independently and iterate on a product until achieving a finished result. Students will be assessed on the completion of their individual project. Students will also be introduced to skills in job searching and interviewing.

Students will produce and publish a polished professional portfolio. Students will be exposed to design standards and discover how to make their portfolios stand out. Students will be assessed on the final draft of their portfolio.

## ADMISSIONS INFORMATION

### General Qualifications

Admission to any Chegg Skills program is subject to the following qualifications:

General Qualifications	
*Age	Students must be at least 18 years old.
*Education	Students must have proof of high school diploma or equivalent (GED), or a diploma from an institution of higher education, accredited by an accrediting association that is recognized by the U.S. Department of Education. Chegg Skills will accept an attestation of the proper educational requirements.
Language	Students must be proficient in written and spoken English.
Technical Literacy	Students must demonstrate operating proficiency on a computer.
Maturity	Students must demonstrate the ability to manage their time, communicate effectively with others, and accept constructive criticism.

\*Utah Residents- All students must possess a high school diploma, or General Education Development (GED) Certificate or equivalent from an institution of higher education accredited by an accrediting or association recognized by the U.S Department of Education and be beyond the age of compulsory high school attendance, as prescribed by Utah law per Rule 152-34-4(3) of the Utah Administrative Code (generally 18 years old by enrollment).

Chegg Skills programs and instruction are conducted in English only. Students must demonstrate proficiency with English prior to being accepted into the program. Chegg Skills does not offer or provide English language services, including instruction such as ESL.

Chegg Skills does not admit students on a provisional basis, nor does Chegg Skills admit "ability-to-benefit" students.

Chegg Skills does not grant transfer credit, nor does Chegg Skills grant credit for challenge exams, achievement tests, or experiential learning.

### International Students

Chegg Skills only enrolls students living in either the USA or US Territories. Enrolled students are not required to be US citizens or Green Card holders, although some payment options may require that status. Chegg Skills does not provide visa services for international students, nor does Chegg Skills verify student status. Chegg Skills is unable to confirm enrollment for international students and is unable to complete embassy/legal documentation.

### Program-Specific Admission Qualifications

Anyone is welcome to apply for any Chegg Skills program. In addition to meeting the general Chegg Skills admissions qualifications described above, it is highly recommended that applicants meet the following program-specific qualifications in order to ensure their success in the program:

Program	Qualifications
Data Analytics Flex	Students should be able to consistently devote at least 20 hours per week to the program for every week of the program.
Data Analytics Immersion	Students should have a basic understanding of Excel.
	Students should be able to consistently devote at least 45 hours per week, including scheduled course time, for every week of the program.

Data Science Flex	Students should have a firm understanding of college-level statistics and probability, as well as some courses in Object-Oriented programming (such as Python, JavaScript, Ruby, Java, .net, or Swift/objective-c).
	Students should be able to demonstrate understanding of what data science is.
	Students should have earned a BA/BS STEM Degree or BA/BS Degree or have 2+ years in a technical role.
	Students should have previous working experience directly related to the field (Data Analyst, Programmer, etc.) if their BA/BS is not a STEM Degree.
	Students should be able to consistently devote at least 20 hours per week to the program for every week of the program.
	Students should be able to successfully complete the probability evaluation.
Digital Marketing Flex	Students should be able to consistently devote at least 20 hours per week to the program for every week of the program.
Engineering Flex	Students should be able to consistently devote at least 20 hours per week to the program for every week of the program.
Engineering Immersion	Students should be able to consistently devote at least at least 50 hours per week, including scheduled class time, for every week of the program.
	Students should demonstrate the drive & determination to pursue a full-time career as a web developer after the full-time program.
	Students should be able to successfully complete the technical evaluation.
Technical Project Management Flex	Students should be able to consistently devote at least 20 hours per week to the program for every week of the program.
UX/UI Design Flex	Students should be able to consistently devote at least 20 hours per week to the program for every week of the program.
UX/UI Design Immersion	Students should be able to consistently devote at least 45 hours per week, including scheduled course time, for every week of the program.

### **Admissions Procedures**

An Admissions representative will review each application to determine whether the applicant meets general Chegg Skills qualifications and program-specific qualifications. Chegg Skills' Admissions representatives work with students throughout the entire admissions process. Students may seek guidance prior to submitting an application from an Admissions representative in determining whether one of the programs fits their abilities, schedule, and goals. Admissions representatives work with students to ensure the student can be successful in the course and to set expectations around program requirements.

#### Admissions Stages:

1. Application Submitted
2. Application Reviewed
3. Culture Fit Interview
4. Technical Screening Review
5. Acceptance or Rejection

Chegg Skills will notify candidates by email when they have been accepted or rejected from the program to which they have applied. Chegg Skills reserves the right to refuse acceptance to any applicant.

## **FINANCIAL POLICIES**

Students are not charged tuition until they have fully enrolled in a course. All information regarding tuition, fees, payment plans, and refund policies are outlined in the student’s Enrollment Agreement, in addition to being available in this Course Catalog. Specific payment due dates are determined based on the student’s start date. Chegg Skills does not have late payment fees, but students will receive notification if they have a balance due. Students may face dismissal if a payment is more than 5 days late.

Monthly payments are based on the expected program length, and monthly payment amounts, and due dates are located in the student’s Enrollment Agreement.

### **Payment Options**

Chegg Skills’ Asynchronous/Flex programs\*

<b>Payment Option</b>	<b>Payment Method</b>
Option 1 - Full or Partial Tuition Loan Financing	The lending partner transfers funds directly to Chegg Skills.
Option 2 - Month-to-Month	The student is charged a monthly prorated tuition payment for the duration of their program. There is no interest charged on the balance of their tuition. Upon withdrawal, the student will owe any outstanding balance for lessons completed, but not yet paid for.
Option 3 - Upfront/Cash	The student pays the total tuition amount, no later than the first day of the program. Students choosing this payment option may pay by credit card, debit card, or wire transfer.
Option 4 – Deferred Tuition Loan	The lending partner transfers funds directly to Chegg Skills. Repayment obligations and other terms and conditions will be set forth in the student’s Credit Agreement with the lending partner.

Chegg Skills’ Synchronous Immersion programs\*

<b>Payment Option</b>	<b>Payment Method</b>
Option 1 - Full or Partial Tuition Loan Financing	The lending partner transfers funds directly to Chegg Skills.
Option 2 - Month-to-Month	The student is charged a monthly prorated tuition payment for the duration of their program. There is no interest charged on the balance of their tuition. Upon withdrawal, the student will owe any outstanding balance for completion of scheduled course time that such student has not yet paid for.
Option 3 - Upfront/Cash	The student pays the total tuition amount, no later than the first day of the program. Students choosing this payment option may pay by credit card, debit card, or wire transfer.

Option 4 – Deferred Tuition Loan	The lending partner transfers funds directly to Chegg Skills. Repayment obligations and other terms and conditions will be set forth in the student’s Credit Agreement with the lending partner.
Option 5 – Deferred Tuition + Living Expenses Loans	The lending partner transfers the tuition-related funds directly to Chegg Skills and the living expenses disbursements are made directly to students. Repayment obligations and other terms and conditions will be set forth in the student’s Credit Agreements with the lending partner, as well as any other applicable documentation that student enters into (including, without limitation, this course catalog, the student’s enrollment agreement and any living expense loan addendum).

\*Utah residents: Utah Administrative Code R152-34-8(3)(f) limits a student's prospective contractual obligation(s), at any one time, to Chegg Skills for tuition and fees to four months of training.

**Tuition Discounts**

<b>Discount</b>	<b>Amount of Discount</b>	<b>Eligibility Criteria</b>	<b>Additional information</b>
Early-Bird Discount*	Varies based on tuition amount	Students must enroll within 14 days of acceptance.	Available during admission process only.
Pre-Pay Discount*	Varies based on tuition amount	Students must pay tuition in full no later than their program start date.	Available only if paid in full on the upfront plan.
Veterans’ Discount	Varies based on tuition amount	Students must have served in any of the U.S. military: Air Force, Army, Coast Guard, Marine Corps, Navy. The student must have been honorably discharged.	Must request at the time of enrollment. Must show proof of military service.
Diversity Discount	Varies based on tuition amount	Student must be a self-identifying female or non-binary individual	Must request at the time of enrollment.

\*Available only in certain states with certain programs and payment plans. Contact your admission representative for additional information.

\*The Pre-pay discount may be combined with one (1) additional discount. No other discounts can be combined.

**Financial Aid Notices**

Chegg Skills does not participate in federal or state financial aid programs. Chegg Skills does offer various payment plans and access to third-party financing partners, including Deferred Tuition and Deferred Tuition + Living Expenses options are limited in availability.

Chegg Skills is not a qualifying educational institution under Federal Tax Law and does not issue 1099-T or 1098-T forms to its students. Please speak with a tax professional if you have questions.

Students at Chegg Skills do not qualify for in-school deferments for Title IV loans while enrolled in a Chegg Skills program. Students who have private loans should speak with their individual lender(s) regarding eligibility for an in-school deferment while enrolled in a Chegg Skills program.

All tuition payments must be made using US currency.

Students may be dismissed, or their graduation credentials may be withheld, if their tuition is not paid.

### **DEFERRED TUITION LOANS (with and without Living Expenses)**

Students in select Chegg Skills programs who meet the eligibility criteria may elect to participate in a tuition arrangement referred to as Deferred Tuition Loan where the student agrees to enroll in the program and to repay in accordance with the terms and conditions of their credit agreement with the lending partner. Upon commencement of the repayment period, tuition is then paid as a fixed monthly payment for a term of 36 months.

Chegg Skills also offers a Deferred Tuition with Living Expenses Loans payment option to students who qualify. Living Expenses disbursements are paid by the lending partner to students via a fixed monthly amount for the length of their program. Students must meet eligibility requirements and be in good academic standing to receive disbursements. The first disbursement is paid on the third Wednesday of the program. The remaining disbursements are paid monthly on Wednesdays based on the week of the month the first disbursement was sent. If a student withdraws from their program, the tuition will be prorated pursuant to Chegg Skills' refund policy and consistent with applicable state refund laws.

The full terms and conditions of a student's Deferred Tuition Loan or Deferred Tuition + Living Expenses Loans arrangements will be set forth in credit agreements signed by the students with the lender partner. Deferred Tuition Loan and Deferred Tuition + Living Expenses Loans payment options are not available for all programs.

### **TUITION REFUND POLICY**

We back our learning and career growth commitment with the "Tuition Refund Policy" (TRP). Subject to the terms below, if you are not offered a "Qualifying Position" (as defined below) within 180 days of graduation from your Chegg Skills program (such 180-day period, the "Career Services Period"), Chegg Skills will refund 100% of the tuition that you or a third party paid on your behalf and cancel any remaining owed payments.

#### **Eligibility Requirements at Enrollment:**

1. be at least 21 years of age by the time you graduate the program,
2. U.S. citizen or green card holder legally and permanently authorized to work in the United States without sponsorship; and who is currently located in the U.S.;
3. be proficient in spoken and written English;
4. be able to pass any background checks associated with jobs that you apply for;
5. live in or within a one-hour commuting distance of one of the "Approved Cities" listed below; A one-hour commuting distance is defined as no more than a 60-minute-long rush hour commute to city center for an arrival by 9:00 am;
6. pay tuition Upfront, or through a Month-to-Month or Full or Partial Tuition Loan Financing (Traditional or Deferred) payment plans;
7. **DATA SCIENCE PROGRAMS ONLY:** Students have earned a BA/BS STEM Degree or students with a BA/BS non-STEM Degree should have 2+ years in a technical role. Students should have previous working experience directly related to the field (Data Analyst, Programmer, etc.) if their BA/BS is not a STEM Degree.
8. **UX/UI PROGRAMS ONLY:** Students have earned a BA/BS Degree or have 2+ years of experience in a design or



research role. Experience should include graphic, visual or UX design work, OR user, market, competitor research work for a client or in conjunction with an organization.

9. Have not been enrolled in a previous Chegg Skills course and received a Tuition Refund

IF YOU HAVE NOT MET THE ABOVE REQUIREMENTS AT ENROLLMENT, YOU DO NOT QUALIFY FOR THE TRP.

Eligibility Requirements while Enrolled:

1. Graduate from the enrolled program and complete all course requirements (including all career services lessons) before or on the scheduled end date of the program as listed in the Course Catalog and enrollment agreement.
2. Pass all assessments (live assessments, capstones, mock interviews) within 2 attempts.

ANY VIOLATION OF THE ABOVE REQUIREMENTS WHILE ENROLLED MAY RESULT IN IMMEDIATE LOSS OF TRP.

Eligibility Requirements during Career Services period:

The “Career Services Period” starts the Monday after graduation and during this time we expect you to fully commit to the job search. This period is 180 days for all programs. We require you to engage in the process as a professional and to take our recommendations seriously. To retain eligibility for the TRP you must:

1. Apply weekly to a mix of 30 qualifying positions in the U.S., including roles in an approved TRP city. Must NOT restrict that search to “remote-only” or “location-flexible” roles, (see [FAQ](#) for recommended breakdown)
2. Track all job search activity using Chegg Skills’ approved tracker platform and be able to produce this resource at each of your coaching sessions,
3. Complete targeted outreach/follow-up on 20 employer applications each week,
4. Pass a technical interview by a third party with a score of 3 or more within 30 days of graduation, if requested by a Chegg Skills representative,
5. Reply to the Career Services team communication or Chegg Skills employer introductions within 2 business days; including surveys,
6. Maintain communication with your Career Coach by initiating contact at least once weekly (via Slack, one/one, email or other agreed upon method),
7. Not commit acts of dishonesty during the application process (i.e., submitting work that is not yours or making misrepresentations to employers on your resume or otherwise),
8. Perform at least 3 informational interview (networking) meetings per month either in-person, virtual, or a two-way async interaction between graduate and an industry professional to learn about opportunities in the field,
9. Attend 1 job-related networking event (such as meetup or job fair) each month unless your personalized job search plan sets a lower minimum and is documented in writing by a Career Coach and Advanced Support,
10. Grant permission for Chegg Skills/Chegg to follow up with past, current, and future employers for employment verification,
11. Attend and complete all requirements of the *Behavioral Interview* workshop or participate in 1:1 behavioral interview training with Career Coach within the first 30 days of graduation,
12. Must have an approved resume and cover letter by Career Coach within 30 days of graduation, and
13. UX/UI graduates only - must enhance portfolio with 1 new project (e.g., full UX application or website, full UI or visual design project, or redesign of existing app or product using research-backed improvements) within two months of graduation.

ANY VIOLATION OF THE ABOVE REQUIREMENTS WHILE IN THE CAREER SERVICES PERIOD MAY RESULT IN IMMEDIATE LOSS OF TRP.

Any of the following actions taken during enrollment OR in the career services period will result in immediate loss of TRP:

1. You decide not to actively search for program-specific employment or pursue other endeavors after graduation.

2. You turn down an offer for a "Qualifying Position" or accept a job offer for a position that is not a "Qualifying Position."
3. You lose your work authorization as described above.
4. You behave in a manner that violates Chegg Skills' Code of Conduct as outlined in the [course catalog](#).

Approved Cities:

Each of the following is an "Approved City" for software engineering, web development, data science, data analytics, technical project management, digital marketing, and design programs (as defined in the enrollment agreement):

Ann Arbor, MI	Cleveland, OH	Las Vegas, NV	Orlando, FL	San Diego, CA
Atlanta, GA	Columbus, OH	Los Angeles, CA	Philadelphia, PA	San Francisco, CA
Austin, TX	Dallas, TX	Madison, WI	Phoenix, AZ	San Jose, CA
Baltimore, MD	Denver, CO	Memphis, TN	Pittsburgh, PA	Seattle, WA
Boise, ID	Des Moines, IA	Miami, FL	Portland, OR	St. Louis, MO
Boston, MA	Detroit, MI	Milwaukee, WI	Raleigh, NC	Tampa, FL
Boulder, CO	Hartford, CT	Minneapolis-Saint Paul, MN	Richmond, VA	Washington, D.C.
Buffalo, NY	Houston, TX	Nashville, TN	Sacramento, CA	
Charlotte, NC	Indianapolis, IN	New York, NY	Salt Lake City, UT	
Chicago, IL	Jacksonville, FL	Oakland, CA	San Antonio, TX	
Cincinnati, OH	Kansas City, MO	Oklahoma City, OK	San Bernardino, CA	

Qualifying Role:

For students who chose to finance their program with the Upfront Payment, Month to Month Payment, or Traditional Loan options, a "Qualifying Position" means a "Full-Time," "In-Field" position that has an expected duration of engagement or employment of three months or more.

- "Full-Time" means a job that is at least 30 hours per week or that is described as full-time in the offer.
- "In-Field" means a job that requires the skills taught in your program, or one that would fall under a relevant Bureau of Labor Statistics SOC code.

For students who chose to finance their program through the Deferred Tuition option, a "Qualifying Position" means a position that (1) has an expected duration of engagement or employment (full-time or part-time) of three months or more and (2) "Paying at least \$3,333.33 per month."

- "Paying at least \$3,333.33 per month" means that the total anticipated compensation of such position, including salary, fees, equity, and any earned overtime or commissions, meets or exceeds \$3,333.33 pre-tax per month.

Job Titles:

It is important to know that job titles in tech vary enormously from field to field and even company to company. As such, we expect you to apply for jobs suitable for your experience and background, which include titles such as but not limited to:

**Software Engineering and Web Development programs:** *Web Developer, Frontend Developer, Backend Developer, Full Stack Developer, Software Engineer, Computer Programmer, Software Developer, Applications Software Developer, Systems Software Database Administrator, Network and Computer System Administrator, Computer Network Support Specialist*  
**Product Management programs:** *Product Manager, Associate/Junior Product Manager, Product Marketing Manager, Associate/Junior Product Marketing Manager, Technical Product Manager, Product Owner, Product Specialist, Product Analyst*

**Design programs:** *UX/UI Designer, Product Designer, Designer, Web Designer, UX Researcher, Information Architect, Product Manager*

**Data Science programs:** *Data Scientist, Data Engineer, Machine Learning Engineer, Data Analyst, Business Intelligence Analyst, Operations Analyst*

**Data Analytics programs:** *Data Analyst, Business Intelligence Analyst, Marketing Analyst, Finance Analyst, and Data Journalist*

**Digital Marketing programs:** *Marketing Specialist, Digital Marketing Manager, Marketing Coordinator, Marketing Associate, Social Media Manager, Email Marketing Specialist, Marketing Assistant, Social Media Specialist, Digital Marketing Analyst, Email Marketing Manager, Digital Marketing Analyst*

**Technical Project Management programs:** *Assistant Project Manager, Junior Project Manager, Associate Project Manager, Marketing Project Manager, Junior IT Project Manager, IT Project Manager, Cloud Product Director, Cybersecurity Project Manager, Data Center Product Director, Information Systems Project Manager (IS Project Manager), IT Developer (Information Technology Developer), IT Manager (Information Technology Manager), IT Program Manager (Information Technology Program Manager), Scrum Master, Transition Program Manager, Technical Project Manager*

#### Additional Considerations:

Chegg Skills reserves the right to extend the Tuition Refund period and/or Career Services Period by up to six months if there is a natural disaster, epidemic, pandemic, act of God, war, terrorism, or other unexpected occurrence beyond Chegg Skills' reasonable control which disrupts the job market globally, nationally or in one or more metropolitan areas you are targeting, at its sole discretion. Chegg Skills reserves the right to modify TRP requirements and qualifications at its sole discretion based on approved accommodations and/or exceptions.

Graduates are responsible for tracking eligibility, maintaining records, and requesting refunds, according to the policies outlined above. A graduate may become ineligible for a tuition refund due to non-compliance with any of the requirements listed herein.

If you have graduated from a Chegg Skills program, have met all Eligibility Requirements, have conducted a professional job search as described herein, and have not received an offer for a "Qualifying Position" within 180 days of completing your program, you may request a refund of your tuition. Requests must be made in writing and submitted via the Tuition Refund Request form ([LINKED HERE](#)) or reach out via the [Student Help Center](#) within 30 days after the end of your Career Services Period stating that you have met all the terms of this policy and have not been offered any "Qualifying Positions." All job search activity tracked on Chegg Skills' approved platform and logged by Career Coach will be audited after the request for review is made by the student at the end of the Career Services Period. TRP eligibility will be determined upon review.

## **CANCELLATION, WITHDRAWAL, DISMISSAL, & REFUNDS**

Chegg Skills' cancellation, withdrawal, and refund policies may vary by state. Please review each of the following policies as well as the state-specific policies that apply to your state of residence. Unless noted, Chegg Skills' general policy meets or exceeds any individual state requirements. In the event that there is any discrepancy between the general policy and the state-specific policy, the state-specific policy will govern the amount of your refund (if any), as defined by your enrollment agreement.

### **Student's Right to Cancel**

Students are eligible for a full refund if they submit a request to cancel their enrollment during their trial period. The trial period for all programs is 7 calendar days (including Saturdays, Sundays, and legal holidays) from and including the first day of class, which is the student's scheduled start date.

Students who would like to cancel their enrollment should consult the [Student Help Center](#) in order to receive the withdrawal request form. This form must be submitted by midnight of the last day of the trial period to be eligible for a full refund. No cancellations will be processed unless this form is received.

Students who do not start on their selected start date will be considered to have canceled their enrollment, and all fees and tuition will be refunded. A full refund of all tuition and fees is made if an enrollee is not accepted during the admissions process.

The payment of refunds will be totally completed, such that the refund instrument has been negotiated or credited into the proper account(s), within 30 days after the effective date of withdrawal or dismissal.

In no event will a refund be greater than what was paid to the school.

### **Chegg Skills' General Refund Policy - Withdrawal and Refund**

A student may withdraw from Chegg Skills at any time after the trial period (described above) and may be eligible to receive a prorated refund of their tuition.

After a student is withdrawn, they will no longer be able to meet with a mentor, submit work for review, schedule assessments or mock interviews, utilize technical coaching (if applicable to such student's program), or utilize Slack.

### **Refund Policy - Synchronous Immersion Programs**

Refunds are determined through proration of tuition, based on scheduled days of class attendance through the last date of attendance. Leaves of absence, suspensions, and school holidays will not be counted as part of the scheduled class attendance. You will be responsible for 100% of the tuition for your program if you complete more than 60% of your enrollment time even if you do not complete the entire program.

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

- (a) The last day of attendance, if the student is terminated by the school;
- (b) The date of receipt of the completed withdrawal request form from the student; or
- (c) Ten school days following the last date of attendance.

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;
- (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 Chegg Skills.

### **Refund Policy - Asynchronous Flex Programs**

A student may withdraw from Chegg Skills at any time after the trial period (described above) and may be eligible to receive a prorated refund of their tuition, less all tuition credits, discounts, or scholarships.

Refunds are determined based on the number of lessons completed divided by the total number of lessons in the program.

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

- (a) The last day of receipt of a completed lesson, if the student is terminated by the school;
- (b) The date of receipt of the completed Withdrawal Request Form from the student; or
- (c) The end of the third calendar month after month in which the last lesson was submitted.

If tuition and fees are collected before any lessons have been completed, and if, after expiration of the 7-day trial period, the student fails to begin the program, all tuition and fees will be refunded to the student.

If the student terminates or withdraws after the expiration of the 7-day trial period, the student will be refunded the pro rata portion of the remaining tuition, fees, and other charges per the refund determination.

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 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 misrepresentations by the owner or representatives of Chegg Skills.

## **Maximum Time to Completion - Asynchronous - Flex programs**

### **General Policy**

Chegg Skills will make every effort to ensure that students in our asynchronous, flexible programs are on track to graduate.

Each program is designed to be completed within a set number of weeks and tuition covers the time and resources used during a specified program length. For students requiring more time should the [Student Help Center](#) to review your options. If a student is dismissed, withdrawn, or graduates AFTER the scheduled end date listed in the enrollment agreement, there may be additional costs or loss of eligibility for certain guarantees. If a student reaches the maximum time to completion for their program, they will be dismissed. Students who are dismissed for any reason may not be eligible to re-enroll in any other Chegg Skills programs.

### **Refund Policy for Students Called to Active Military Duty**

A student who withdraws as a result of the student being called to active duty in a military service of the United States or state national guard may elect one of the following options for the program in which the student is enrolled:

- If tuition and fees are collected in advance of the withdrawal, the student will receive 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.
- The student may receive a grade of incomplete with the designation "withdrawn- military" for the courses in the program, other than courses for which the student has previously completed, 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 the program.
- The student may receive 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.

### **State-Specific Policies - Cancellation, Withdrawal, Dismissal, & Refunds**

Chegg Skills will use Chegg Skills' General Cancellation, Withdrawal, Dismissal & Refund policy if the policy is more favorable to the student than what the respective state regulations require, at its sole discretion.

### **District of Columbia Residents Right to Cancel**

1. Chegg Skills shall provide each student a period of seventy-two (72) hours in which to cancel any contract for a program of instruction and receive a refund of all pre-paid tuition unless the student has entered training. The 72-hour period does not include weekends or holidays.
2. Students will be given information on their right to cancel within 72-hours in the enrollment agreement.
3. Cancellation may occur when the student provides a written notice of cancellation at the following email address: [skills.support@chegg.com](mailto:skills.support@chegg.com).
4. The written notice of cancellation need not take any particular form, and however expressed, it is effective if it shows that the student no longer wishes to be bound by the Enrollment Agreement.
5. If the Enrollment Agreement is canceled, the school will refund the student any pre-paid funds.

### **Utah residents Right to cancel**

1. Chegg Skills will provide each student with a three-day cooling off period during which time the student may cancel the contract and receive a refund of all money paid. The cooling off period may not end prior to midnight of the third business day after the latest of the following days:
  - a. the day the student signed the enrollment agreement; or
  - b. the day the student pays the institution the first payment toward tuition.

## ACADEMIC POLICY

### General Education Requirements

Chegg Skills programs lead to certificates of completion and do not require students to complete general education courses as part of the curriculum.

### Method of Instruction

The following methods of instruction apply to all Chegg Skills programs.

Grades are issued on a Pass/Fail basis. There is no GPA earned at Chegg Skills.

All instruction in Chegg Skills programs takes place online. Students complete required readings, submit assignments, meet with their mentor, and complete assessments all within the Chegg Skills platform. Students are not required to submit coursework through the mail.

Chegg Skills synchronous classrooms do not exceed a student to instructor ratio of 75:1.

Every student is paired with a mentor who they meet with one-on-one via video chat for technical guidance throughout the program. Mentors are industry experts who can provide insight into their industry and what it is like to work in their field. Students may exchange electronic correspondence with their mentor using either Slack or email regarding scheduling.

Students also have access to other forms of support and instruction during the program. In addition to the required course readings, assignments, and mentor sessions, students have access to:

- **Technical coaching\***: If a student gets stuck on a problem that can't wait until their next mentor session, Chegg Skills has a team of technical coaches to provide them with real-time support. Technical coaches are industry experts who will respond to students' questions and issues via Slack or through the Chegg Skills platform.  
*\*Note: not available for all programs*
- **Career coaching**: The careers team supports students as they embark on their job search. They help students develop their resumes and LinkedIn profiles, hone a practical approach to the job search, strategize salary negotiation, and more. Once a student completes their program, they will work with their personal career coach to guide them through the ins and outs of a successful job search who will hold them accountable to the necessary steps to launch their new career.

The expected response time between Chegg Skills' electronic receipt of student assignments, projects, or capstones and the institution's response or evaluation is 1 to 3 business days. In the event of a grading delay, Chegg Skills may notify affected students via email.

The following additional methods of instruction apply to our Immersion programs:

- Students will attend instructor-led workshops that give overviews of course concepts and provide other opportunities for learning.
- Students can request video-call or message-based support from designated TAs between scheduled hours for questions about projects and coursework.
- All students are expected to be on camera during their lectures and group session times. Students are expected to maintain professionalism and adhere to appropriate camera etiquette. This includes dressing professionally, minimizing background distractions, and maintaining a suitable workspace.

Chegg Skills reserves the right to remove technical and/or non-technical support from a student's course experience due to lack of use, misuse, and/or abuse. A student may willingly choose to opt-out of using technical and/or non-technical support at any time during their program. Please review all policies regarding potential implications. The removal of a resource will be communicated to the student and may be restored at Chegg Skills' discretion. There are no financial reductions or adjustments to the owed tuition and fees due to the removal of technical and/or non-technical support.

### **Attendance & Progress Policy**

The student understands and acknowledges that their Chegg Skills program is intense and requires consistent attendance and dedication. Students are required to attend mentor sessions and complete the number of hours of study per week associated with the program in which they enroll. The program-specific expected hours of study, and lesson submission schedules are located in the “Curriculum” section above.

Being absent for any part of the program can negatively impact your success, as well as that of your peers if you are in an Immersion program.

Missed mentor sessions and assessments are reported by the mentor or assessor and missing or arriving more than ten minutes late to any of these sessions or assessments will be counted as an absence. If your mentor is out of the office for 1-2 weeks, you should access the other support channels available for your program so that you can stay on pace. Refer to the [Student Help Center](#) for you program specific resources. [08]

For accountability, students are asked to submit an absence notice a minimum of 24 hours in advance, if possible. This applies to meetings with mentors, evaluators for assessments, student success coaches, career coaches, technical coaches, and graders.

Students who miss more than four cumulative mentor sessions may temporarily lose mentorship benefit and/or may be dismissed due to excessive absences. Students who miss more than four scheduled assessments may be dismissed due to excessive absences.

### **Program-Specific Requirements**

#### **Immersion Programs (Synchronous)**

Students in an immersive program are expected to attend the group Orientation/On-boarding session and be present for their Chegg Skills program during their first 7 calendar days (1 week). Failure to attend the group Orientation/On-boarding session and/or all parts of a Chegg Skills program during their first calendar week may result in dismissal from the program. Students in Chegg Skills’ Immersion programs who miss a cumulative combination of greater than 1 per month of the following program requirements may be dismissed:

- Scheduled classroom hours
- Scheduled daily group sessions and activities
- Scheduled mentor sessions
- Required workshops
- Scheduled assessments
- Instructor lectures

Students should note that in addition to the above program requirement, arriving more than 5 minutes late to class, being non-responsive in class for 10 minutes or more or leaving more than 10 minutes early to any of the above program requirements will be considered an absence.

#### **Flex programs (Asynchronous)**

Students in asynchronous programs who do not actively participate in their program may be dismissed from the program and issued a refund.

Active participation is defined as:

- On time submission of lessons, as per the student’s dashboard
- Attending scheduled mentor sessions
- Attending scheduled assessments
- Submitting capstones on time, as per the student’s dashboard
- Completing all requirements necessary to graduate

### **Monitoring Student Progress & Support**

Students have access to a detailed lesson information that sets guidelines for each section of the course and the date by which each section should be completed. The Student Success Management team uses these guidelines to support student

progress, intervening when necessary. If continuous poor performance is demonstrated, students are put on remediation plans intended to provide opportunity for improvement and eventual graduation. Continuous poor performance is defined for Immersion programs as students who fall more than two weeks behind pace in programs that are greater than 3 months in length. Continuous poor performance is defined for Flex programs as students who has a lesson more than one month overdue per the student dashboard.

### **Satisfactory Progress**

Students are expected to engage with the material, their mentors, instructors, and peers. Students who maintain satisfactory attendance and complete their course checkpoints, assessments, mentor sessions, and all other program requirements will continue in the program and be considered active students. Students who do not maintain satisfactory progress, as defined below, will be dismissed.

### **Program-Specific Requirements Immersion Programs (Synchronous)**

If a student in an immersion program falls more than one month behind pace based on the timelines set forth on their dashboard, they can be dismissed from their program.

### **Flex Programs (Asynchronous)**

If a student in a flexible, asynchronous program and falls more than two months behind pace based on the timelines set forth on their dashboard, they can be dismissed from their program.

### **Re-Enrollment Policy- Same Program**

#### **General Policy**

Students sometimes leave Chegg Skills due to circumstances outside of the program. Below is Chegg Skills' general re-enrollment policy for all programs.

Students that voluntarily withdraw from a program and would like to return at a later date must start from the beginning, regardless of what coursework they previously completed. Students will be responsible for paying the full tuition cost upon their return.

Withdrawals are subject to our standard withdrawal and refund policy. When re-enrolling, the student would be starting payments from "Day 1" of their new program.

The student must have been in good academic and financial standing when they left the program, definitions for which are provided below.

Students will be assigned new mentors and Chegg Skills does not guarantee that re-enrolled students will have access to previous mentors. Re-enrollment must be approved by the Advanced Student Support team.

Where applicable, students will not be required to retake specific prep or technical evaluations required for program admission.

Students who have voluntarily withdrawn may only re-enroll into the same program once. Students who have voluntarily withdrawn and wish to enroll in a new program are considered new students and should refer to the admissions policies in this catalog. New programs include a new program version of the prior program, as approved by state regulators.

Students who want to re-enroll after withdrawing will need to re-apply. The student's record will be reviewed to ensure good academic and financial standing at the time of withdrawal. Students who re-enroll will also need to choose a new payment plan.

Students who have been dismissed by Chegg Skills for any reason may not be eligible for re-enrollment or admission into any Chegg Skills program. Chegg Skills reserves the right to refuse acceptance to any applicant. Re-enrollment may result in loss of eligibility for certain guarantees.

Good academic standing is defined as:

- Not being on academic warning or probation,
- Not being in violation of attendance policy or student code of conduct,
- Not being more than two months behind on any checkpoint for Flex programs or one month behind on any



- checkpoint in Immersive programs at the time of withdrawal, and
- Not having been dismissed from any program by Chegg Skills staff.

Good financial standing is defined as:

- Not having a balance due to Chegg Skills, and
- Being current on tuition payments at the time of withdrawal.

### **Program-Specific Requirements Immersion Programs (Synchronous)**

Students who withdraw from a Chegg Skills immersion program will need to wait at least until the next cohort starts before re-enrolling. No previous progress will be saved, and student will be required to start the program from the beginning.

Immersive students that are dismissed prior to start or during the first calendar week (7 days) of their program for reasons other than Code of Conduct Violations will have the option to defer their enrollment one (1) time. Immersive students will have the option to defer to a cohort with a start date no more than three (3) months from the date of withdrawal.

Students must sign a new enrollment agreement to begin with an upcoming cohort. Students who do not follow the academic and conduct policies outlined in this course catalog will be dismissed and no longer eligible to re-enroll or enroll in a new Chegg Skills program.

Students will need to arrange a new payment method upon re-enrollment, and no tuition credit will be given for previously paid tuition. Students using an ISA, Deferred Tuition Loan or Deferred Tuition + Living Expenses Loans arrangements will need to discuss options with the Student Finance team. ISAs, living stipends and any Deferred (Tuition or Tuition + Living Expenses) option may only be utilized for the initial enrollment.

### **Flex Programs (Asynchronous)**

In addition to Chegg Skills' general good academic standing requirements, the following applies to asynchronous programs:

Students who have voluntarily withdrawn and wish to re-enroll in either the same or a new program are considered new students and should refer to the admissions policies in this catalog. No previous progress will be saved, and students will be required to start the program from the beginning.

Students will need to arrange a new payment method upon re-enrollment, and no tuition credit will be given for previously paid tuition.

### **Program Transfer**

#### **General Policy**

Occasionally a student will enroll in a program that is not a good fit, whether academically, professionally, or personally.

Students should consider their options carefully when opting to move from one program type to another. Each program structure has been carefully developed to support specific learning types. Students that thrive in a classroom environment with peer interaction, instructor feedback, and daily accountability may not be as successful transferring to a flexible, self-paced program. Chegg Skills wants all students to be successful, and all options should be considered before requesting a program transfer.

Students who would like to request a program transfer should consult the [Student Help Center](#). Students must be in good academic and financial standing to be approved for a program transfer. Students who have been previously dismissed from one program may not re-enroll in a new program. Students must wait a minimum of one month before transferring programs. Students are only able to transfer into a new program or defer their enrollment to a different cohort one time.

#### **Program-Specific Requirements Immersion to Flex**

A student wishing to transfer from an Immersion program to an asynchronous program will withdraw from their current program and will be subject to our standard withdrawal and refund policy. Then, the student will need to complete a new enrollment agreement. Students will need to arrange a new payment method upon re-enrollment, and no tuition credit will be given for previously paid tuition.

## **Flex to Immersion**

Any student transferring from a flexible program into an Immersion program must start from the beginning of an upcoming cohort, regardless of what coursework they completed in their other program. The student is responsible for completing all program requirements in their new program including any prep course required for admission. Then, the student will need to complete a new enrollment agreement. Students will need to arrange a new payment method upon re-enrollment, and no tuition credit will be given for previously paid tuition.

## **Financial Considerations**

When considering a transfer between any two programs at Chegg Skills, the student must consult with the Student Finance Team ([support@chegg.com](mailto:support@chegg.com)) to verify that a program switch is possible, and that the student will have a way to pay for the new program. Program transfers are subject to our standard withdrawal and refund policy. When transferring programs, the student would be starting payments from “Day 1” of their new program and no tuition credit will be given for previously paid tuition.

If a program transfer is financially viable, the student must consult with an Admissions Representative to determine whether they meet the qualifications for the new program and whether it is a good fit for their goals, schedule, and other factors. Where applicable, the student may be required to pass a technical evaluation for their new program. After confirming tuition details and program qualifications, the student is then enrolled in their new program by their Admissions Representative.

## **Leaves of Absence**

In the event of unexpected life situations and personal emergencies, students enrolled in Chegg Skills’ programs may be eligible for a Leave of Absence (LOA). Chegg Skills will review an LOA request and will only grant an LOA for extenuating or unavoidable circumstances, such as health or immediate family related emergencies. Requests for a leave of absence must be submitted via the [Student Help Center](#). Not all requests for a leave of absence will be approved. Justification as to why the leave of absence was granted, acknowledged by both the student and Chegg Skills, will be placed in the student’s permanent file. Leave of absence requests that are denied will be discussed with the student. The denial will be documented and placed in the student’s permanent file.

Students on an approved leave of absence will not have access to the course curriculum, lessons, support teams, mentors, grading, technical experts, or career coaches. Access to these services resumes when the student returns from their leave of absence.

Experience has shown the majority of students do not return from a leave of absence. Chegg Skills’ programs are intensive and missing scheduled class time, mentor sessions, paired programming, or submission of lessons in a consistent manner has been shown to have a negative impact on a student’s ability to complete their program. There is no guarantee that a student who returns from an approved LOA will be able to re-enter their original program.

If a student does not return from a leave of absence at the agreed upon date, and they do not notify Chegg Skills, they may be dismissed, and a refund will be issued based on the last date of attendance or lesson submitted. Dismissed students are not eligible to re-enroll.

Students who are unable to return from their leave of absence, for whatever reason, should contact Chegg Skills via the [Student Help Center](#) and request to be withdrawn. The student will receive a refund calculated based on Chegg Skills’ refund policy and in compliance with state refund policy. If a student would like to apply for re-enrollment following withdrawal after a leave of absence, they should refer to the re-enrollment policy.

If approved, a student may only take one (1) LOA during their program enrollment. In an immersive program, a leave of absence may be issued for a maximum of five (5) consecutive calendar days. If approved, a LOA for an immersive student does not count as days absent in a program. In a flexible program, a leave of absence may be issued for a minimum of seven (7) consecutive calendar days and a maximum of fifteen (15) consecutive calendar days.

Active-duty military members or reservists who are called to duty may be considered for a leave of absence if the student is required to leave the immediate area and will not have the ability to complete their coursework. If the period of time needed away from the program exceeds that which is allowed in the leave of absence policy above, the student must withdraw due to their service agreement. However, if the student returns within 30 days following the end of their service agreement, Chegg Skills will allow them to re-enroll with no fees.

## **Program-Specific Requirements**

### **Immersion Programs (Synchronous)**

Students may be required to complete an evaluation upon return from any leave of absence. The evaluation includes an academic assessment (the next available graded checkpoint must be submitted within 5 days of return) to ensure the student is able to continue in the program and be successful. Students who do not pass this evaluation may be dismissed and issued a refund based on the student's last date of attendance.

### **Flex Programs (Asynchronous)**

Chegg Skills will retain the student's lessons and when the student returns from their LOA, they are able to pick up where they left off. However, there is no guarantee that the student will retain the same mentor upon their return.

Students who do not resume their program or complete the next required lesson by the deadline listed on their updated timeline may be dismissed from the program and will receive a refund calculated in accordance with Chegg Skills' refund policy and in compliance with state refund policy.

## **Student Achievement & Graduation Requirements**

In order to graduate from any Chegg Skills program, students must satisfy the following graduation requirements:

1. Complete each required reading
2. Complete each self-sufficiency exam (where applicable)
3. Pass each graded checkpoint
4. Pass each mock interview in the program
5. Submit and receive approval for each capstone project in the program
6. Create an online portfolio site to showcase projects for prospective employers
7. Maintain satisfactory attendance for all academic requirements
8. Maintain satisfactory academic progress
9. Maintain good financial standing

## **STUDENT CONDUCT POLICY**

### **Probation & Dismissal Policy**

All Chegg Skills students are expected to abide by the Student Code of Conduct. Failure to abide by the Code of Conduct may result in a written warning or immediate dismissal from the program, depending on the severity of the violation of the Code of Conduct. Conduct deemed sufficiently disruptive or severe—such as harassment of another student, staff member, or Chegg Skills community member—may result in immediate dismissal.

School officials, in collaboration with instructors, as needed, will review each case, and make a determination regarding the student's actions and status. If the student does not improve their conduct after receiving a warning, the student will be permanently dismissed.

A withdrawn or dismissed student will no longer be able to meet with a mentor, submit work for review, schedule assessments or mock interviews, utilize technical coaching\*, or utilize Slack. Chegg Skills cannot guarantee access to their curriculum or any of Chegg Skills' support services.

*\*Note: technical coaching not available for all programs*

## **Program-Specific Requirements**

### **Immersion Programs (Synchronous)**

For Immersion programs, if a student does not pass a capstone review, assessment, or mock interview within two attempts, they may no longer be eligible for graduation and will be dismissed. The student will be issued a refund pursuant to Chegg Skills' refund policy and in compliance with state refund policies.

Students in Immersion programs may be subject to academic probation and will be placed on a remediation plan if they

fall further than two weeks behind pace in programs that are greater than 3 months in length. Students may be dismissed if they fail to meet the goals outlined in their remediation plan or if they fall further than one month behind on any checkpoint.

Students under academic probation are subject to the terms of their remediation plan. Students who do not meet the terms of their remediation plans may be dismissed from the program.

### **Flex Programs (Asynchronous)**

For flexible programs, if a student does not pass any technical evaluation, capstone, assessment, or mock interviews after two attempts, they may be dismissed and will not be eligible for graduation.

Students in flexible programs who do not submit lessons based on the expected lesson submission timeframe noted on their dashboard or who fall over one month behind on any checkpoint are subject to academic probation. Under academic probation, the student may be placed on a remediation plan outlining the conditions that need to be met in order to stay enrolled in their program. These goals will be determined in conjunction with the Student Success Management team. Students under academic probation are subject to the terms of their remediation plan. Students may be dismissed if they fail to meet the goals outlined in their remediation plan or if they fall more than two months behind on any checkpoint.

Students who are unable to complete their program within the maximum time to completion outlined in their enrollment agreement may be dismissed.

### **Disability Accommodation Policy**

Chegg Skills does not discriminate on the basis of disability. Qualified individuals with disabilities are entitled to reasonable accommodation to ensure that they have full and equal access to Chegg Skills' courses and examinations, consistent with federal law, including the Americans with Disabilities Act (42 U.S.C. § 12182) ("ADA"), and state and/or local law.

Upon request, Chegg Skills will provide appropriate auxiliary aids and services for Chegg Skills courses or examinations to individuals with impaired sensory, manual, or speaking skills unless a particular aid or service would fundamentally alter the measurement of the skills or knowledge an examination is intended to test, or fundamentally alter the course, or would result in an undue burden on Chegg Skills.

### **Requests for Accommodation**

Chegg Skills will provide accommodation to a qualified individual with a disability provided that the accommodation does not pose an undue burden on Chegg Skills. It is Chegg Skills' policy to respond in a timely manner to requests for accommodations to ensure equal opportunity for qualified individuals with disabilities.

A disclosure of a disability or a request for accommodation made to any staff, faculty, or personnel other than the Advanced Student Support Team will not be treated as a request for an accommodation. However, if a student discloses a disability to such an individual at Chegg Skills, that individual is required to direct the student to the Advanced Student Support team.

In order to request an accommodation, individuals must complete the Request for Reasonable Accommodation(s) form: [LINKED HERE](#) or via the [Student Help Center](#). We require documentation substantiating the need for the requested accommodation(s) completed by a medical provider within the past 6 months from the requested accommodation(s) uploaded with the form specifying that a student has a physical or mental impairment and how that impairment substantially limits one or more major life activities. Chegg Skills may request additional documentation as needed. Chegg Skills will follow-up within 10 business days of receiving the form with a response.

### **Policy Against Discrimination & Harassment**

Chegg Skills is committed to maintaining a work and learning environment that is free from unlawful discrimination and harassment. Accordingly, Chegg Skills does not discriminate based on race, color, national origin, age, disability, religion, sex, sexual orientation, gender identity or expression, or any other characteristic protected by federal, state, or local law. Chegg Skills also prohibits unlawful harassment, including sexual harassment and sexual violence.

Unlawful harassment or discrimination may include but is not limited to offensive comments; slurs; derogatory remarks; inappropriate physical contact; unwelcome conduct of a sexual nature; unwelcome sexual advances or requests for sexual

favors; and stereotypes, jokes, images, posters, or cartoons based on race, national origin, age, disability, sex, sexual orientation, gender identity or expression, or other legally protected categories. Sexual and disruptive language and imagery is not appropriate for any project or communication within the Chegg Skills community.

Chegg Skills cannot resolve matters that are not brought to our attention. If you believe you have experienced or witnessed discrimination or harassment of any kind, immediately report the incident via the [Student Help Center](#). Chegg Skills will promptly and thoroughly investigate all complaints. Individuals will not be retaliated against for bringing a complaint of discrimination or harassment to the attention of Chegg Skills.

We expect students to follow these rules in class, at all class-related events, within program projects, on the Chegg Skills platform, in Chegg Skills Slack communities and other communities, and while representing Chegg Skills in any way outside of class. Chegg Skills staff are also subject to this policy against harassment. Students who violate this policy will be dismissed from their program.

### **Student Right-to-Know Act & Campus Security Act**

Chegg Skills is not eligible to receive Title IV funds and therefore is not required to calculate completion or graduation rates of certificate-seeking or degree-seeking, full-time students entering that institution or to disclose these rates to current and prospective students.

However, Chegg Skills does produce transparent reporting on employment outcomes. Chegg Skills provides a standardized system for measuring and reporting student outcomes and reports graduation rates and student outcomes based on our reporting model that can be reviewed [here](#).

Chegg Skills does not have a physical campus and therefore does not have campus security measures or crime rates to report.

### **Statement on Plagiarism**

*I acknowledge that when using direct quotes, I must cite all sources used outside of any Chegg Skills education materials provided to me. I understand that while I can use materials on the internet to inform my work, I must submit the responses and materials in my own words. I understand that copying a source verbatim is not acceptable and will be addressed as a Code of Conduct violation*

### **Student Code of Conduct**

Students enrolling in Chegg Skills programs agree to the following code of conduct:

*I recognize that I am enrolling in a rigorous and demanding program. I will make learning and program participation my top priority while enrolled in this program.*

*I will attend all scheduled sessions, including mentoring sessions and, if appropriate, lectures, workshops, and group sessions. I will arrive on time and stay until the end of the session.*

*If I am late, need to leave early, or am unable to attend a session, I will provide Chegg Skills staff with a timely explanation and make up missed work. If I need to be absent, I will give at least 24 hours' notice, barring any unexpected illness or emergency. I understand that Chegg Skills will make every effort to ensure I am able to make up missed work and activities; however, Chegg Skills cannot guarantee that I will be able to make up 100% of the activities I miss by being absent.*

*I understand that a late arrival, early departure, or absence from a session will be considered an absence and may impact my ability to graduate (in accordance with my program's graduation qualifications) and my qualification for Chegg Skills' Tuition Refund Guarantee (in accordance with the terms and conditions of the Tuition Refund Guarantee).*

*I will actively and wholeheartedly participate in all sessions, workshops, assignments, activities, and assessments that are part of the Chegg Skills experience. For Immersion and Flex programs, this includes being on camera throughout the entirety of my session and being willing to record myself or be recorded. For Immersion programs, this includes being a cooperative and collaborative partner in all pairing and group*

*activities with any and all students I work with during the program. This also includes being receptive to feedback and criticism. As an immersion student, I will inform my instructor in case of emergencies, if I cannot be on camera during class and group sessions, and any other reason that may prevent me from being attentive in class.*

*If I am enrolling in an immersive program, I know the regular classroom hours for my program. I will be online for instruction at the start time each morning and stay at least until class ends unless instructed otherwise. I understand that I will be count absent if I am 5 minutes late to my lectures, if I am unresponsive during lectures for 10 minutes and leave lectures early. If Chegg Skills staff reaches out to me via messaging platform or email during classroom hours and I do not respond within 30 minutes, I understand that I will be counted as absent for that day.*

*I will be respectful and conduct myself professionally while at Chegg Skills or in the community (at meetups, hackathons, at other schools, with employers, recruiters, etc.). I will show consideration for my fellow classmates, Chegg Skills staff, and mentors by respecting everyone's backgrounds and not expressing sexism, racism, homophobia, ageism, ableism, or any other behavior inappropriate for a healthy learning and professional environment. I will not disrupt or obstruct the teaching, learning, or administration of Chegg Skills programs. I understand that violations of this policy will result in my dismissal from Chegg Skills, with or without a written warning.*

*I understand that Chegg Skills reserves the right to modify my course completion timeline, including requiring that I repeat a portion of the course, and to dismiss me from the program based on poor academic performance.*

*I acknowledge that all Chegg Skills educational materials provided to me, physically or electronically, are for my own personal use only. I will not reproduce, save, or copy any educational materials provided to me for any use other than my own personal study. I will not make public (e.g., by posting online) any such study workshops, materials, or curriculum provided to me by Chegg Skills.*

*I acknowledge that I must complete all the coursework myself and that no outside parties may use my student dashboard or submit work on my behalf. I will not share my account credentials with anyone or allow anyone to access the Chegg Skills platform with my account.*

*I will not commit any acts of falsity including, but not limited to, cheating, plagiarism, forgery, submit empty/unrelated/fake assignments or other acts of academic dishonesty. I will not misrepresent my education or experience to employers, recruiters, or anyone else.*

*I understand that failure to abide by the letter or spirit of any of the foregoing may result in personal liability, including dismissal from Chegg Skills. I may not hold Chegg Skills accountable for penalties or damages resulting from or as a result of my actions.*

*I will ask for help when I need it, whether it is technical or personal, and I will be mindful of my mental and physical well-being as it impacts my learning and that of my Chegg Skills peers.*

Students who violate this Code of Conduct in any way will be informed by Chegg Skills via electronic correspondence that an investigation is underway. Students may request information about the status of the investigation at any time. Once the investigation is complete, Chegg Skills will determine the appropriate course of action which may include, but is not limited to, removal from the program, a behavioral improvement plan, or mediation. The course of action determined by Chegg Skills is not subject to appeal. Severe Code of Conduct violations will result in immediate dismissal without prior warning.

Students who are removed from the program due to a Code of Conduct violation will not be considered for readmission to Chegg Skills.

### **Chegg Skills Slack - Community Guidelines**

Chegg Skills' Slack communities are online communities for the learners, educators, and administrators of Chegg Skills. This is a protected and diverse environment to share experiences, gain and give support, ask questions, and make friends.

In order to participate in Chegg Skills' Slack space, all members must follow the group guidelines. Any group member consistently breaking guidelines or intentionally undermining our efforts to celebrate, and support tech education will be removed.

### **Chegg Skills Slack Guidelines**

- We are helpful, not hurtful and understand that harassment of any kind will not be tolerated. We ensure that what we add is respectful before clicking "send/post".
- We do not question or challenge the way someone self-identifies or self-expresses.
- We do not make general statements or public assumptions about groups we do not belong to or know much about.
- We are supportive! We will not tolerate threats of violence or personal attacks towards any individual or groups of people.
- We understand that public advocacy for participants to be banned is not acceptable. Instead, we will reach out via the [Student Help Center](#) to address specific concerns.
- We do not make unwelcome (or uninvited) comments or opinions regarding a person's choices and lifestyle practices.
- We do not make offensive or derogatory comments related to physical appearance, body size, age, race, language, national origin, ethnic origin, nationality, immigration status, religion, or lack thereof, or other identity markers, such as gender, gender identity and expression, sexual orientation, (dis)ability, mental health, and similar identifying traits.
- We understand that Slack is a space for dialog and conversation, so we avoid sales pitches of any kind. If any member would like to sell something, we agree to speak with an administrator before we offer services. We understand that job offers, or job listings may be posted to the #job-opportunities channel.
- We are mindful of the many voices in the community, and we ensure there is room for group members who may want to engage in the conversation as well.
- If we read something that offends us, we explain why and move on. If we feel something is really hurtful and/or violates the group guidelines, we know to reach out via the [Student Help Center](#) to address those concerns.
- We do not send excessive direct messages (DMs) to anyone in our community, nor do we harass people who do not respond to messages.

### **Consequences**

Participants in our Chegg Skills Slack channels who are asked to stop any inappropriate behavior are expected to comply immediately. If a participant engages in harassing behavior or violates any of the Slack guidelines, a Chegg Skills administrator may take any action they deem appropriate, up to and including dismissal from all Chegg Skills channel spaces and/or removal from Chegg Skills programs.

### **Privacy**

Remember, you're on the Internet. All the information you don't want to spread outside this group should not be posted to the group.

- Use caution when sharing personal information.
- Do not share members' names, email addresses, or other personal information with those outside of the group without prior consent.
- This is a confidential and safe space. If any group members share personal information—including what other group members have written in posts or screenshots—outside of the group, they will be removed.

### **Report Back**

In the event of inappropriate behavior directed toward you or another individual on Slack, please reach out via the [Student Help Center](#). If the inappropriate behavior is coming from someone on Chegg Skills' staff, that team member will recuse themselves from investigating your incident.

### **About Moderation**

Chegg Skills staff are here to help participants enjoy the channels, to keep the discussions productive, and to maintain honest dialogue. We hope to preserve and protect everyone's thoughts and contributions, but we do reserve the right to move or remove any posting without notice or explanation, at our sole discretion. We invite members to reach out via the [Student Help Center](#) if you think we need to address a disrespectful post or comment on Slack.

### **Student Inquiry Policy**

Chegg Skills encourages students to bring all inquiries about academic situations to its attention. Many questions or concerns that students may have can be resolved simply through discussion.

A student may present an inquiry through the following dispute resolution procedures. Chegg Skills will investigate all inquiries fully and promptly, and students will not receive any punitive action or unfair treatment if they file an inquiry against Chegg Skills or any Chegg Skills staff. Code of Conduct policy and guidelines should still be followed by the student while an inquiry is being investigated. See “Student Code of Conduct” section in catalog to review participation expectations.

An inquiry is defined as a student’s written expression of dissatisfaction concerning conditions of enrollment or treatment by mentors, other students, or staff. Inquiries may include misapplication of Chegg Skills policies, rules, regulations, and procedures, or unfair treatment.

The student should submit their inquiry directly to [skills.support@chegg.com](mailto:skills.support@chegg.com) with the title “**Student Inquiry: Student Full Name.**” The student should include an outline of the inquiry as well as any relevant evidence that pertains to the specific situation.

### **State-specific Inquiry Policies**

#### **District of Columbia**

Students located in the District of Columbia who may have exhausted Chegg Skills’ Inquiry process without a satisfactory outcome may file a complaint with the Washington DC Higher Education Licensure Commission (“HELIC”). The HELIC does not, however, mitigate grade complaints or financial disputes. The HELIC should be considered the agency of last resort.

Office of the State Superintendent of Education Higher Education Licensure Commission  
810 First St. NE, Second Floor  
Washington, DC 20002  
(202) 727-6436

#### **Utah**

To file a complaint under Section 13-34a against a postsecondary school that holds a certificate from the division, a person shall submit to the division:

1. a completed complaint form as provided by the division; or
2. a letter, signed by the complainant, and including:
  - a. all documentary evidence related to the complaint; and
  - b. contact information for the complainant.

Utah Department of Commerce Division of Consumer Protection 160 East 300 South  
Salt Lake City, Utah 84114



## **STUDENT SERVICES INFORMATION**

Chegg Skills students have access to the following services and industry connections during and outside regular class hours:

- Curriculum and curated reference material available through the student dashboard
- Career support
- Online student forums (Slack)
- Technical coaching *\*note: not available for all programs*
- Student Success
- Student Support
- Faculty and mentors are available for advising during mentor sessions and via electronic correspondence at their discretion.

### **Student Records**

Chegg Skills maintains student financial and academic records in a digital format during a student's enrollment at the school. Chegg Skills will maintain the academic and financial records of all students, whether or not they complete the program, no fewer than the minimum number of years required by law. Student records are maintained and include the following records:

- student enrollment contract with student's demographic and program information
- payment contracts or promissory notes
- payments and refunds
- attendance
- basis for admission or denial
- dates of enrollment
- progress and performance data
- correspondence or any record relating to recruitment
- enrollment and placement of the student
- certificate of completion
- student transcripts (maintained indefinitely)
- student inquires with the corresponding resolution

Additionally, Chegg Skills will maintain descriptions of courses offered each term or session and evidence of any accreditation obtained.

If Chegg Skills closes, it will arrange for the storage and safekeeping of all records required to be maintained for as long as those records must be maintained.

Students may request to review their student records or a copy of their certificate of completion by consulting the [Student Help Center](#). Records and certificates are not released to students who are not in good financial standing.

### **Confidentiality of Records**

Student records are stored in digital software secure from damage or loss. Chegg Skills takes reasonable steps to protect the privacy of personal information contained in student records. All Chegg Skills records are stored in secure databases that require dual authentication, to which only relevant staff members have access.

Chegg Skills will not communicate about student records with anyone other than the enrolled student except with explicit consent from the enrolled student or in the case of emergency. Documentation of consent or an emergency must be provided.

### **Libraries & Other Learning Resources**

Upon enrolling, students receive access to proprietary Chegg Skills learning content specific to their program, delivered via the Chegg Skills platform. Chegg Skills does not guarantee that withdrawn, dismissed, or graduated students will retain access to any Chegg Skills learning content or work completed while enrolled.

### **Housing**

Chegg Skills' programs are offered entirely via distance education. Chegg Skills does not provide student housing services or dormitory facilities because students participate in Chegg Skills' programs from their own homes.

- Chegg Skills does not have dormitory facilities under its control.
- Chegg Skills does not offer a stipend or reimbursement should the student choose to work from a shared office.
- As Chegg Skills offers only distance education, Chegg Skills does not consider the availability of housing located reasonably near its institution's facilities, nor does Chegg Skills provide an estimation of the approximate cost or range of cost of housing near our institution's facilities.
- Chegg Skills has no responsibility to find or assist a student to find housing or workspace.

### **Outcomes Reporting**

Chegg Skills produces transparent reporting on employment outcomes. Chegg Skills provides a standardized system for measuring and reporting student outcomes and reports graduation rates and student outcomes based on our reporting model that can be reviewed [here](#).

Students are surveyed via the Career Path Outcomes Survey post-graduation at the time they indicate they received an offer for employment. Students who do not respond to the Career Path Outcomes Survey are contacted individually by email or phone on a regular basis, until the information is collected. All outcomes data is then aggregated and published using a specific set of governing standards. Each report must cover graduates from a six-month period from January 1 through June 30, or from July 1 through December 31 of the chosen year.

### **Career Assistance**

Chegg Skills is dedicated to educating and connecting students to career opportunities via curated workshops and post-graduation support. The Careers team at Chegg Skills empowers students through a host of programming and resources that are aimed at career advancement as well as transparent outcomes. We provide career support in the form of

- Individual and group sessions
- Mock behavioral and technical interviews
- Curated technological content
- Thematic workshops and career-focused Q&As, topics for which include but are not limited to networking, technical landscape, resume and LinkedIn reviews, cover letter writing, negotiating, navigating the job search, and interview preparation

The Careers team may also inform students about job opportunities and employers. Although these opportunities are reviewed by the Careers team, students and graduates should do their own thorough evaluation of any employers and job opportunities before sharing any personal information or signing an employment contract.

## **GENERAL INFORMATION**

### **Location**

All Chegg Skills programs are offered remotely. No classes are offered in-person. Chegg Skills headquarters is located in New York, NY.

### **Hours of Operation**

Chegg Skills is an online distance learning program that does not have set hours of operation or a calendar of semesters or holidays, with the exception of Immersion programs.

Chegg Skills reserves the right to change these dates and will provide ample notice to all students and applicants.

## **Holiday Schedule**

- *New Year's Day (31<sup>st</sup> and the 1<sup>st</sup>)*
- *Martin Luther King Jr. Day*
- *President's Day*
- *Memorial Day*
- *Juneteenth*
- *Independence Day*
- *Labor Day*
- *Thanksgiving Day and the day after Thanksgiving*
- *Christmas Day*
- *Winter Break – the week that Christmas Day falls on*

## **Facilities & Equipment**

Chegg Skills does not have any physical classrooms or locations, as its programs are entirely online. There is no physical campus.

Chegg Skills programs require a computer with high-speed internet access and video capability, including a webcam, a microphone, and speakers. Computers must be available prior to the first day of class. Please note that due to the limitations of a Chromebook allowing access to certain programs and platforms used in Chegg Skills programs, Chegg Skills programs cannot be completed on a Chromebook. Chegg Skills programs cannot be completed on a tablet or smartphone. Chegg Skills does not provide computers to students, and every student must own or have access to a personal computer with the following basic computer system requirements to ensure a successful student experience:

### *Storage:*

- 256 GB hard drive or higher (solid state drives will be faster)
- Students can supplement with a 500 GB external drive for backup purposes

### *Memory:*

- 16 preferred GB RAM or higher; (8 GB RAM required)

### *Processor:*

- 2.0 GHz Intel or AMD processor or faster (GPUs are not a requirement)

### *Operating System:*

- Windows 10 or MAC OS 10.10 or newer

### *Browsers:*

- Microsoft Edge, Google Chrome 86+, Firefox 48+, Safari 11+

### *Monitors:*

- 1024 x 768 display resolution (1920 x 1080 recommended), minimum 13”

### *Other required equipment:*

- Computer microphone and speakers (or a good, comfortable headset)
- Web camera
- High-speed stable Wi-Fi connection obtained either at home or at school, or wherever you can study and communicate with your mentor in a quiet environment. For immersion programs, students must have a reliable internet connection at or above 25 Mbps (as measured by an internet speed test like [www.speedtest.net](http://www.speedtest.net))

Your support team will recommend any software packages that may be required for your particular program (e.g., Microsoft Excel, etc.). Smartphones are also required in the Digital Marketing program.

Additionally, for Immersion programs, each student is required to provide the following equipment at their own cost:

- Reliable internet connection fast enough to stream video sessions clearly for upwards of 8 hours a day.
- A quiet workspace free from distractions and background noise. Chegg Skills requests that students do not attend class from a coffee shop or other public workspace.

### **Graduate Licensure**

The goal of Chegg Skills programs is not licensure and the professions, occupations, trades, or career fields for which Chegg Skills equips graduates do not require licensure.

### **Notice Concerning Transferability of Credit & Credentials**

The transferability of credits earned at Chegg Skills is at the complete discretion of the institution to which the student may seek to transfer. Acceptance of the Certificate of Completion earned at Chegg Skills is also at the complete discretion of the institution to which the student may seek to transfer.

If the Certificate of Completion that earned at Chegg Skills is not accepted at the institution to which the student seeks to transfer, the student may be required to repeat some or all coursework at that institution. For this reason, students should make certain that enrollment at Chegg Skills will meet their educational goals. This may include contacting an institution to which the student may seek to transfer after attending Chegg Skills to determine if the Certificate of Completion will transfer. Chegg Skills is not a degree- granting institution.

### **Articulation Agreements**

Chegg Skills has entered into an agreement with Southern New Hampshire University to apply a Chegg Skills certificate of completion for up to 18 credits towards specific degree programs at Southern New Hampshire University. More information can be found at Southern New Hampshire University's website.

### **Disclosure Statement Regarding Bankruptcy**

Chegg Skills does not have a pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition in bankruptcy within the preceding five years, and has not had a petition of bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C Sec. 1101, et seq.).

### **Intellectual Property**

Chegg Skills programs and all intellectual property related thereto, including but not limited to the curriculum, are the exclusive property of Chegg Skills, unless otherwise noted. This includes all coursework, project descriptions, exercises, learning experiences, solutions, example projects, material stored in Chegg Skills' private git repositories, or other training material. By enrolling in a Chegg Skills program, permission is granted to any student to use the material while partaking in the program, and students grant Chegg Skills permission to use any material they submit in the program for any purpose. In no event shall the authors or copyright holders be liable for any claim, damage, or other liability.

### **Media Release Policy**

Upon enrollment, students grant Chegg Skills (including its and its affiliates' employees, partners, and anyone authorized by Chegg Skills) the right and unrestricted permission to use and/or reproduce any photograph/print, film, video footage, quotes, or other reproduction of a student, his/her likeness, personal property, and/or audio reproduction of their voice and use of name to identify the student and/or their property ("the Material") taken or made on behalf of the institution or its partners.

Students agree that Chegg Skills has complete ownership of the Material and can use it for any purpose, including without limitation advertising and promotion in any and all media, including web-based publications and all social media platforms. Students will not receive compensation, now or in the future regarding the Material.

Students agree that all Chegg Skills branding, marketing materials, and the use of the Chegg Skills name is property of the institution and use of said logos, branding, etc. requires prior permission from Chegg Skills' Marketing and Design teams prior to use by any means.

### **Faculty Qualification Information**

The minimum requirements to serve as a mentor, technical expert, or faculty for all Chegg Skills programs include:

- 3+ years of relevant industry experience

- Demonstration of genuine student advocacy and empathy for beginners
- Exceptional written and verbal communication skills

Chegg Skills collects weekly feedback from students and staff on program curriculum, projects, and overall student experience in order to evaluate the quality of each program. In addition to student experience, Chegg Skills also considers industry demand for particular skill sets and success rates with each program in order to look for areas of improvement, ensuring that each program has successful outcomes that matches Chegg Skills’ mission on a quarterly basis. Instructors are chosen based on their academic credentials, relevant industry experience, and teaching ability.

**Faculty Listing**

<b>Instructor Name</b>	<b>Program</b>	<b>Degree</b>	<b>Experience</b>
Arauz, Kelvin	Engineering Immersion	Associate of Science Elgin Community College	2 Years of Instructional bootcamp experience. 6 years of Environmental compliance
Dahal, Saurabh	Engineering Immersion	B.S. Public Health Sciences University of Maryland - College Park	4 years of teaching full stack software development. 2 years developer and software engineer experience. 3 years social work experience working with people with disabilities
Espinoza, Franklyn	UX Immersion	BFA, Illustration/Concentration in Animation, Parsons School of Design	2 years of UX Design Experience. 15+ years of experience as a Visual and User Interface Designer/Art Director. 4 years of years teaching UX and Visual Design
Ferreirae, Michelle	Engineering Immersion	Bachelor of Arts in Computer Science, Wellesley College	4 years of Software engineering experiences; 4 years of teaching coding in bootcamp settings.
Jones, Stephanie	Data Analytics Immersion	MS Statistics, University of South Carolina	5+ years as a data analytics professional, leader, and teacher.

Martin, Danielle	UX/UI Design Immersion	Bachelor of Arts in Art/Art Studies, Westfield State University	5+ years in Design or User Experience; 1+ year building UX community in Tri-state area.
Miller, Mariah	Data Analytics Immersion	Bachelor of Science in Mathematics Education University of Central Florida	4+ years in Data and Systems Analytics with 3+ years in teaching Mathematics and analytics.
Muller, Daniel	UX Immersion	MS, Information, Design & Technology, Georgia Institute of Technology  BA, Motion Picture/Television Production, University of California, Los Angeles	20+ years experience as a UX architect at IBM, Cartoon Network and Moxie (large agency based in Atlanta). Expertise in the areas of information architecture, interaction design, product design, usability research and user testing.
Parveen, Tauhida	Engineering Immersion, Data Science Immersion and Data Analytics Immersion	PhD, Computer Science, Florida Institute of Technology  MBA, University of Central Florida	12+ years in computer science, quality assurance, classroom, and curriculum management.

## APPENDICE

### **Appendix A - Utah Disclosure Statement**

Pursuant to U.C.A § 13-34-108

#### **Bond:**

Thinkful has submitted a License Bond issued by The Hartford Company in the amount of \$62,500 payable to the Division of Consumer Protection, State of Utah.

#### **Graduation and Employment:**

Chegg Skills does not guarantee jobs, or wage and salary levels. Chegg Skills produces transparent reporting on employment outcomes. Chegg Skills provides a standardized system for measuring and reporting student outcomes and reports graduation rates and student outcomes based on our reporting model that can be reviewed [here](#).

Students are surveyed (Career Path Outcomes Survey) post-graduation at the time they indicate they received an offer for employment. Students who do not respond to the Career Path Outcomes Survey are contacted individually, such as by email and phone on a regular basis until the information is collected. All outcomes data is then aggregated and published using a specific set of governing standards. Each report must cover graduates from a six-month period from January 1 through June 30, or from July 1 through December 31 of the chosen year.

### **Appendix B - Academic Calendar – Program Start Dates & Deadlines**

Chegg Skills' Flex programs have rolling admissions with start dates occurring every Wednesday.

All enrollment deadlines for Chegg Skills Immersion programs occur two weeks prior to the start date for each program. Additional program deadlines may apply based on individual program requirements.

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



**School President | Thinkful, Inc.**