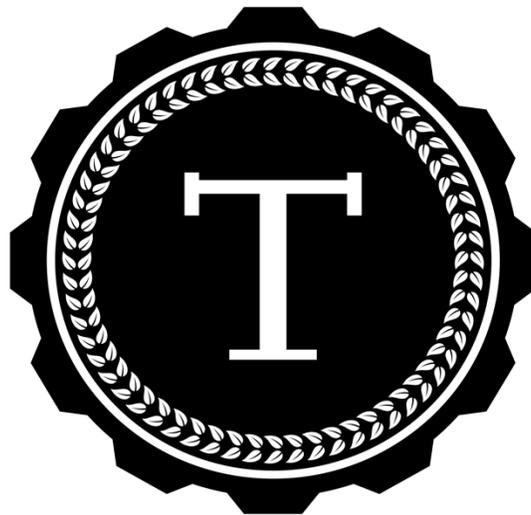# Turing School of Software & Design

1331 17th Street Suite LL-100
Denver, CO 80202
(303) 731-3117

COURSE CATALOG

Volume No 10/2020 October 2020

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Introduction

The Turing School of Software & Design offers top quality training for students wanting to become professional software developers and designers. The school is a 501(c)3 non-profit operating in the state of Colorado under the direction of Jeff Casimir, Executive Director.

Board of Directors:
Bree Thomas, Chair of the Board
Neal Sales-Griffin, Vice Chair of the Board
Erin Bassity, Secretary
Kareem Grant, Treasurer
Gordon Bronson
Samantha Holloway
Rosalyn Lemioux
Tyler Willis

Our current faculty and operations staff can be found in Appendix A. For bios on the Board of Directors and Turing team members visit Turing.io/team.

Mission

Turing is on a social justice mission to open the world of programming to more great people. Our shared space is an opportunity to showcase the best of what we can be. It's an environment where all persons and opinions are welcome as long as their purpose is to build each other up, not tear each other down. In debate and action, we encourage opinions defended with rational discourse and respect that they are rooted in constructivist ideals. We carefully consider the effect our choices have on others, both inside and outside our group. Our intent, words, and action go beyond tolerance to acceptance: encouraging individuals to become the people they want to be.

Turing is not only a place where students learn about programming. In addition to instilling this knowledge, it is our intention to educate the individual student on matters related to the technology and software industry as a whole. In conjunction with our mission to increase opportunities for all individuals in the technology industry, we aim to educate our students to understand that mission and cultivate a wider understanding of what it means to be a programmer in today's society. In doing so, Turing incorporates discussions on larger issues, such as diversity, growth mindsets, and stress management and wellness, within its curriculum.

History

In an effort to design an institution where the educational values were student focused and not profit driven, Turing was founded as a non-profit corporation in June of 2014 by Jeff Casimir and received its 501(c)(3) status recognition in 2015.   Turing began as a

single Back-End focused program, in a single classroom in a basement on Blake Street in downtown Denver. Turing quickly grew and by 2016 we launched our Front-End Engineering Program where classes were held at various locations in downtown Denver. In 2017 we moved both programs under one roof to our current location on 17th street. While we are now settled in our current basement, we are far but settled with our work towards our mission. We strive everyday to exceed the expectations of our students who put their time, energy, and money into our program by delivering quality education and quality outcomes.

Facilities

School activities take place at 1331 17th Street, Ste. LL-100 and Suite 300 in Denver, CO 80202. This location serves as both an instructional space for class sessions and workspace for students. Access to the main building is open to the public and all Turing students Monday through Friday from 6am to 6pm. In order to access the building after these hours students are required to use a key card, which will be issued on the first day of in-class attendance. The Turing facility is accessible to students 24 hours per day, seven days per week, however students must use their keycard for entry, as building management cannot provide access to the Turing suite.

In order to secure the key card for after hours building access, the first and last name of the student with the corresponding card number will be given to building management the week preceding the first day of classes. This directory information is provided in compliance with FERPA section 99.37. In the event that a student wishes this information to not be disclosed to building management they can submit this request to Turing prior to the first day of classes. In the event a student wishes this information to not be disclosed, student will be allowed access to the Turing suite, however the security feature allowing after hour and weekend access to the building will be disabled by the building.

Entrance Requirements

Prospective students must be at least 18 years of age at the commencement of training and have a high school diploma or equivalency diploma to be accepted for enrollment. Proof of high school graduation or its equivalency must be submitted to Turing prior to the start of classes. If applicants are beyond the age of compulsory school attendance in Colorado and do not possess a diploma or equivalency diploma, they may complete an ability to benefit test. The school does not administer the test, but will provide information on availability when requested. Students may take the Accuplacer ATB designed for native english speakers or the CELSA designed for non-native english speakers. Passing Accuplacer ATB scores consist of a 34 in arithmetic, 55 in reading comprehension, and 60 in sentence skills. A passing CELSA score is 97.

Admissions Process

Admissions for Turing School are always open, with a new cohort beginning every 7-8 weeks. We pride ourselves on opening the technology industry to a diverse array of backgrounds and talents, and evaluate all applicants for aptitude, growth mindset, passion, empathy, and grit.

Round 1

Application

Apply online at Turing.io and fill out an application, including questions about yourself, submission of your resume and a logical quiz. The application typically takes 1-2 hours.

Just Your Basics

Questions include personal contact information and your desired program and start date.

Your Work History

There are no checkboxes or requirements, we accept either a resume or answers to a few short questions to learn more about you. It can only help you.

Logic Games

Writing code is about problem solving and puzzles. In this series of small exercises, you can demonstrate your aptitude for programming.

Round 2

Interview

If you're selected to move forward, we'll then setup a one-hour interview either in person or over a Google Hangout to assess your fit for the program. The interview is comprised of two parts, a pairing exercise and questions to determine your community fit. Within a week following the interview, you'll be notified of the final decision.

Pairing Exercise

An aptitude exercise to gauge your likelihood of success in a highly collaborative programming environment.

Community Fit

Conversation to gauge your passion for computer programming and ability to contribute positively to our community.

Round 3

Cohort Selection

Cohorts for both programs begin approximately every 7 weeks. We suggest applying sooner rather than later to ensure you get a spot in the cohort of your choice. Space is

limited to our classroom size and some cohorts fill up before the enrollment deadline! When you are selecting your cohort you will also select a Mod 0 session to attend. **Successful completion of Mod 0 is a required prerequisite to begin Day 1 of Module 1 of the program**. See the course start dates on Appendix B and Turing.io for a list of open start dates for Mod 0.

Enrollment

Courses will open for enrollment at least three months before the first day of the first course in the module. Accepted students may enroll in any cohort upon payment of a $1,200 deposit. This requirement will be waived for those veteran students eligible for GI Bill® benefits upon submission of a statement of benefits (see Financial Resources for more details).* This can be done at any time as long as they are in good standing, have completed any prerequisites, and there is space available in the desired cohort. Enrollment will be confirmed after successful completion of the pre-work program (Mod-0). Late enrollments will not be accepted. Unless otherwise agreed upon in writing, students are expected to attend the courses in the program in sequence. Non-immigrant foreign students will be enrolled under M1 visa status, consistent with federal requirements for vocational schools.

*GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at https://www.benefits.va.gov/gibill.

Enrollment Pre-Work Requirements--Mod 0
Successful completion of a Mod 0 class is the final step in the enrollment process and students must successfully complete the prerequisite in order to begin Day 1 of Module 1 of any Program. Mod 0 is a structured series of 6 classes which take place remotely two evenings a week, and which ideally start 6 weeks before you begin your full-time FEE or BEE course at Turing. These classes are not in person, and are conducted fully remotely via Zoom. Mod 0 includes instruction in using the Terminal, git and GitHub, and organization and planning activities to ensure all students are ready to start at Turing fully prepared for success.

Transfer of Credit Policy
Turing operates on a clock hour basis. Previous credits from other institutions are not directly transferable towards the clock hour requirement. However, students may test out of any course in the program consistent with the Previous Credits/Advanced Placement Policy outlined below if they have applicable previous training.
Upon evaluation of previous training, and successful testing of skill level, the student record will clearly indicate that appropriate credit has been given for previous education and training, with the training period shortened proportionately.
Turing does not guarantee transferability of our credits to any other institution.

Previous Credits / Advanced Placement Placement

Any previous credits in a field of study being taught by Turing will be evaluated upon enrollment in the program. There is no fee to have previous credits evaluated. Students must have earned a minimum of "C" average in the transferable course to be considered for transfer. There are no limits as to the number of courses that can be accepted for transfer. Students with pre-existing skills or training may elect to test out of any course in the program. In order to have previous training evaluated a student must submit transcripts and a course catalog or syllabi clearly outlining course objectives from the institution of previous training. The School maintains a written record of the previous education and training of all veterans or eligible persons and clearly indicates the appropriate credit has been given for previous education and training, with the training period shortened proportionately. Upon evaluation of previous training, and successful testing of skill level, the student record will clearly indicate that appropriate credit has been given for previous education and training, with the training period shortened proportionately. If students are not satisfied with the outcome of the transfer of credit determination they may appeal this decision.

The evaluation of previous postsecondary education and training is mandatory and required for VA beneficiaries. For students utilizing Veterans benefits who are approved for transfer credit as a result of this evaluation, the institution will grant appropriate credit, reduce the program length proportionately, notify the student and Veterans Affairs in writing of this decision, and adjust invoicing of the VA accordingly.

While Turing does not guarantee transfer of credit to any other institution a student may request provision of a transcript to another institution. In the event another institution is requesting information for a previous student, Turing will first gain permission to disclose records, then provide the institution with a transcript, catalog copy, and program syllabus in order for the requesting institution to fairly evaluate the students' training.

Postponement of Start Date

Any postponement of a start date will require enrollment in a course that begins at a subsequent date. Students must be able to be in attendance on the first day of the start of any course and meet the attendance requirements thereafter. Postponement of a starting date, whether at the request of the school or the student, requires a written agreement signed by the student and the school. The agreement must set forth:

● Whether the postponement is for the convenience of the school or the student, and;
● A deadline for the new start date, beyond which the start date will not be postponed. If the course is not commenced, or the student fails to attend by the new start date set forth in the agreement, the student will be entitled to an appropriate refund of prepaid tuition and any fees within 30 days of the deadline of the new start date set forth in the

agreement, determined in accordance with the school's refund policy and all applicable laws and rules concerning the Private Occupational Education Act of 1981.

Programs and Courses Offered

Certificate Programs:

Back End Engineering Program. 720 hours. The graduate should be able to gain employment in software development at a junior engineer level upon successful completion of the program.

A graduate of the Back End program is prepared with the essential skills to succeed as a professional Back End Software Developer, particularly:

- Ability to function as part of an Agile software team, collaborating with fellow developers, project managers, product owners, and quality assurance
- Competency working with Object-Oriented programming languages and using them to construct complex, professional, user-facing software applications
- Ability to turn complex business data needs into appropriate and scalable database structures, then implement those structures in industry-standard database tools like PostgreSQL
- Competency with industry-common tooling and frameworks such as Git, Ruby on Rails, JavaScript, CSS, and HTML
- Ability to apply modern software engineering processes to their work including Test-Driven Development, Agile Development, and Rapid Prototyping/Iteration.

Front End Engineering. 720 hours. The graduate should be able to gain employment in software development at a junior engineer level upon successful completion of the program.

A graduate of the Front End program is prepared with the essential skills to succeed as a professional Front End Software Developer, particularly:

- Ability to function as part of an Agile software team, collaborating with fellow developers, project managers, product owners, and quality assurance
- Competency working with both Functional and Object-Oriented programming languages and using them to construct complex, professional, user-facing software applications
- Ability to model business data into structures viable for web applications, then coordinate with back end services and data stores to save and retrieve that data
- Competency with industry-common tooling and frameworks such as Git, JavaScript, jQuery, React, CSS, and HTML
- Ability to apply modern software engineering processes to their work including Test-Driven Development, Agile Development, and Rapid Prototyping/Iteration.

Back End Engineering Program through Interactive Distance Learning (IDL). 720 hours. The graduate should be able to gain employment in software development at a junior engineer level upon successful completion of the program.

A graduate of the Back End Engineering (IDL) program is prepared with the essential skills to succeed as a professional Back End Software Developer, particularly:
- Ability to function as part of an Agile software team, collaborating with fellow developers, project managers, product owners, and quality assurance
- Competency working with Object-Oriented programming languages and using them to construct complex, professional, user-facing software applications
- Ability to turn complex business data needs into appropriate and scalable database structures, then implement those structures in industry-standard database tools like PostgreSQL
- Competency with industry-common tooling and frameworks such as Git, Ruby on Rails, JavaScript, CSS, and HTML
- Ability to apply modern software engineering processes to their work including Test-Driven Development, Agile Development, and Rapid Prototyping/Iteration.

Front End Engineering through Interactive Distance Learning (IDL). 720 hours. The graduate should be able to gain employment in software development at a junior engineer level upon successful completion of the program.

A graduate of the Front End Engineering (IDL) program is prepared with the essential skills to succeed as a professional Front End Software Developer, particularly:
- Ability to function as part of an Agile software team, collaborating with fellow developers, project managers, product owners, and quality assurance
- Competency working with both Functional and Object-Oriented programming languages and using them to construct complex, professional, user-facing software applications
- Ability to model business data into structures viable for web applications, then coordinate with back end services and data stores to save and retrieve that data
- Competency with industry-common tooling and frameworks such as Git, JavaScript, jQuery, React, CSS, and HTML
- Ability to apply modern software engineering processes to their work including Test-Driven Development, Agile Development, and Rapid Prototyping/Iteration.

Back-End Engineering Program

Turing offers a certificate in Back-End Engineering. The program introduces the fundamental principles of Ruby Development through classroom instruction and practical experience with each other as well as professional mentors. In-class and in-world discussions and readings will introduce the student to important ideas and concepts that shape the field of computer science. In order to receive the certificate, students complete four six-week courses with a one week intermission between each course for a total of 27 weeks. During the intermission week no classes are held and students receiving assistance from certain government tuition payment programs may not be eligible for support during these one week intermission periods.

Courses
The Subject matter of the program is broken down in order of the following four modules. Successful completion of each module is required to advance to the next module. The main educational objectives for each module are as follows:
1) Object Oriented Programming with Ruby-Students will set up development environments, learn the basics of test-driven development with Ruby, learn to think in algorithms, explore debugging techniques, measure and improve test coverage, measure the performance of code, improve test speed, and gain practical experience working on an engineering team.
2) Web Application Development-Students will learn how the web works, build applications using the Sinatra Framework, be introduced to Ruby on Rails, learn effective Rails models, learn user authentication and authorization, use JavaScript outside a browser, and learn about sessions, cookies, and HTTP persistence.
3) Professional Rails Applications-Students will understand fundamental Rails security, build and consume APIs, implement background workers, optimize database queries, create a small service using Sinatra, design a software product, write a technical resume, learn technical interview strategies, and build a technical portfolio.
4) Cross Team Processes and Applications-This course focuses on helping students discover, inspect, and refine sustainable habits, processes, and knowledge that lead to successful careers in software development through classroom instruction, practical experience with peers, mentors and industry professionals.

The Program is delivered in combination of lecture periods where students are introduced to the concepts and lab periods where students apply the concepts learned. The below chart is a break down of the proportional hours for the Back-End Engineering Program

Back-End Engineering Module Name	Lecture Hours	Lab Hours
Object Oriented Programming with Ruby-	76	104
Web Application Development	76	104
Professional Rails Applications-	80	100

Cross Team Processes and Applications	48	132
Total	280	440

Classroom Setting
Throughout each module students will work collaboratively on an engineering team and have access to assistance from both instructors and experienced professional mentors. There is a maximum of 32 students enrolled in each module and a maximum student to instructor ratio of 16:1. Lab hours are completed in both individual and group settings, which vary by assignment. Students have access to instructors during lab time in person, through email, or slack with the maximum student to instructor ratio of 16:1. Instructors remain on campus during all lab hours. Instructors can be found either in the classroom or in their office during all lab sessions. As instructors float during the lab time in order to facilitate questions from individuals and groups, if a student cannot immediately find an instructor they should reach out via slack in order to alert the instructor to their immediate needs. Students are encouraged to leverage the resources in the community including more advanced students and mentors in order to advance their skills and understanding of the materials presented.

<div align="center">

Front-End Engineering Program

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Turing offers a certificate in Front-End Engineering. Our front-end program provides the necessary skills to build a career in front-end development. From UX/UI principles to strong foundations on HTML, CSS, and JavaScript, our curriculum provides the framework and tools to build effective desktop, mobile and web applications. In-class and in-world discussions and readings will introduce the student to important ideas and concepts that shape the field of computer science. In order to receive the certificate, students complete four six-week courses with a one week intermission between each course for a total of 27 weeks. During the intermission week no classes are held and students receiving assistance from certain government tuition payment programs may not be eligible for support during these one week intermission periods.

Courses
The Subject matter of the program is broken down in order of the following four modules. Successful completion of each module is required to advance to the next module. The main educational objectives for each module are as follows:
1) Fundamental Web Technologies-- Module 1 focuses on building a foundation for Front End Engineering and some of the tools and processes necessary for development. Students will learn to write semantic HTML, build responsive layouts, and write clean, refactored JavaScript that utilizes DOM manipulation, Object-Oriented Programming concepts, and Test-Driven Development. Projects will reinforce lesson concepts by

emphasizing Object-Oriented Programming, comp recreation including responsive design, and clean, readable code.

2) Web Development with JavaScript-- Module 2 focuses on fundamental JavaScript concepts, popular patterns for writing and organizing front-end code, and learning new tools and workflows to help improve the development process for more complex applications. Projects will reinforce lesson concepts by emphasizing Object-Oriented Programming, Test-Driven Development and heavy data manipulation.

3) Professional Client-Side Development-- Module 3 focuses on front-end frameworks and libraries for building complex, scalable, fully-tested applications, as well as diving into asynchronous JavaScript and consuming APIs. Primary tools used are React, React Router, and Redux. Projects are designed to reinforce lesson concepts by allowing students to practice implementing network requests, frameworks, and testing in applications that range from small and simple to larger and more complex.

4) Cross Team Processes and Applications-- This course focuses on helping students discover, inspect, and refine sustainable habits, processes, and knowledge that lead to successful careers in software development through classroom instruction, practical experience with peers, mentors and industry professionals.

Front-End Engineering Module Name	Lecture Hours	Lab Hours
Fundamental Web Technologies	112	68
Web Development with JavaScript--	95	85
Professional Client-Side Development-	99	81
Cross Team Processes and Applications	48	132
Total	354	366

Classroom Setting
Throughout each module students will work collaboratively on an engineering team and have access to assistance from both instructors and experienced professional mentors. There is a maximum of 32 students enrolled in each module and a maximum student to instructor ratio of 16:1. Lab hours are completed in both individual and group settings, which vary by assignment. Students have access to instructors during lab time in person, through email, or slack with the maximum student to instructor ratio of 16:1. Instructors remain on campus during all lab hours. Instructors can be found either in the classroom or in their office during all lab sessions. As instructors float during the lab time in order to facilitate questions from individuals and groups, if a student cannot immediately find an instructor they should reach out via slack in order to alert the instructor to their immediate needs. Students are encouraged to leverage the resources in the community including more advanced students and mentors in order to advance their skills and understanding of the materials presented.

Back-End Engineering Program through Interactive Distance Learning (IDL)

Turing offers a certificate in Back-End Engineering. This program can be completed through Interactive Distance Learning. Our front-end program provides the necessary skills to build a career in front-end development. From UX/UI principles to strong foundations on HTML, CSS, and JavaScript, our curriculum provides the framework and tools to build effective desktop, mobile and web applications. In-class and in-world discussions and readings will introduce the student to important ideas and concepts that shape the field of computer science. In order to receive the certificate, students complete four six-week courses with a one week intermission between each course for a total of 27 weeks. During the intermission week no classes are held and students receiving assistance from certain government tuition payment programs may not be eligible for support during these one week intermission periods.

The IDL Program is not available at all times. Contact Turing at contact@turing.io for full details on availability.

Courses
The Subject matter of the program is broken down in order of the following four modules. Successful completion of each module is required to advance to the next module. The main educational objectives for each module are as follows:

2) Object Oriented Programming with Ruby-Students will set up development environments, learn the basics of test-driven development with Ruby, learn to think in algorithms, explore debugging techniques, measure and improve test coverage, measure the performance of code, improve test speed, and gain practical experience working on an engineering team.

2) Web Application Development-Students will learn how the web works, build applications using the Sinatra Framework, be introduced to Ruby on Rails, learn effective Rails models, learn user authentication and authorization, use JavaScript outside a browser, and learn about sessions, cookies, and HTTP persistence.

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Back-End Engineering IDL Module Name	Lecture Hours	Lab Hours
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Cross Team Processes and Applications	48	132
Total	280	440

Classroom Setting
All classes will be live streamed through the Zoom Education platform. The lectures will be live and interactive. In addition to our live streamed classes with instructors, project check-ins, and opportunities for 1:1 meetings with instructors, we have taken steps to ensure that students will have frequent interactions with instructors.

Throughout each module students will work collaboratively on an engineering team and have access to assistance from both instructors and experienced professional mentors. There is a maximum of 32 students enrolled in each module and a maximum student to instructor ratio of 16:1. Lab hours are completed in both individual and group settings, which vary by assignment.

Lecture hours are done in real time through the Zoom application. All instruction is done live and recorded and made available for future reference. Students must attend the live session in order to be considered present for the class. Students are able to ask questions and interact with instructors and classmates audibly in real time and through the chat functionality is enabled as well. A combination of full group instruction and break out group discussions will be used during sessions.

Students have access to instructors during lab time through email or slack with the maximum student to instructor ratio of 16:1. Students are encouraged to leverage the resources in the community including more advanced students and mentors in order to advance their skills and understanding of the materials presented.

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Students have access to instructors during lab time through email or slack with the maximum student to instructor ratio of 16:1. Students are encouraged to leverage the resources in the community including more advanced students and mentors in order to advance their skills and understanding of the materials presented.

Program Costs

Tuition for the program includes a new laptop which will be supplied to you by Turing upon enrolling in the program and paying the required deposit.

Program/Course	Tuition and Fees	Books & Supplies
Back End Engineering	$20,000	None Required
Front End Engineering	$20,000	None Required
Back End Engineering (IDL)	$20,000	None Required
Front End Engineering (IDL)	$20,000	None Required

Turing accepts payment by cash, check, ach transfer, or payments by our lending partners on a student's behalf.

Payment for tuition is due 30 days prior to the first day of classes. If this payment is not made, or lending arrangements have not been set up by the student, the student may be deferred to a later cohort depending on demand. Students will be contacted in the event they are delinquent with tuition payments, or to set up a payment plan in the event they

accrue additional charges while in the program. Students are contacted by a member of the organization. While other payment management services may be used, Turing does not utilize collection services.

Financial Resources

Turing Partners with 3 different lending partners. If a student is seeking to finance their education the student may apply with one of our lending partners or seek financing through private lenders. Turing does not take part in the approval process of these loans and does not guarantee availability or approval. Students should reach out to our financial advisor with any questions regarding financial options. Links to our lending partners and more information can be found at turing.io.

Sallie Mae

Loan Amount

Up to $38,000 (Up to $18,000 available for Living Expenses)

Monthly Payment

3 Options:
1. 1) Choose to pay only $25.00 while in school.
2. 2) Choose to make Interest Only payments while in school.
3. 3) Make full payments

Ascent (Formerly SkillsFund)

Loan Amount

From $2,000 to $35,000 (up to $16,000 available for living expenses).

Monthly Payment

Range from $66 to $746.

Climb

Loan Amount

Up to $31,000 ($19,000 for tuition, $12,000 for living expenses)

Monthly Payment

Ranging from $376 - $691.

GI BILL

Turing is eligible to accept GI Bill® benefits.* Members of the military and their dependents can visit vets.gov to learn more about the benefits we are able to accept. Eligible beneficiaries are eligible to participate in the Program in their enrolled cohort upon provision of a certificate of eligibility to education assistance or providing a statement of benefits. No late fees, penalties, denial of access to classes or facilities or other denials, or requirement of borrowing additional funds will be made to veterans or their dependents using the GI Bill® due to a delay in payment of tuition or fees from the VA.

Turing Diversity Scholarship

We have two scholarships available at $4,000/each* for each cohort. If a student belongs to any group that is underrepresented in technology and has been accepted to study at Turing, we invite them to apply.

<u>Eligibility and Deadlines for Diversity Scholarships</u>**:**
Scholarship applicants must be accepted into the Turing School of Software & Design and meet the following qualifications:

1. Identify as a member of at least one group that is underrepresented in technology, including African-American/Black, Latinx, Indigenous, Pacific Islander, Woman, LGBTQ+, disabled, and veteran.
2. Be accepted into the school and commit to the upcoming cohort.
3. Complete a brief (approximately 1000 word) scholarship essay. Our scholarship panel will award scholarships based on student essay response according to three categories: Passion, Determination, and Financial Need. **Scholarship essays are evaluated on a cohort by cohort basis are due by midnight on the date listed at turing.io/prep, depending on student cohort and must be submitted on full-circle.turing.io**

<u>How scholarship recipients are selected.</u>
Turing scholarships will be awarded by a panel drawn from Turing staff. The essays are organized by our financial advisor and students identifying information is kept anonymous to the review panel. The scholarship committee will score essays based on a rubric evaluating the following questions:

- Passion: what will student contribute to the future with their new skills?

- Dedication: how hard has student worked to overcome obstacles, and how determined is the student to continue on this path?

- Financial Need: what constraints is student facing and how will this scholarship make Turing possible for them?

*Scholarships are offered in the form of tuition waivers and have no cash value. If the scholarship recipient is unable to complete the program for any reason, no refund of the waived amount will be offered. In the event a student withdraws during the program, the waiver amount applied will be prorated at a rate of $1000 per module completed. Waived tuition is only available for general tuition; repeated modules or other special circumstances are not eligible for this scholarship program and will be covered under Turing's general tuition policies.

Cancellation & Refund Policy

Cancellation & Refund Policy

The Student will receive a full refund of all fees and tuition paid if:

 a. The applicant never attends the first scheduled day of Module 1 (no-show).

 b. The Student requests cancellation of enrollment after signing an enrollment agreement, and within the first 5 days of training (Initial Drop Period). The cutoff for the Initial Drop Period full refund is 5pm on the 5th day of scheduled training.

 c. The Student is not accepted for training by school.

 d. The School discontinues a course/program within a period of time a student could have reasonably completed it, except that this provision shall not apply in the event the School ceases operation. In the event Turing ceases operations, students will receive a refund in compliance with the requirements outlined by DPOS, the state governing agency.

 e. All refunds due under the above provisions for cancellations will be refunded within 30 calendar days of the applicable circumstance.

2. In the event the Student cancels enrollment after receiving a laptop and within the Initial Drop Period, the Student will be asked to return the laptop distributed. The Student may elect to keep the provided laptop and either purchase the laptop from Turing at the same non-profit discounted rate Turing receives, or apply their existing deposit towards the purchase price of $1200.00.

3. If the Student withdraws or is dismissed from the program after the Initial Drop Period,Student will be entitled to a pro rata reimbursement based on completed hours. The number of completed hours is based on the percentage of contact hours enrolled in beginning on the first day of the program through the last day in attendance. Each day of the program is calculated as 6 contact hours.

The table below demonstrates the percentages completed versus the % refunded, however the exact % of completion will be calculated based on the individual students contact hours. The refund is based on the last date of recorded attendance.

Completion of course upon termination	Refund
10% of program completed	90% Refunded
20% of program completed	80% Refunded
30% of program completed	70% Refunded
40% of program completed	60% Refunded
50% of program completed	50% Refunded
60% of program completed	40% Refunded
70% of program completed	30% Refunded
80% of program completed	20% Refunded

90% of program completed	10% Refunded

4.   For an enrolled student, the refund due is calculated using the last date of attendance (LDA) and will be paid within 30 calendar days from the documented date of determination (DOD). The date of determination is the date the student gives written or verbal notice of withdrawal to Turing, or the date Turing terminates a student due to violations of Turing's attendance, conduct, or Satisfactory Academic Progress policies.

5.   For any Student electing the Up-Front Option of payment, the Student will be entitled to a pro rata reimbursement based on completed hours. The number of completed hours is based on the percentage of contact hours enrolled in beginning on the first day of the program through the last day in attendance. Each day of the program is calculated as 6 contact hours.

6.   Any Student receiving funds from a third party lending source will be entitled to a pro rata reimbursement based on completed hours. The number of completed hours is based on the percentage of contact hours enrolled in beginning on the first day of the program through the last day in attendance. Each day of the program is calculated as 6 contact hours. Any refund due will be refunded to either the Student or the lending partner in accordance with any applicable agreement with the lending source, which may require direct repayment to the lender as opposed to the Student.

7.   The policy for granting credit for previous training shall not impact this refund policy.

8.   Complaints which cannot be resolved by direct negotiation between the Student and the school may be filed with the Division of Private Occupational Schools of the Colorado Department of Higher Education. The Division shall not consider any claim that is filed more than two years after the date the Student discontinues his/her training at the school.

Additional Clock Hours

While at Turing, students are able to repeat a module resulting in additional clock hours. This ability to repeat a module is an important part of how our program is structured, and it is a positive opportunity to strengthen understanding and gain confidence in the topics covered so students can move forward from a place of strength rather than one of uncertainty. If a student is required to complete more than 4 modules in order to

successfully complete the program, those additional modules will not require any additional payment.

Conditions for Repeating a Module

1) A student may only complete any given module two times. This means that they may only repeat a module one time and must be successful in that module on the second attempt in order to continue on in the Turing Program.

2) Any Student enrolled in Turing may only be enrolled in a maximum of 7 modules. This means a student can only repeat a module two times while in the Turing Program.

3) Students must sign a module repetition agreement before they begin the repeat module.

Class Schedule

Classes begin on a rolling basis about every 7 weeks. For a complete and up to date listing of cohort start dates please see Appendix B or visit Turing.io

Full-time Programs

Full-time students are expected to participate in structured school activities every weekday 9:00AM to 4:00PM with one hour for lunch. Throughout the four modules students attend a module for six weeks then have a one week intermission, during which no classes are held, before moving on to the next module.

Closures and Holidays

When an unexpected closure occurs due to extraordinary conditions such as inclement weather, students will be notified as soon as possible by email. Classes are not held on the following
holidays:
● New Year's Eve
● New Year's Day
● Memorial Day
● Independence Day
● Labor Day
● Thanksgiving Day & the following Friday
● Christmas Eve & Christmas Day

Attendance Requirements

Students are expected to be in classes Monday through Friday. Failure to attend classes will likely impact student performance. The curriculum is designed in a progressive manner where each lesson builds on previous lessons. Missing lessons will impair your ability to grasp concepts and may hinder your ability to complete projects and assessments in a satisfactory manner.

Students are expected to arrive on time for class with proper equipment and materials.

Daily attendance policy is as follows:

Late: Students are expected to report to class on time. If a student is one minute late to a class session they will be marked as late. After 3 LATES, an instructor will discuss the situation with the student to determine the root cause and create supports for success. 6 LATES will be counted as ONE Absence for a student and will impact their overall attendance.

Absent: If a student misses more than 31 minutes of class time they will be counted as absent whether it is due to being tardy or leaving early. Students should communicate if they will be absent, all absences count towards your total attendance. Students are responsible for making up any missed class work consistent with the Make-Up Policy.

Evaluations and Project Check ins: Students must show up on time to be counted as present for evaluations and Check ins.

Project Work Time, Optional Check Ins, Technical Challenges (All day or afternoons): Instructors will post a Slack thread ten minutes before the start of the morning or afternoon session. In order for a student to be marked as present, they must respond to the Slack thread (via thread) no later than 5 mins after the session start.

An overall attendance rate of at least 80% is required to pass a course. Instructors will request that a student withdraw from a course or program if absences exceed 20% at any point during a course.   Students who are unable to continue any course for medical reasons or severe personal problems will be required to take a leave of absence until they are able to return to the program. Proper documentation will be required to substantiate a student's withdrawal.

If a student will miss class or be tardy, they should notify their module instructors ahead of time. Absences may be excused for documented medical reasons and emergency situations such as serious illness, debilitating injury or a death in the family. Excused absences will still count as absences in the calculation of attendance rates and will not increase the maximum number of allowable absences, however clear communication with your instructors will allow them to assess the days materials and let you know what to do to stay on track with the learning goals of that day. Students arriving late for any reason may be denied entry to that day's class at the instructor's discretion.

In the event your attendance falls to 85% you will be notified that you are at this threshold level. If your attendance falls below 80% for any module, you will not be considered to be making satisfactory progress and will be required to repeat the module. If any absence results in 5 consecutive missed days, the student will be administratively withdrawn from the program.

Make Up Work

- In the event a student must miss class, whether the absence is excused or unexcused, students are responsible for catching up on the lecture content, reviewing the content, and discussing any project needs with project partners.
- As projects are long term assignments and assessments are cumulative in nature, there will not be extensions of due dates due to an absence unless the reason for the absence was due to serious illness, debilitating injury, personal trauma or death in the immediate family, or specific academic needs.
- Due to the nature of the program and the module schedule, deadlines will not be extended past the start date of a new module. In the event an absence lasts longer than 5 days, students will not be eligible to make up any work and will be required to repeat the module in accordance with Turing's Attendance Policy.

Student Progress Policy

Students must attain a passing score on the final portfolio for a course and satisfy the attendance expectations to progress to the next course. A passing score on the final portfolio of the final course in the program in addition to meeting attendance expectations qualify a student for graduation. A student who does not pass the portfolio review for a given class or fails to meet attendance expectations can choose to repeat the course, consuming an additional credit of their tuition. A student passing the course on the second attempt is restored to good standing and promoted to the following course. Students who fail the same module twice will be excused from the program. All academic records are kept confidential. A student may check their progress during any module, and for the course overall by reaching out to their program director.

Turing does not use letter grades. Our mastery-based grading system is not tied to any typical letter-grade equivalents. A student's performance is aggregated into a PASS or FAIL outcome as described below.

Course projects and assessments in both programs are graded using a rubric with multiple criteria as relevant to that work. For instance, a project/assignment or assessment/exam may have criteria like "Completeness of Expected Features," "Automated Testing of Functionality," and "Adherence to Stylistic Practices." Each of these criteria carries its own score based on the following scale:

- 0 — Work is dramatically below expectations and is equivalent to a "F" letter grade
- 1 — Work has significant flaws and is below expectations and is equivalent to a "F" letter grade
- 2 — Work has some flaws and is below expectations and is equivalent to a "D" letter grade
- 3 — Work meets expectations and is equivalent to a "C" letter grade
- 4 — Work exceeds expectations and is equivalent to an "A" letter grade

The criteria scores are aggregated using a methodology particular to that assignment ("aggregation rule"). Projects and final assessments will have varying rubrics which will be shared with students during the introduction of the project or assessment.

The instructional team then uses the defined aggregation rule to summarize the student's performance into a three-point scale:

- 0 — Work has not met expectations and is equivalent to an "F" letter grade
- 1 — Work meets expectations and is equivalent to a "C" letter grade
- 2 — Work exceeds expectations and is equivalent to an "A" letter grade

Standards of Progress

The Front End Engineering and Back End Engineering Programs at Turing are both 720 clock hours. Satisfactory progress is evaluated every 6 weeks throughout the program.

The student is required to make quantitative progress toward program completion. To be making satisfactory academic progress, a student must attend at least 80% of the scheduled class hours on a cumulative basis during each module.

The student is required to make qualitative progress toward program completion and must complete required projects and a final assessment in order to advance. Projects and Final Assessments are graded on the following scale:

0 — Student does not meet expectations for the project. Project is not functioning and/or has not met the minimum set of requirements for the project spec.

1 — Student meets the minimum project expectations. Project is functioning and meets the basic requirements for the project spec.

2 — Student meets and exceeds the project expectations. Project is functioning and exceeds requirements for the project spec in more than one area.

A final course grade is either PASS or FAIL based on the following:
- The student must PASS their **Projects** in aggregate
- The student must PASS their **Assessment**
- The student must PASS their **Professional Development** (PD) assignments
- A PASS is equivalent to a "C" letter grade

In order to be considered to be making Satisfactory Academic Progress:
- To earn PASS for their **Projects**, the student must do *both* of the following:
    - Earn a 1 or 2 aggregated score (PASS) on their last Individual Project

- ○ Earn a 1 or 2 aggregated score (PASS) on either their Pair Project or Group Project
- To earn PASS for their **Evaluation**, the student must do *one* of the following:
  - ○ Earn a 1 or 2 aggregated score (PASS) on their Final Assessment
  - ○ Earn a 1 or 2 aggregated score (PASS) on their Final Assessment Retake
- To earn PASS for their **Professional Development**, the student must have completed all of the PD deliverables specified by the PD team for that module. For instance, a student might be expected to have delivered their edited resume and posted their work portfolio.

If a student earns an aggregated PASS grade across all three areas then they PASS the module and move on (Mod 1 - Mod 3) or graduate (Mod 4). Students who earn a PASS in Mod 4 have thus met the requirements to graduate.

Incomplete grades are not given, and students must repeat any modules in which they earn less than 6 points on their final portfolio. Modules that are repeated may adversely affect a student's academic progress in terms of the maximum allowable time frame for completion.

Students who withdraw from the program will not receive a grade in the module. All interrupted modules must be repeated for continued admission or readmission to the institution.

Maximum Time Frames

All single module requirements must be completed within a maximum time frame of 2 times the normal module length, as measured in calendar time. Each module in the Front End Engineering and Back End Engineering Programs is 7 calendar weeks and must be completed within 14 calendar weeks in order to advance to the next module. Time spent on an approved leave of absence or approved audit period is not counted against the maximum time frame.

All program requirements must be completed within a maximum time frame of 1.5 times the normal program length, as measured in calendar time. The Front End Engineering and Back End Engineering Program, 27 weeks in length, must be completed within 41 calendar weeks. Time spent on an approved leave of absence or approved audit period is not counted against the maximum time frame.

Students exceeding the maximum time frame will be administratively withdrawn.

Appeals Process

Any student determined to not be making satisfactory academic progress will be notified in person of the determination that they either need to repeat a course or are being dismissed from the program. The student may submit a written appeal of their dismissal within five calendar days of receipt of the dismissal notice. The appeal should be addressed to their Program Director. The appeal must be accompanied by documentation of the mitigating circumstances that have prevented the student from attaining satisfactory academic progress and evidence that changes have occurred to allow the student to now meet standards of satisfactory academic progress. Only extraordinary circumstances will be considered, such as death or severe illness in the immediate family. Before an appeal may be granted, a performance improvement plan must be agreed to by the student which clearly identifies a viable plan for the student to successfully complete the program within the maximum timeframe allowed. The Appeals Committee, composed of the Sr. Director of Programs and the Program Director will examine all appeals. The student will be sent the committee's written decision within two days of the Program Director's receipt of the appeal. The decision of the committee is final. Students reinstated upon appeal are on a probationary status for the next term, during which time they must meet the terms and conditions set out in Performance Improvement Plan provided in the committee's letter granting the appeal. At the end of term, and at the end of every term thereafter, the student's academic status will be reviewed. The student may continue on probation as long as he or she meets the terms of the Performance Improvement Plan approved at the time the student's appeal was granted, until such time as satisfactory academic progress status is regained.

Leave of Absence Guidelines

We understand that certain circumstances may come up during your time at Turing that may require students to take a break from the program. This is allowed, however taking six weeks off is a substantial interruption to the program track and should not be done lightly. There are a few guidelines and rules around the process students should be aware of. In the event that a student is leaving mid-module and the break will be shorter than an entire inning the plan for return may be slightly augmented.

1. A student wishing to take a leave of absence for emergency situations such as a serious illness, debilitating injury, personal trauma, death in the immediate family or on the recommendation of a qualified official with knowledge of the students situation, this is acceptable at any point in the program.
2. A student must submit a written request for a leave of absence in advance of the beginning date of the leave of absence, unless unforeseen circumstances prevent the student from doing so. If a student does not request a leave of absence within a timeframe consistent with the institution's consecutive absence policy, they must be withdrawn

3. If this leave is requested in the middle of an active module the student will have to restart that module or test out of the concepts learned in the previous module in order to advance to the next cohort upon their return.

4. Students that wish to take a leave of absence should reach out to the Sr. Enrollment Manager, Erin Williams to start the agreement process. Students will need to sign an agreement documenting the leave request and acknowledgement of the requirements. Students may have to coordinate with the financial advisor depending on their loan/financing situation.

5. **Students are required to contact the program Director (Sal for BEE or Louisa for FEE) in order to discuss readiness to return. If a student is taking an entire inning off, the ideal timing is 4 weeks prior to cohort start date listed in the agreement.** **If a student is not taking an entire inning off, this date will be discussed at the time of leave. During this discussion a date for a return readiness assessment shall be determined.** Students must successfully complete a return readiness assessment prior to returning to the program. Failure to do so may result in further delay of return to the Program. It is possible that a student may be asked to delay their return based on the outcome of the check-in or assessment. **(The content of the return readiness assessment will be determined by the Program Director and may include a review of work completed over leave, an in person paired programming exercise, and/or a discussion to review the circumstances that originally caused students to take leave.)**

6. If a student does not return during the cohort originally mentioned in your Leave of Absence Agreement, the student should reach out to Turing and give Turing notice of any further postponements or complete withdrawal from the program in order to facilitate moving the student's return date.

7. The maximum amount of time allowed for a Leave of Absence during enrollment in the program is 2 modules, consecutive or otherwise. If a student does not notify the school in advance that they intend to withdraw or do not return by the cohort noted in their agreement they will be unenrolled from the program, refunded any due tuition, and asked to reapply in order to return at a later date.

Employment Search Assistance

To assist students with their career goals and finding a job they are passionate about after graduation, we provide professional development sessions throughout the program coupled with job search support. Within the curriculum, students receive lessons on defining their career vision, professional storytelling, outreach and networking,

resumes, cover letters, interview skills, negotiations, and job search strategies. Students also receive 1-on-1 and small group support during their job search.

We offer continued curriculum focused on job search strategies beyond the 4 module program. Module 5 is an extension of the Turing curriculum designed to help job seekers secure employment. Participation in Module 5 is voluntary and free of charge, but is highly recommended. Active engagement with Module 5 gives alumni a routine and keeps them at the top of mind for the career services team when employers ask us for specific candidates. By participating in Module 5, students will continue to develop their interview skills, receive feedback on resumes and cover letters, and have the opportunity to gain further industry perspective from guest speakers.

All alumni who are still actively searching for employment upon graduation will have weekly check-ins and coaching by a member of the Career Services team, or one of our Job Search Mentors.

Module 5 refers to the support that students participate in post graduation and includes weekly check-ins, involving peer accountability groups and job search mentors, as well as guest speakers and other workshops as needed.

Weekly Accountability Groups
Students are put into groups of their peers and encouraged to meet with them weekly to discuss the job search process and provide advice and support to each other. Career Specialists check in with these groups each week.

1:1 Sessions
Job seekers also participate in 1:1 meetings with either the Career Specialists or job search mentors to discuss job search strategies and individual issues with the job search.

While assisting in the job search, we cannot guarantee future employment. Current law prohibits any school from guaranteeing job placement as an inducement to enroll students.

Educational Services

At this time Turing does not offer any additional Educational Services.

Accommodations Request

If you are an applicant, accepted, or enrolled student and need a reasonable accommodation because of a disability for any part of the application, enrollment, or training process you may request an application for reasonable accommodations from Ellenmary@turing.io. This form will be evaluated and appropriate accommodations may

be available such as additional time on exams, more frequent breaks during class and exams, exams and pairing in a separate location, exams before rest of class/first on list, providing a summary of key points from instruction, providing a summary of instruction for projects, written instructions during exams/pairings or other accommodations as recommended by a medical professional to facilitate an optimum learning and examination environment based on your individual needs.

Project Ownership & Copyright

All Projects completed by Turing Students are hosted on GitHub as Open-source software (OSS). This is a type of computer software in which source code is released under a license in which the copyright holder grants users the rights to use, study, change, and distribute the software to anyone and for any purpose.
All projects completed by student have an MIT license copyright as follows:

> Permission is hereby granted, free of charge, to any person obtaining a copy of this software and associated documentation files (the "Software"), to deal in the Software without restriction, including without limitation the rights to use, copy, modify, merge, publish, distribute, sublicense, and/or sell copies of the Software, and to permit persons to whom the Software is furnished to do so, subject to the following conditions:
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> The above copyright notice and this permission notice shall be included in all copies or substantial portions of the Software.
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What this means is that students at Turing can take any project done by themselves or anybody else and copy, modify, sell, monetize, professionalize, change, etc.

Turing holds copyright to all curriculum produced by Turing under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International Public License. The legal code can be found here: https://creativecommons.org/licenses/by-nc-sa/4.0/legalcode

Heres the basics of what the legal code means:

You may Share (copy and redistribute the material in any medium or format, Adapt (remix, transform, and build upon the material) if you follow the following guidelines: Attribution — You must give appropriate credit, provide a link to the license, and indicate if changes were made. You may do so in any reasonable manner, but not in any way that suggests the licensor endorses you or your use.
NonCommercial — You may not use the material for commercial purposes.
ShareAlike — If you remix, transform, or build upon the material, you must distribute your contributions under the same license as the original. No additional restrictions — You may not apply legal terms or technological measures that legally restrict others from doing anything the license permits.

<h2 style="text-align:center">Conduct Policy</h2>

All members of the School community including students, faculty members, and members of the staff—shall comply with city, state, and federal laws and ordinances affecting the maintenance of order on School premises. In addition, students must abide by the Conduct Policy Provisions in order to maintain good academic standing. This maintenance of order includes but is not limited to:
- Maintaining a safe environment
- Respecting all members of the Turing community
- Respecting property of all members of the Turing community, including intellectual property
- Respecting and maintaining Turing's facility

In addition to the expectation of respect and professionalism, Turing has No Tolerance Policies and any violation of these policies will result in disciplinary action up to and including immediate dismissal from Turing. Those policies are detailed in the following pages and include the following:
- Academic Dishonesty
- Harassment Policy Including Discrimination, Sexual Harassment, and Retaliation.

Behavior that is in violation of any of the above guidelines may result in disciplinary action.

<h2 style="text-align:center">No Tolerance Policies</h2>

Academic Dishonesty
At Turing, we teach our students to take agency of their learning as well as collaboration with others. We expect integrity from our students, and as such, presenting someone else's work as one's own will not be tolerated.

If staff suspects that a student may have cheated on an assignment or project, a disciplinary meeting will be held to determine the validity of the cheating claim. If a student is found to have cheated, they will face disciplinary action which may include immediate dismissal from Turing.

Disciplinary Action

Disciplinary action may be taken against a student if he or she is found to have violated expectations set forth to maintain a safe, respectful, and productive environment. Violations may include but are not limited to:
- Interfering with or disrupting the regular operations and activities of Turing
- Injury to Turing's property, real or intellectual
- Unauthorized access to or occupation of nonpublic areas on Turing's premises, including but not limited to classrooms, seminar rooms, laboratories, libraries, faculty and administrative offices, and storage areas.
- Unauthorized access to or use of personal property, including files and records
- Any violation of Turing's Harassment or Discrimination Policy

In most cases, disciplinary action will begin with a meeting to discuss a Performance Improvement Plan. It is mandatory for students to complete their Performance Improvement Plans in order to return to good standing.

Performance Improvement Plans (PIPs)
- A student may be put on a Performance Improvement Plan if staff members notice a pattern of behavior that is distracting or harmful to Turing's environment or if student performance/attendance is lacking. Staff members will develop the PIP and meet with the student separately to discuss its goals and deadlines
- If a student is found to not complete his/her PIP in a satisfactory manner, the student may be temporarily suspended until the PIP is completed

The Executive Director may temporarily suspend students whose conduct is disruptive or unacceptable to the academic setting. After appropriate counseling, students who demonstrate a genuine desire to learn and conform to school standards of conduct, may be allowed to resume attendance.

Student Dismissal

Students violating the rules and regulations of the school will be subject to disciplinary action, up to and including expulsion, as set forth in this Code of Conduct. A student will be subject to disciplinary action, up to and including withdrawal from classes for misrepresentation or dishonesty in completing assignments (see No Tolerance Policies) or if they do not prepare sufficiently, neglects assignments, or makes unsatisfactory progress. Any violation of Turing policies will result in disciplinary action, up to and including expulsion from the program. The Executive Director, after consultation with the involved parties, makes all final dismissal decisions. The Executive Director can elect to

temporarily suspend a student whose conduct is disruptive or unacceptable to the academic setting. After appropriate counseling, students who demonstrate a genuine desire to learn and conform to school standards of conduct, will be allowed to resume attendance at the discretion of the Executive Director.

Harassment Policy

Turing strives to create and maintain an environment in which people are treated with dignity, decency and respect. The environment of the school should be characterized by mutual trust and the absence of intimidation, oppression and exploitation. Students should be able to work and learn in a safe, yet stimulating atmosphere. The accomplishment of this goal is essential to the mission of the school. For that reason, Turing will not tolerate unlawful discrimination or harassment of any kind. Through enforcement of this policy and by education of students as well as employees the school will seek to prevent, correct and discipline behavior that violates this policy.
All students and employees, regardless of their positions, are covered by and are expected to comply with this policy and to take appropriate measures to ensure that prohibited conduct does not occur. Appropriate disciplinary action will be taken against any employee or student who violates this policy. Based on the seriousness of the offense, disciplinary action may include verbal or written reprimand, suspension or termination of employment.

Prohibited Conduct Under This Policy
Turing, in compliance with all applicable federal, state and local anti-discrimination and harassment laws and regulations, enforces this policy in accordance with the following definitions and guidelines:

Discrimination
It is a violation of Turing's policy to discriminate in the provision of learning opportunities, benefits or privileges; to create discriminatory learning conditions; or to use discriminatory evaluative standards in admissions or grading if the basis of that discriminatory treatment is, in whole or in part, the person's race, color, national origin, age, religion, disability status, gender, sexual orientation, gender identity, genetic information or marital status. Discrimination of this kind may also be strictly prohibited by a variety of federal, state and local laws, including Title VII of the Civil Rights Act 1964, the Age Discrimination Act of 1975, and the Americans with Disabilities Act of 1990. This policy is intended to comply with the prohibitions stated in these anti-discrimination laws.
Discrimination in violation of this policy will be subject to disciplinary measures up to and including expulsion.

Harassment
Turing prohibits harassment, including sexual harassment, of any kind, and will take appropriate and immediate action in response to complaints or knowledge of violations of this policy. For purposes of this policy, harassment is any verbal or physical conduct,

whether in person or via digital expressions in Turing forums designed to threaten, intimidate or coerce a student, employee, alumni or any person working for or on behalf of Turing. Verbal taunting (including racial and ethnic slurs) that, in the students, employees, alumni or other Turing affiliate's opinion, impairs their ability to perform their job or impairs the constructive learning environment is included in the definition of harassment.

The following examples of harassment are intended to be guidelines and are not exclusive when determining whether there has been a violation of this policy:
•   Verbal harassment includes comments that are offensive or unwelcome regarding a person's nationality, origin, race, color, religion, gender, sexual orientation, age, body, disability or appearance, including epithets, slurs and negative stereotyping.
•   Nonverbal harassment includes distribution, display or discussion of any written or graphic material that ridicules, denigrates, insults, belittles or shows hostility, aversion or disrespect toward an individual or group because of national origin, race, color, religion, age, gender, sexual orientation, pregnancy, appearance, disability, sexual identity, marital or other protected status.

Sexual harassment
Sexual harassment is a form of unlawful employment discrimination under Title VII of the Civil Rights Act of 1964. According to the Equal Employment Opportunity Commission (EEOC), sexual harassment is defined as "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature . . . when . . . submission to or rejection of such conduct is used as the basis for employment decisions . . . or such conduct has the purpose or effect of . . . creating an intimidating, hostile or offensive working environment. Turing uses the standards set forth in Title VII regarding sexual harassment as a guideline for its treatment of sexual harassment claims concerning employees and students. In addition to any guidelines for employees, reciprocal guidelines are applicable to all students. Any creation of a hostile learning environment or use of sexual harassment as a basis for granting academic opportunities is strictly prohibited.

Sexual harassment occurs when unsolicited and unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature:
•   Is made explicitly or implicitly a term or condition of employment or academic benefits.
•   Is used as a basis for an employment or educational advancement decision.
•   Unreasonably interferes with an employee's or student's work or academic performance or creates an intimidating, hostile or otherwise offensive environment. Sexual harassment may take different forms. The following examples of sexual harassment are intended to be guidelines and are not exclusive when determining whether there has been a violation of this policy:
•   Verbal sexual harassment includes innuendoes, suggestive comments, jokes of a sexual nature, sexual propositions, lewd remarks and threats; requests for any type of sexual favor (this includes repeated, unwelcome requests for dates); and verbal abuse or "kidding" that is oriented toward a prohibitive form of harassment, including that which is

sexual in nature and unwelcome.
• Non-verbal sexual harassment includes the distribution, display or discussion of any written or graphic material, including calendars, posters and cartoons that are sexually suggestive or show hostility toward an individual or group because of sex; suggestive or insulting sounds; leering; staring; whistling; obscene gestures; content in letters and notes, facsimiles, e-mail, photos, text messages, tweets and Internet postings; or other form of communication that is sexual in nature and offensive.
• Physical sexual harassment includes unwelcome, unwanted physical contact, including touching, tickling, pinching, patting, brushing up against, hugging, cornering, kissing and fondling and forced sexual intercourse or assault.
Courteous, mutually respectful, pleasant, non-coercive interactions between employees and students, including men and women, that are appropriate in the school and acceptable to and welcomed by both parties are not considered to be harassment, including sexual harassment.

Retaliation
No hardship, loss, benefit or penalty may be imposed on a student in response to:
• Filing or responding to a bona fide complaint of discrimination or harassment.
• Appearing as a witness in the investigation of a complaint.
• Serving as an investigator of a complaint.
Retaliation or attempted retaliation in response to lodging a complaint or invoking the complaint process is a violation of this policy. Any person who is found to have violated this aspect of the policy will be subject to sanctions up to and including expulsion from Turing or termination of employment as the case may be.

Complaint Process
We strongly encourage students to come to staff members to resolve any issue with Turing. Complaints regarding other students or staff can be made directly to the Student Affairs Manager or any other staff member who will appropriately deal with the situation. At the student's option, a complaint can be brought in writing to the attention of the Division of Private Occupational Schools at http://highered.colorado.gov/dpos/ or by phone at (303) 862-3001. There is a two-year statute of limitations for the Division to take action on a student complaint.

IN THE EVENT THAT A STUDENT'S CONDUCT RISES TO THE LEVEL OF HARASSMENT OR DISCRIMINATION, OR ANY STUDENT WISHES TO FILE SUCH CLAIM OR SUCH A CLAIM IS FILED AGAINST A STUDENT, SUCH SITUATION SHALL BE DEALT WITH IN ACCORDANCE WITH THE HARASSMENT POLICY SET FORTH IN THIS CATALOG.

Turing will courteously treat any person who invokes this complaint procedure, and the company will handle all complaints swiftly and confidentially to the extent possible in light of the need to take appropriate corrective action. Lodging a complaint will in no way be used against the student or have an adverse impact on the individual's academic status. Because of the damaging nature of harassment to the victims and to the entire school,

aggrieved students are strongly urged to use this procedure. However, filing groundless or malicious complaints is an abuse of this policy and will be treated as a violation.

Confidentiality

Individuals wishing to discuss an incident confidentially or seeking information and advice of a personal nature are encouraged to contact any member of the Turing staff. Contacting a staff member will not qualify as notification to Turing of a potential harassment or discrimination issue, however, it will give the student the opportunity to discuss the situation and possible actions that can be taken in order to address the situation. (see below complaint procedure for more on how to notify the company of an issue or complaint).

During the complaint process, the confidentiality of the information received, the privacy of the individuals involved and the wishes of the complaining person will be protected to as great a degree as is legally possible. The expressed wishes of the complaining person for confidentiality will be considered in the context of the school's legal obligation to act on the charge and the right of the charged party to obtain information. In most cases, however, confidentiality will be strictly maintained by the company and those involved in the investigation. In addition, any notes or documents written by or received by the person(s) conducting the investigation will be kept confidential to the extent possible and according to any existing state or federal law.

Complaint Procedure

Turing has established the following procedure for lodging a complaint of harassment, discrimination or retaliation. The company will treat all aspects of the procedure confidentially to the extent reasonably possible.

> 1. An individual who feels harassed, discriminated against or retaliated against may initiate the complaint process by filing a complaint in writing with Turing's General Counsel. No formal action will be taken against any person under this policy unless the General Counsel has received a written complaint containing sufficient details to determine if the policy may have been violated. The complaining student may submit this writing via email at rmartinez@turing.io or in person to Rachel Martinez or via regular mail at the school's address, attention Rachel Martinez. If a supervisor or manager becomes aware that harassment or discrimination is occurring, either from personal observation or as a result of a student's coming forward, the supervisor or manager should immediately report it to the General Counsel in writing. Complaints may also be submitted at http://turing.io/saysomething.

> 2. Upon receiving a complaint or being advised by a supervisor or manager that violation of this policy may be occurring, the General Counsel will review the complaint and contact the Executive Director or a member of the Board of Directors depending on the individuals involved.

3. Within five business days of receiving the complaint, the General Counsel will notify the person(s) charged of a complaint and initiate the investigation to determine whether there is a reasonable basis for believing that the alleged violation of this policy occurred.

4. During the investigation, the General Counsel, together with the Executive Director or other management employees, or a member of the Board of Directors, as may be appropriate, will interview the complainant, the respondent and any witnesses to determine whether the alleged conduct occurred.

5. Within 15 business days of the complaint being filed (or the matter being referred to the General Counsel), the General Counsel or other person conducting the investigation will conclude the investigation and submit a written report of his or her findings to the school Executive Director and members of the Board of Directors.

6. If it is determined that harassment or discrimination in violation of this policy has occurred, the General Counsel will recommend appropriate disciplinary action. The appropriate action will depend on the following factors: a) the severity, frequency and pervasiveness of the conduct; b) prior complaints made by the complainant; c) prior complaints made against the respondent; and d) the quality of the evidence (e.g., first-hand knowledge, credible corroboration).

7. If the investigation is inconclusive or if it is determined that there has been no violation of policy but potentially problematic conduct may have occurred, the General Counsel may recommend appropriate preventive action.

8. Within five days after the investigation is concluded, the General Counsel will meet with the complainant and the respondent separately, notify them of the findings of the investigation, and inform them of the action being recommended.

9. The complainant and the respondent may submit statements to the General Counsel challenging the factual basis of the findings. Any such statement must be submitted no later than five business days after the meeting with General Counsel in which the findings of the investigation are discussed.

10. Within 10 business days from the date the General Counsel meets with the complainant and respondent, members of the Board of Directors will review the investigative report and any statements submitted by the complainant or respondent, discuss results of the investigation with the General Counsel, Executive Director and other management staff as may be appropriate, and decide what action, if any, will be taken. The General Counsel will report the school's decision to the complainant, the respondent and the appropriate staff assigned to the cohort in which the complainant and the respondent are enrolled in. The company's decision will be in writing and will include findings of fact and a

statement for or against disciplinary action. If disciplinary action is to be taken, the respondent will be informed of the nature of the discipline and how it will be executed.

In the event the complaint involves a physical violation that is against any local, state or federal criminal code the proper authorities shall be contacted. Any student receiving a complaint of this nature against them will be required to complete all school assignments remotely from an off campus location effective immediately following any such complaint until further notice. Pending the results of a police investigation, the General Counsel, in conjunction with the Executive Director, members of the Board of Directors, and other management staff as appropriate will determine a course of action that is in the best interest of, and for the protection of the school's students.

Alternative legal remedies
Nothing in this policy may prevent the complainant or the respondent from pursuing formal legal remedies or resolution through local, state or federal agencies or the courts.

FERPA COMPLIANCE

Turing adheres to the requirements of the Family Educational Rights and Privacy Act (FERPA) which affords eligible students certain rights with respect to their education records. (An "eligible student" under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution at any age.) These rights include:

1. The right to inspect and review the student's education records within 45 days after the day Turing receives a request for access. A student should submit to the Director of Finance and Administration ("school official") a written request that identifies the record(s) the student wishes to inspect. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.
   A student who wishes to ask the school to amend a record should write the school official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed.
   If Turing decides not to amend the record as requested, Turing will notify the student in writing of the decision and the student's right to a hearing regarding the

request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before Turing discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

   Turing discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official typically includes a person employed by Turing in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); or a person serving on the board of directors. A school official also may include a volunteer or contractor outside of Turing who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for Turing.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the [School] to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:
   Family Policy Compliance Office
   U.S. Department of Education
   400 Maryland Avenue, SW
   Washington, DC 20202

The *Family Educational Rights and Privacy Act* (FERPA), a Federal law, requires that Turing, with certain exceptions, to obtain a student's written consent prior to the disclosure of personally identifiable information from education records. However, Turing may disclose appropriately designated "directory information" without written consent, unless you have advised Turing to the contrary in accordance with Turing procedures. The primary purpose of directory information is for the purposes of building security and inclusion on career services postings. If you do not want Turing to disclose any or all of the types of information designated below as directory information from your education records without your prior written consent, you must notify Turing in writing by prior to your first day of attendance. Turing has designated the following information as directory information:

- Student's name

- Electronic mail address
- Photograph
- Enrolled Program

FERPA permits the disclosure of PII from students' education records, without consent of the student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, § 99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. A postsecondary institution may disclose PII from the education records without obtaining prior written consent of the student —

- To other school officials, including teachers, within Turing whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))
- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the university's State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§ 99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
- To organizations conducting studies for, or on behalf of Turing in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§ 99.31(a)(6))

- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To comply with a judicial order or lawfully issued subpoena. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- Information the school has designated as "directory information" under § 99.37. (§ 99.31(a)(11))
- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of § 99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§ 99.31(a)(13))
- To the general public, the final results of a disciplinary proceeding, subject to the requirements of § 99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school's rules or policies with respect to the allegation made against him or her. (§ 99.31(a)(14))
- To parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15)).

Appendix A
A full list of Bios for all staff can be found at Turing.io

Operations Staff

Jun	Akiyama	Student Counselor
Ingrid	Alongi	Director of Turing+
Jeff	Casimir	Executive Director
Courtney	Haynes	Sr. Director of Operations
Kayt	Hensley	Data & Administration Coordinator
Amy	Holt	Technical Programs Instructor
Katelyn	Kasperowicz	Software Architect
Chelsea	Stallings	Recruitment Manager
Lindsey	Lucero	Brand Marketing Coordinator
Rachel	Martinez	Director of Finance & Administration; General Counsel
Robyn	Purvin	Partnerships Manager
Darren	Smith	Enrollment and Financial Advisor
Erin	Williams	Sr. Admissions & Enrollment Manager
Ramiro	Vaca	Facilities and Events Manager

Instructional Staff

Ellen Mary	Hickmann	Sr. Director of Programs
Salvador	Espinosa	Director of Back End Engineering
Pamela	Lovett	Director of Front End Engineering
Louisa	Barrett	Sr. Manager of Developer Relations
Emma	Byers	Community Engagement Coordinator
Ellen	Cornelius	Teaching Assistant
Kayla	Wood	Assistant Instructor
Michael	Dao	Instructor
William	Douglas	Senior Instructor
Scott	Ertmer	Teaching Assistant
Ryan	Frank	Career Specialist
Robert	Gu	Associate Instructor
Hannah	Hudson	Assistant Instructor
Robert	Jaeger	Instructor
Leta	Keane	Instructor

Megan	McMahon	Associate Instructor
William	Mitchell	Instructor
Tracey	Monteiro	Career Specialist
Alexandra	Robinson	Instructor
Travis	Rollins	Associate Instructor
Kathleen	Scriver	Assistant Instructor
Allison Reu	Singer	Sr. Manager of Career Development
Timothy	Tyrrell II	Assistant Instructor
Eric	Weissman	Mod 0 Team Lead
David	Whitaker	Instructor
Tyler	Long	Instructor
Leslie	Wilson	Instructor
Brian	Zanti	Instructor

Appendix B

Academic Calendar

During the intermission week no classes are held and students receiving assistance from certain government tuition payment programs may not be eligible for support during these one week intermission periods.

Turing School of Software & Design 2020 Academic Calendar

Cohort 2001	**Cohort 2008**
Module 1 January 27 - March 6	Module 1 August 17 - September 25
Intermission March 7 - March 15	Intermission September 26 - October 4
Module 2 March 16 - April 24	Module 2 October 5 - November 13
Intermission April 25 - May 3	Intermission November 14 - November 29
Module 3 May 4 - June 12	Module 3 November 30 - January 22
Intermission June 13 - June 28	Intermission January 23 - January 31
Module 4 June 29 - August 7	Module 4 February 1 - March 12

Cohort 2003 Module 1 March 16 - April 24 Intermission April 25 - May 3 Module 2 May 4 - June 12 Intermission June 13 - June 28 Module 3 June 29 - August 7 Intermission August 8 - August 16 Module 4 August 17 - September 25	**Cohort 2010** Module 1 October 5 - November 13 Intermission November 14 - November 29 Module 2 November 30 - January 22 Intermission January 23 - January 31 Module 3 February 1 - March 12 Intermission March 13 - March 21 Module 4 March 22 - April 30
Cohort 2005 Module 1 May 4 - June 12 Intermission June 13 - June 28 Module 2 June 29 - August 7 Intermission August 8 - August 16 Module 3 August 17 - September 25 Intermission September 26 - October 4 Module 4 October 5 - November 13	**Cohort 2011** Module 1 November 30 - January 22 Intermission January 23 - January 31 Module 2 February 1 - March 12 Intermission March 13 - March 21 Module 3 March 22 - April 30 Intermission May 1 - Mary 9 Module 4 May 10 - June 18
Cohort 2006 Module 1 June 29 - August 7 Intermission August 8 - August 16 Module 2 August 17 - September 25 Intermission September 26 - October 4 Module 3 October 5 - November 13 Intermission November 14 - November 29 Module 4 November 30 - January 22	**School Holidays** February 17 - Presidents Day May 25 - Memorial Day June 13-28 - Double Intermission Weeks September 7 - Labor Day November 14-November 29 - Thanksgiving Break December 19-January 3 - Winter Break

Turing School of Software & Design 2021 Academic Calendar

Cohort 2102 Module 1 February 1 - March 12 Intermission March 13 - March 21 Module 2 March 22 - April 30 Intermission May 1 - May 9 Module 3 May 10 - June 18 Intermission June 19 - July 4 Module 4 July 5 - August 13	**Cohort 2108** Module 1 August 23 - October 1 Intermission October 2 - October 10 Module 2 October 11 - November 19 Intermission November 20 - November 28 Module 3 November 29 - January 21 Intermission January 22 - January 30 Module 4 January 31 - March 11
Cohort 2103 Module 1 March 22 - April 30 Intermission May 1 - May 9 Module 2 May 10 - June 18 Intermission June 19 - July 4	**Cohort 2110** Module 1 October 11 - November 19 Intermission November 20 - November 28 Module 2 November 29 - January 21 Intermission January 22 - January 30

Module 3 July 5 - August 13 Intermission August 14 - August 22 Module 4 August 23 - October 1	Module 3 January 31 - March 11 Intermission March 12 - March 20 Module 4 March 21 - April 29
Cohort 2105 Module 1 May 10 - June 18 Intermission June 19 - July 4 Module 2 July 5 - August 13 Intermission August 14 - August 22 Module 3 August 23 - October 1 Intermission October 2 - October 10 Module 4 October 11 - November 19	**Cohort 2111** Module 2 November 29 - January 21 Intermission January 22 - January 30 Module 3 January 31 - March 11 Intermission March 12 - March 20 Module 4 March 21 - April 29 Intermission April 30 - May 8 Module 4 May 9 - June 17
Cohort 2107 Module 1 July 5 - August 13 Intermission August 14 - August 22 Module 2 August 23 - October 1 Intermission October 2 - October 10 Module 3 October 11 - November 19 Intermission November 20 - November 28 Module 4 November 29 - January 21	**School Holidays** January 18 - Martin Luther King, Jr. Day February 15 - Presidents Day May 31 - Memorial Day June 19 - July 5 - Double Intermission Weeks September 6 - Labor Day December 18 - January 2 - Winter Break