DSDT
A DETROIT SCHOOL FOR DIGITAL TECHNOLOGY

LICENSED POST-SECONDARY SCHOOL

PROGRAM CATALOG & STUDENT HANDBOOK
UPDATED EDITION | 2022-2023

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DSDT GENERAL INFORMATION

APPROVAL DISCLOSURE STATEMENT

DSDT is a licensed post-Secondary school Through the State of Michigan. DSDT opened its doors originally in Farmington Hills, Michigan. The school now resides in the heart of Detroit, MI. **DSDT** was granted institutional approval from the Lansing Licensing Department of Licensing and Regulatory Affairs. Proprietary Trade School Division, as per Michigan Education (LARA) Division. "Approval to operate" refers to maintaining compliance with minimum standards set forth by the state and does not imply any endorsement or recommendation by the state, or by bureau of any kind. Institutional approval must be approved every three years and is subject to continuous review.

CAMPUS AND ADMINISTRATION ADDRESS

1759 W. 20th Street, Detroit, MI. 48216

HISTORY AND ADMINISTRATION

DSDT is a technical training center located in southwest Detroit. The facility's original name is Astute Artistry, LLC, which opened its doors in 2011 in Farmington Hills, Michigan. The school is a licensed post-Secondary school through the State of Michigan. Astute Artistry, LLC Specialized in Film Production and Creative Visual Effects. Additional curriculum was added throughout the years to enhance the traditional Film Production curriculum by adding more Digital Media, Digital Graphics and Technology. In 2019 two additional programs were added in Information Technology. As a result, a name change to DSDT was imperative for re-marketing and re-branding purposes. In 2021, another additional Information Technology Program was added. DSDT opened a new facility at 1759 W 20th Street in Detroit near the Ambassador Bridge in the former Detroit Police Departments 3rd precinct. DSDT executives felt a calling to be in the city of Detroit to assist residents of Detroit and the surrounding suburbs more efficiently. In 2022, the Film Production program name changed to Digital Marketing Professional. DSDT also modified the new Digital Marketing Professional course content in an effort to make the program more relevant to industry trends and employer needs.

LEGAL NOTICES AND CERTIFICATION

State of Michigan Post-Secondary School Division

DIPLOMA

Students will receive a diploma after the successful completion of their 600 Clock Hour Program.

CERTIFICATES OF COMPLETION

Students will receive a Certificate of Completion after the successful completion of either the 80, 240 or 320 clock hour courses. These certificates are specifically from DSDT and not affiliated with any vendor, provider, or licensing body.

DIPLOMA PROGRAMS

Digital Marketing Professional Tuition and Fees: $17,995.00
Total Fees with Books and Individual Materials: $22,695.00
Business information Technology Specialist Tuition and Fees: $17,995.00
Total Fees with Books and Individual Materials: $22,695.00

CERTIFICATES OF COMPLETION

Mobile IOS Developer Tuition and Fees: $16,500.00
Technology Professional 6 Tuition and Fees: $15,000.00
Technology Professional 2 Tuition and Fees: $5,000.00

ADMISSION REQUIREMENTS

- Meet with Admissions
- Representative Orientation
- High School Diploma or Equivalent
- License or Picture ID
- Enrollment Agreement
- Applicants must attend an on-campus or online orientation

PRIORITY DATES AND ENROLLMENT FOR MILITARY VETERANS

Military Veterans will receive earliest priority date based on their official course registration date and class availability. All class times and enrollment dates vary. Upon open enrollment, all Military Veterans will have first prior and must attend orientation and register on that day. Program offerings will take place on campus and class times, schedule and location may vary per student demand.

TEACHING AND LEARNING METHODS

The clock hour education is provided through a sequential set of learning steps which address specific tasks necessary for graduation and job entry level skills. Practical equipment, implements, and products are comparable to those used in the industry. Each student will receive instruction that relates to the performance of useful, creative, and productive career-oriented activities. The course is presented through comprehensive lesson plans which reflect effective educational methods. Subjects are presented by means of interactive lecture, demonstration, cooperative learning, labs, student Digital Marketing Professional or Information Technology activities, and student participation. Audio-visual aids, guest speakers, field trips, projects, activities, and other related learning methods are used in the course.

PLACEMENT ASSISTANCE

DSDT maintains an active placement assistance service for our graduates. Prior to graduation or at any time thereafter, graduates may avail themselves of the school's placement assistance services in addition to arranging interviews with potential employers. The Director of Job Placement guides students in the completion of employment applications, resume writing, preparing for interviews, professional attire, workplace communication, and behavior. DSDT also assists students interested in finding non-program related job leads while enrolled in school. Graduate's names and phone numbers are kept on file for future references upon completion of the course. Although every effort is made to help graduates find employment, DSDT cannot guarantee its graduates employment.

STATE LICENSED POST SECONDARY SCHOOL DISCLAIMER

The State of Michigan will not provide a certificate of completion or award a diploma to any student that has been convicted of a crime; committed any act involving dishonesty, fraud, or deceit; or a crime; committed any act that, if committed by a graduate of the business or profession in question. Students who are not U.S. Citizens or who do not have documented authority to work in the United States will not be eligible to attend DSDT. DSDT does not use the Third Step Verification of Eligible Noncitizen Status due to DSDT not currently offering eligibility status to noncitizens. DSDT, the school, is not responsible for students denied work without proper documentation showing proof of citizenship. DSDT does not admit students to English-as-a-second language courses.

NON- DISCRIMINATION POLICY

DSDT does not discriminate in its employment, admission, instruction, counseling, or graduation policies on the basis of sex, color, age, race, national or ethnic origin, creed, religion, or disabilities that would not preclude employment within their selected program area nor do we recruit students already attending or admitted to another school offering similar programs of study.

STUDENTS RECORDS/FERPA

The Federal Right of Privacy Act enables all Students to review their academic records, including grades, attendance, and counseling reports. Student's records are confidential and only such agencies or individuals authorized by law, such as state and federal agencies are allowed access without written permission of the student. Also, parents/and or legal guardians of a dependent minor student have access to the student's file. A student may authorize certain individuals, organizations, or class of parties (such as potential employers) to gain access to certain information in their files by signing and dating our specific inhouse release form. State law requires the school to maintain these records for not less than five years. Students may request a review of their records by writing either print or digital to the School Director.

EDUCATION GOALS

DSDT strives to provide a quality educational system that prepares students to successfully complete the Digital Marketing Professional Diploma Program with specialization areas or Information Technology Certificate of Completion programs within their chosen field of study. Our quality education system includes an outstanding facility, experienced and competent instructors, and a curriculum developed through years of experience and expertise.

- To educate students to be professional, knowledgeable, and skilled in their field for marketability within their industry.
- To maintain a constantly updated program that provides students with the knowledge to compete in their field of study.
- To promote the continuing educational growth of our faculty and students, using current teaching methods and techniques.
- To teach courtesy and professionalism as the foundation for a successful career in their chosen field of study.
- To prepare students to successfully pass the Digital Marketing Professional Diploma Program or Information Technology Certificate of completion Programs.
- To train and graduate students while empowering them to become confident and excited to enter a successful career within their program of study.

CORE VALUES AND BELIEFS

MISSION STATEMENT
DSDT is a Licensed, Post-Secondary School with training in Diploma and Certificate of Completion programs in the Digital Marketing and Information Technology sectors. We are dedicated to providing our students with an innovative curriculum that prepares graduates for gainful employment. We strive to inspire individuals and help them to implement their learned education into becoming an industry professional within their scope of study.

VISION STATEMENT
To be recognized as a leading school and job placement provider. It's simple: We Train, Employ, and Empower individuals for gainful employment.

CORE VALUES
Purpose & Growth: Our foundation is built on an innovative curriculum, which provides a place for our students to thrive and our team's passion to implement a model with proven success.

ENVIRONMENT
We have created a fun, hard-working environment with a revolving door for development.

STUDENT FOCUS
The only way we are successful as an organization is to have a razor-sharp model of education and clear student focus.

INTEGRITY
We as an organization pride ourselves on being honest, having respect for all individuals.

LEADERSHIP
We strive to create an environment where all students become skilled and job-ready for individual entrepreneurship or employment opportunities.

PROFESSIONALISM AND EXCELLENCE
Our students will learn our professionalism in our actions, behaviors, and affiliate partners. We continually build lasting relationships with excellence and maintain our professionalism, on all levels of performance.

ACCREDITATION
DSDT is accredited by the Commission of the Council on Occupational Education.

Council on Occupational Education, 7840 Roswell Road, Building 300, Suite 325, Atlanta, GA 30350, Telephone: 770-396-3898 / FAX: 770-396-3790, wwww.council.org.

INSTITUTIONAL
ADVISORY COMMITTEE MEMBERS

Keisha Currie

A multifaceted professional with over 10 years of experience working with diverse backgrounds in family services servicing youth and young adults. I have a passion to support and empower individuals through extensive customer service, educational, business operations and career skills. My management and leadership roles and abilities are flexible which explains my desire for integrating new and improved ideas through exceptional communication and teamwork. My experience in managing the workforce innovation and opportunity act has allowed for my development in empowering students in gainful employment, soft skills, and prepping for job- placement in the City of Detroit and surrounding geographical areas. Participating in community events and Neighborhood service organizations has helped me to identify the need of our, employer affiliates and the need of the graduate students training, and skill needed to become successful in their areas of training.

Marlene Brooks

Marlene Brooks is an unlimited license instructor and licensed cosmetologist with over 20 years of experience in the beauty industry working in the areas of styling, training, and management. Marlene Brooks started apprenticeship programs governed by the State of Michigan from 2013-2019 in the field of cosmetology. She currently owns and operates Dymond Designs Beauty Studio, Dymond Designs Beauty School, and Dymond Designs Extensions which is a 100% human hair line, all located in the downtown Detroit riverfront area. Marlene is the driving force to Chase Bank Marketing for the Women of Color Fund.

Tamiko Ogburn

A native Detroiter who graduated from Detroit Public Schools Magna Cum Laude with an overall GPA of 3.5. She graduated in the top 3% of Detroit Public Schools. Tamiko went on to earn her undergraduate degree in Management and Organizational Development from Spring Arbor University as well as a master's degree in Human Resources Management. Tamiko's love for education led her to become a substitute teacher in the K12 environment as well as an education administrator in the post-secondary environment. Tamiko has worked in the field of education in some capacity for the last 22 years. Tamiko has managed schools with multiple locations, designed new curriculum and career programs, opened several new campuses including a branch and satellite campus. Tamiko is also a human resource professional with a focus on training and instructional design. Tamiko is a published author with several titles including Campus Operations Workbook, Medical Assisting Basics, A Guide to Federal Funding, Mom's Hands and many more.

Shereese Thomas

Shereese has over 30 years' experience in Information Technology support, analysis, and evaluation. She began supporting desktop computers and servers during her college career and made the decision to work full time before graduation. After some considerable influence from her family, she moved into an entry level IT position at Wayne State University for the advantages of tuition benefits. Working in the IT division she moved into a help desk analyst role learning how to support university systems. Moving at a slower pace than intended, Shereese overcame the obstacles of working full time, going to school, and later becoming a single mother. She went on to complete an undergraduate degree in Technical and Interdisciplinary Studies and 5 years later, obtained a Master of Education in Instructional Technology and went on to receive an Educational Specialist certification in Human Performance Improvement. After receiving her graduation degree, she moved into a Business Systems Analyst position for 7 years.

DIGITAL MARKETING PROFESSIONAL
OCCUPATIONAL COMMITTEE MEMBERS

Joseph Ogburn

Joseph is an entrepreneur, educator, and designer. He graduated from Lawrence Technological University with a degree in Manufacturing Engineering then soon after attended Wayne State University where he studied Mechanical Engineering. Joseph's latest business venture led him to the field of internet marketing that requires website design, social media marketing, product development, affiliate marketing and more. As someone who was born and raised in Detroit, Joseph has a heart for the city and understands the importance of giving back. "Investing in education and the personal advancement of others is one of the most meaningful things in life."

Robert Courtney

Robert Courtney is an innovator of business and a builder of community through digital strategies. Robert has participated in close to 100 engagements, speaking on the topics of Organic Social Media Growth, Personal Branding, Entrepreneurship and more! Since 2007, he's assisted almost 80 companies and individuals in strategies that have contributed to business success. He currently oversees Robert Courtney & Associates, a Full-Service Digital Agency based in Metro Detroit. Robert and his team cover a diverse range of industries including Fashion, Hospitality, Automotive, Real Estate, Beauty, and more! Individuals usually leave encounters with Robert feeling refreshed and motivated about what they can do if they A.T.A.C.C. social media every day. By teaching the 5 pillars of successful digital marketing, Robert has provided a simple and effective way to make sure we're covering all of our bases.

Yolanda Marshall

Yolanda is a professional with over 10 years in training and development with various large corporations in the Metro-Detroit area. Change management, implementation, customer service initiatives, performance issues, developing people and teams, Talent and Development, Human Resources and Public Administration, are some of my specialties. Working for Chrysler, the City of Detroit, Blue Cross Blue Shield of Michigan and DTE, I bring the working knowledge needed to provide gainful employment history, data, and research to the up-and-coming graduates of successful career training in the Detroit and surrounding geographical regions.

Danielle Gordon

D.L. (Danielle) is the owner of D Girl Digital Marketing! Danielle is from Detroit, MI where she attended Michigan State University for her undergraduate degree in Social Science and attended University of Phoenix for her graduate degree in Public Administration. She received her certification in Digital Marketing from her alma mater Michigan State University; she had an epiphany while working her 9-5 to start D Girl Digital Media because she has always had an interest in technology and digital marketing as a self-taught individual in the industry. She is an avid tech junky who enjoys movies, video games, and hanging with her mini D Girl (daughter). Danielle's community affiliations include being a proud member of United Auto Workers (UAW), Michigan's largest social justice non-profit Michigan United and alumni of AmeriCorps & National College Advising Network.

TECHNOLOGY PROFESSIONAL 6
OCCUPATIONAL COMMITTEE MEMBERS

Melinda Ann O'Neill

Melinda Ann O'Neill is an Advanced Technology Specialist with CDW. CDW is a leading multi-brand technology solutions provider to business, government, education, and healthcare customers in the United States, Canada, the United Kingdom, and other international locations. CDW is a Fortune 500 company, ranking 189 in 2019 and has Annual Net Sales of more than $16.2 Billion to date. Melinda Ann is a leader in her role and hosts a wide network of IT influencers and decision-makers which has allowed her to flourish in the industry. Her key areas of responsibility include assessment, planning, design, configuration, installation, product lifecycle [support] and managed and hosted services. She has specialties in security, unified communications, networking, virtualization and optimization, managed services, and system lifecycle management. Melinda Ann is an active member of many organization including the Michigan Council of Women in Technology, Detroit Sports Media, Gift of Life Michigan, and Vista Maria. Her long-time dedication to volunteerism includes mentoring at Vista Maria in the DREAM Program in which she was the 2016 Outstanding Mentor Award recipient. She also serves on Vista Maria's Celebrating Women's Committee which holds events to highlight the contributions of women in society and to reinforce the importance of nurturing young females through services and individuals devoted to healing; and teaching necessary coping and life skills. Melinda Ann is a living kidney donor and has worked as a Transplant Services Consultant for Hero Network. Through the Gift of Life Michigan, she has logged many hours of volunteer time communicating the importance of organ donation. Melinda Ann was the featured donor on the cover of The United Network for Organ Sharing [UNOS] 2010 Annual Report as well as the featured donor representing the State of Michigan on the UNOS state map. She takes great pride in her ability to volunteer her time to organizations that have a positive impact on the lives of others.

Tom Schults

Tom Schults has an extensive background spanning various functions of IT, Cybersecurity, Medical, Dental, and 3D printing with an obsession to detail, process, functionality, and efficiency; Tom can bring a unique holistic perspective to education. His true strength lies in the relationships that he has created and maintained over the years. Tom is always looking for the next best technology that can bring a new breath of functionality and autonomous features that allow me to help increase overall revenue to my organization. He was an educator and ran engineering simulations for Biolase Inc, Zimmer Dental, and Patterson Dental throughout the Metro Detroit Area. Able to effectively communicate with clients, peers, and vendors with a positive and friendly aura, no matter the conversation. Tom always works well in a leadership position or team role, keeping a humble persona and looking to peers for advice and input on possible solutions to complex problems. Never limiting my interactions to just one department and surrounding myself with the brightest of minds.

Wendye Mingo

Wendye's position as the Managing Director of IT for the Kresge Foundation aligns with her core value of giving back to the community. She helps staff leverage technology to support the foundation's mission to promote human progress. Wendye has over 25 years of coding in several programming languages, database management and design, infrastructure management and IT project management. She has led several large infrastructure projects that involved converting operating systems from Unix to Linux, migrating servers between data centers, moving systems to the cloud, converting phone systems from PBX to VOIP, and replacing and upgrading network systems, database platforms and middleware platforms. Her greatest accomplishment at the foundation has been transforming the organization to a secure, cloud-based, near paperless environment giving staff the ability to work anywhere. Her current interests are in cybersecurity, AI and IoT. In her spare time, she enjoys teaching girls to code, providing IT support for the other non-profits and teaching herself new technologies.

Shaneika Smith

Shaneika is a logistics professional and military veteran with a Secret Security Clearance and 5+ years of proven experience in leadership, logistics, supply chain management, warehouse operations, and administrative support. She possesses a comprehensive background in personnel management and development, strategic planning, risk management, and program management. Shaneika is adept at conducting evaluation reports and collaborating with senior leaders to achieve organizational objectives. She demonstrates an ability to execute logistical planning to ensure project tasks are met within deadlines. Shaneika is a personable leader with a proven ability to lead multicultural work teams and a strong passion for improving organizational performance and partnership. platforms.

LaQuita Alford

LaQuita Alford was born and raised in Detroit, Michigan and is currently a Cybersecurity Analyst at StockX. She's an HBCU graduate from South Carolina State University with a political science degree. Over the course of her 10-year career, She has decided to do a career change and explore her technical abilities. In 2017 she enrolled in DSDT and received her CompTia A+ certification in 2019. She continued to expand her technical skills and enrolled in Grand Circus to learn Front-End Development and graduated in July of 2020. She was involved with Sister's Code to teach basic Front-End Coding skills to women of all backgrounds. During this journey, she has developed a skill set directly relevant to Information Security. Her favorite hobby is playing her bassoon during her leisure. Her favorite quotes to live by is "Stay afraid, but do it anyway. What's important is the action. You don't have to wait to be confident." -Carrie Fisher

TECHNOLOGY PROFESSIONAL 2
OCCUPATIONAL COMMITTEE MEMBERS

Tom Lawrence

After a healthy stint in corporate America Tom Lawrence launched Lawrence Technology Services. His passion for technology is prevalent in virtually everything he does. Since 2008, he has been invited to share his expertise on open-source software, social media marketing, SEM, Google, PFSense, and Linux Operation Systems. Tom has sat on panels, delivered keynote speeches, and led small group discussions at the Walsh College Open-Source Group, Grow Your Business Workshops, a number of regional chambers, local Rotaries, universities, and private groups. The podcast he co- host, Sunday Morning Linux Review, has over 5,000 downloads a month and the Lawrence Systems YouTube channel subscriber count can be seen on the sidebar to the right (below on mobile). Tom is a graduate of Goldman Sachs' 10,000 Small Businesses program and won several awards recently including the Southern Wayne County Chamber of Commerce Small Business of the Year. I've successfully bought and sold companies, worked on two pending patents, National Science Foundation projects and a few solar energy projects. While he takes pride in his accomplishments, Tom feels that his biggest achievement lies in the quality service Lawrence Systems provides to their customers which is reflected in the company's high retention rates.

Shawn Rule

Shawn Rule is a Corporate Talent Advisor and an Expert in talent acquisition strategy and talent management. He is well versed in the Michigan Automotive industry, process development and planning in Lean Six Sigma Principles. Mr. Rules specialties are in IT talent acquisition, talent development and Implementation, process Improvement, Project Management, Lean Start Ups, branding and Identity, personal branding, coaching and Mentoring. His latest efforts have been geared toward changing the culture of hiring in the City of Detroit and employing more students from IT vocational and trade schools. Coined "Hire IT Detroit" Mr. Rules campaign within major companies encourages looking elsewhere then typical University grads for new hires into Blue Cross Blue Shield of Michigan. Mr. Rule was chosen for the board because he shares the same passion for talent development at DSDT and aims to partner DSDT with major companies in Detroit.

Tom Phillips

Tom is a passionate professional specializing in IT infrastructure management, security implementation, network architecture, and project management. Tom has extensive expertise in spearheading key projects and implementing robust technology solutions to enhance organizational security and drive operational improvements. As an intuitive leader, Tom has trained and developed beginners to become highly skilled IT professionals. His goal is to bring technology innovation and secure critical information assets across the organization by devising effective strategies. Throughout his successful career, he has fulfilled IT needs of more than hundred businesses by deploying/securing networks and introducing leading-edge technologies. Tom possess experience in driving business continuity by executing disaster recovery plans and processes. He has collaborated with cross-functional teams and major stakeholders to steer IT initiatives and projects from inception to completion. Tom has deployed remote working platforms, enhanced corporate infrastructures, and migrated/upgraded systems and networks. Moreover, Tom always remain at the forefront of ongoing industry trends and technologies to execute industry best practices and the latest solutions.

BUSINESS INFORMATION TECHNOLOGY SPECIALIST
OCCUPATIONAL COMMITTEE MEMBERS

Julie Spiller

Julie is a growth-focused sales and business development executive who excels at delivering advanced IT solutions to clients of all sizes and industries. She is an expert at developing new business and new relationships. Her skills in defining vision, creating frameworks and best practices, and implementing key metrics have helped with her success at companies like IBM, Siebel, Vignette, Logicalis, and CBI. Julie is a change leader and dedicated mentor who drives salesforce transition, coaches' new leaders and top-performing teams in cultures of transparency, support, and accountability. She has a passion for expanding leadership roles for women. Julie is currently VP of Business Development and Community Relations for CBI, a cybersecurity consulting, solutions, and managed services firm headquartered in Detroit. She is also Managing Director and Board Member for the Women's Security Alliance or WomSA, helping women enter and succeed in cybersecurity careers.

Brett Chittum

Brett is a results-oriented revenue leader with 26 years' experience in all aspects of revenue generation with exceptional knowledge of business relations to consistently drive growth. Exceptional analytical dexterity and relationship building, combined with proven ability to direct personnel, manage and coach talent, deliver effective revenue strategies, form strategic partnerships, and successfully implement and oversee complex projects. Brett has a bachelor's degree in business management with an emphasis on marketing and organizational behavior.

Michael Davenport

Michael Davenport is the President and Founder of TrilogySecurity, Inc. which is a Cyber Security Consulting Firm in business for the past 18 years. Michael has more than 27+ years of experience as an IT Professional, Engineer, Manager, and expert Cyber Security Consultant in all facets of Information Technology and Security including Ethical Hacking, Web Application Security, Cyber Breach Investigations, Physical Security, Threat Intelligence, Vulnerability Assessments, Data Communications, Risk Management and more. Mr. Davenport attended Michigan State University and Lawrence Technological University. He holds several industry recognized certifications that include the Certified Information System Security Professional (CISSP) designation as certified by the Information System Security Certification Consortium (ISC2), Certified Ethical Hacker (C|EH), IARB Certified Penetration Tester, IARB Certified Computer Forensic Engineer, ISACA Certified Information Security Manager, and others. Michael is a licensed State of Michigan Professional Investigator and regularly provides strategic planning and speaking engagements on cyber security threat awareness and mitigation strategies for domestic and international organizations.

Donovan Colquitt

Donovan is the owner and founder of The Scholar's Key Foundation, which is a leading advocacy agency for increasing college access and success for minoritized students. He is the author of "The Scholar's Key: How You Can Unlock Your Dreams as a Teen," which he wrote during his senior year of high school to motivate teens to apply for scholarships after winning $1.25 million in scholarships. As a graduate of Purdue University, he was awarded four fellowships. His research in Engineering Education investigated his African American Male experiences as a STEM education leader in the undergraduate mechanical engineering program at the University of Michigan-Ann Arbor. During his time at Purdue Polytechnic Institute as a STEM education researcher, he worked to understand how minoritized youth leverage their cultural capital while learning to be E^2STEAMED (Economic Empowerment via Science, Technology, Entrepreneurship, Art, Mathematics, and Engineering Design) Entrepreneurs so they can build businesses to impact their communities. Donovan is a community advocate with 12 years of leadership experience in community outreach, economic empowerment, and workforce development through STEM education, education technology, and qualitative research. He enjoys solving existential challenges which facilitating his interdisciplinary leadership skills to thrive and be productive.

MOBILE IOS DEVELOPER
OCCUPATIONAL COMMITTEE MEMBERS

Donovan Brown

A CompTIA Certified Computer Support Technician turned Software Developer. Donovan has 5 years of professional experience as a Software Developer working for companies such as Quicken Loans, Ford Motor Company. Donovan has taught coding classes for JOURNi, Detroit Black Tech, and DSDT to Kids, Adults, and the underrepresented.

Rachel Pizzimenti

Rachel is a hardworking business woman who wears many hats both professionally and in her personal life. She helps run Partner Personnel, a local staffing agency that supplies jobs within the Metro Detroit area. She graduated from Northern Michigan University with Bachelors in Business Management and is currently using her degree in numerous ways within the Staffing and IT realm. Within the staffing side of the business, Rachel runs a recruiting team that helps candidates find employment within their career fields, and also handles the HR / Accounting end of the business. While on the sister side of the company, Rachel works with Data Partner, selling IT solutions, working within the Marketing and Sales division. Between all of her roles, her main goals come from the strive of the feeling of helping others. She has a heart of going above and beyond to help others reach their goals and giving back to the community.
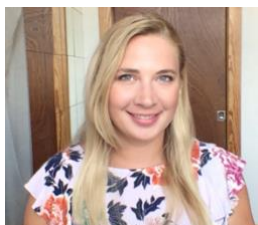
Shannon Ramelot

Shannon Ramelot is a user experience leader, product designer, mixed media artist, and Founder of Corktown Labs, a creative design studio, gallery, and a small business incubator . Over the last decade, she has collaborated with a diverse group of product teams and companies including Ford, Quicken Loans, Rocket Mortgage, Detroit Labs, Corteva, and Driveway to create insight led, human centered products. She approaches design and leadership with a focus on people, establishing empathy for both the people who make and the people who use the products she helps bring to life.

Hector Guerra

Hector Guerra is a 20-year retired Army veteran. After retiring from the Army in 2014 as an Army Recruiter, he founded Era Solutions LLC, a talent requisition business in addition to building a proprietary application exclusively for the transitioning military population and veteran community. Hector's background and experience include business development, client management, strategic planning, and program management. Hector was hand-picked for a high visibility contractor role in support for the Department of Labor Veterans and Training Services (DOLVETS) Apprenticeship Pilot from 2020-2021. Hector and his project team exposed 38,000 + transitioning active-duty military members to 160 apprenticeship partners during the pilot which garnered congressional and the White House support for supporting veteran apprenticeship hiring. Hector continues to leverage his experience and connections within the DoD and DoL to establish memorandum of understanding with 8 military bases throughout the United States.

DSDT ORGANIZATIONAL CHART

Mackenzie Fulton
Compliance Officer, COE Liaison

Jamie Harris
CEO, School Director, Chief Administration Officer

Karlos Harris
Chief Operations Officer

Cody Barnhart
Faculty Directory, Director of Inventory & Supply Management, Emerging Technologies Instructor

James Armstrong
IT Program Director, Information Technology Lead

Kathryn Aqwa
Director of Financial Aid, Director of Administration

Cierra Rozier
Director of Admissions

Erik Ladendorf
Director Digital Marketing Professional Program

Robert Cox
IT Instructor

Matthew Barclay
Chief Financial Officer

Ashley Tancredi
Director of Job Placement

Jasmine Majors
Digital Marketing Professional Instructor

Kevon Butler
Mobile iOS Instructor

Ebony Washington
Director of Student Services

Carlton Ellis
IT Instructor

Mandy Rowe
Student Services Specialist

Bernard Gleton
IT Instructor

Organizational Chart

ADMISSIONS POLICY AND PROCEDURES

ADMISSION REQUIREMENTS

DSDT admits as regular students, those who are high school graduates, or holders of high school graduation equivalency certificates (GED'S). DSDT does not accept ability to benefits (ATB) students currently.

DSDT is an equal opportunity employer and follows the same policies in accepting applications from potential students. All high school diplomas and GED's are verified by an Admissions Representative to establish the validity of the document. Self-certification is not enough documentation and there is no available appeal process currently. If DSDT is unable to validate or accept the high school diploma, you will not meet the admissions requirements and will not be able to attend DSDT.

ADMISSION PROCEDURE
- *Speak with an Admissions Representative*
- *Tour the Facility*

APPLICATION FEE

There is no application fee associated with the processing of an incoming student enrollment.

APPLICATION PROCESS
- **Complete a Pre-Enrollment Application Form:** Complete and submit the application form to the secure online portal system, Campus Café, prior to registration. All forms whether needed from the student or from the Director of Admissions will be uploaded into the students' individual portal.

Individuals receiving Title IV funds will need to complete all requirements listed above and must attend a personal interview with a Financial Aid Representative. A telephone interview may be considered if the applicant's geographical location and ability to travel to the interview site is a hardship.

ACCEPTANCE
1. *Attend Orientation via (online or in-person)* After a prospective student has completed the pre-enrollment application process and has been through the initial screening, the Admissions Representative will review the applicant. If they meet the requirements, the applicant will be reviewed by the Director of Admissions and the Director of Student Services and scheduled for orientation. Applicants must complete an in-person or online orientation with the Admissions Team prior to acceptance.
2. **Applicants must provide the following verification documents:**

    1. High school diploma, high school transcripts, or GED,
    2. And current driver's license, state approved ID, or picture ID with social security card or birth certificate
    Note: We are required to verify your proof of education is from a valid high school or GED program.

    Admission Requirements for Students with a High School Diploma are as follows:

    1. Proof of Age - Applicants who are not 18 years of age prior to their desired start date at DSDT may apply at the age of 17 with parental permission.

2. Students must also be able to provide proof of appropriate educational requirement such as:
   - **High school diploma**
   - **Homeschooling** Though homeschooled students are not considered to have a **high school diploma or equivalent**, the student can be eligible to receive FSA funds if their secondary school education was **in a homeschool that state law treats as a home or private school.** Some states issue a secondary school completion credential to homeschoolers. If this is the case in the state where the student was homeschooled, the student must obtain this credential to be eligible for FSA funds. The student can include in their homeschooling self-certification that they received this state credential.
   - **Foreign High School diploma or transcript** - Note: The high school diploma or transcript requirement can also be from a foreign school if it is equivalent to a U.S. high school diploma; Documentation of proof of completion of secondary education from a foreign country must be **officially translated into English and officially certified as the equivalent of high school completion in the United States.)**
   - **Recognized equivalents of a high school diploma-** The Department of Education recognizes several equivalents to a high school diploma:
   - A GED certificate.
   - A certificate or other **official completion** documentation demonstrating that the student has passed a state-authorized examination (such as the Test Assessing Secondary Completion (TASC) the High School Equivalency Test (Hi SET), or, in California, the California High School Proficiency Exam) that the state recognizes as the equivalent of a high school diploma (note that certificates of attendance and/or completion are **not** included in this qualifying category)
   - **For Veterans only:** As an alternative document you may submit a copy of DD Form 214 - Certificate of Release or Discharge from Active Duty to verify a student's high school completion if it indicates that the individual is a high school graduate or equivalent.

3. **Complete Enrollment Contract & Enrollment Documentation** Once orientation is completed, the prospective student will receive a copy of the student handbook along with a copy of the enrollment contract and information covering costs and payment plans prior to the beginning of class attendance. DSDT clearly outlines the obligation of both the school and the student in the enrollment contract. When the student has completed all the necessary requirements, he/she receives an acceptance letter and will be placed into the respective program of study. Note: All applicants must go through the entire enrollment application process (detailed in the catalog, online publication, and on the enrollment application).

ENROLLMENT INFORMATION
DSDT is on a continuous enrollment schedule, depending upon space availability. Please refer to the tuition and course schedule or contact DSDT for exact start dates, holidays, and school closures: DSDT allows the following holidays off: New Year's Day, Dr. Martin Luther King Jr., Memorial and Independence, Labor Day, Thanksgiving and December 24th and 25th.

PAYMENT SCHEDULE
DSDT offers a variety of monthly financial payments schedules. See a DSDT Admissions Representative or Financial Aid Representative for details.

ALCOHOL AND DRUG POLICY
DSDT's full policy can be found in the updated Consumer Info at a Glance guide, listed on DSDT's website and in print throughout the institution in the "Policy and Procedure" Master Handbook.

ADMISSIONS AND RECRUITING
Any changes to these publications, rules of admissions, contract enrollment agreements and or any printed admissions information will be given to all current, prospect and future students in a timely manner.

RETURN OF TITLE IV FEDERAL STUDENT AID

This refund policy is in addition to the Institutional Refund Policy
Federal Financial Aid Refunds - Return of Title IV Calculation

The school participates in federal financial aid for the 600-clock hour Digital Marketing Professional Diploma Program and the 600-clock hour Business Information Technology Specialist Diploma Program. The 80-clock hour Technology Professional 2 Certificate Program, 240 clock hour Technology Professional 6 Certificate Program and 320 clock hour Mobile IOS Developer Certificate programs are NOT eligible for Title IV funds. Please refer to the following refund policy for specific consumer information pursuant to the federal financial aid program.

The Federal Return of Title IV funds formula (R2T4) dictates the amount of Federal Title IV aid that must be returned to the federal government by the school and/or the student. The federal formula is applicable to an eligible student receiving federal aid when that student withdraws at any point during the payment period. If a student did not start or begin attendance at the school, the R2T4 formula does not apply.

Official Withdrawal

Occurs when a student contacts the Director of Student Services or the Director of Administration (verbally or in writing) to withdraw. The date the notification is received, is the date of withdraw. The Director of Financial Aid will then be notified and must begin the withdrawal process. The students last day of attendance will be used in the return to Title IV calculation.

Unofficial Withdrawal

Occurs when a student leaves the school without notice and/or when he/she is not meeting satisfactory academic progress. **A student's withdrawal date is their last date of physical attendance. Their date of determination is within 14 days after they cease attendance.**
Aid received prior to the determination date is aid that could have been disbursed. If a student withdraws during a leave of absence, the date of determination is the date they officially withdraw. If the student does not return from a leave of absence, their date of determination is the date they were scheduled to return.

DSDT is a clock-hour program school, and the percentage of the payment period completed is calculated by the hours scheduled in the payment period as of the withdrawal date divided by the scheduled hours in the payment period.

Unearned Title IV funds are the amount of grant and loan assistance awarded under Title IV that have not been earned by the student and must be returned to their respective program. The amount to be returned is calculated by subtracting the amount of Title IV assistance earned from the amount of Title IV aid that was or could have been disbursed as of the withdrawal date. For example, if you complete 30% of your payment period, you earn 30% of the assistance you were originally scheduled to receive.

*If the resulting percentage is greater than 60% a student is considered to have earned all aid. *

Post-Withdrawal Disbursement

If a student receives less Title IV funds than the amount earned, the school will offer the student a disbursement of the earned aid that was not received at the time of their withdrawal which is called a

post- withdrawal disbursement. Post-withdrawal disbursements will be made from Pell Grant funds first, if the student is eligible. If there are current educational costs still due to the school at the time of withdrawal, a Pell Grant post-withdrawal disbursement will be credited to the student's account. Any remaining Pell funds must be released to the student without the student having to take any action. Post-withdraw disbursements must be made within 45 days.

If any federal loan funds are due in a post-withdrawal disbursement, they must be offered to the student within 30 days of withdrawal and the school must receive the student's authorization before crediting their account.

The student is required to respond within 14 days to the email notice and state whether they accept or reject the disbursement. If DSDT does not hear back from the student, we will return the funds.

*It is also important to understand that accepting a post-withdrawal disbursement of student loan funds will increase a student's overall student loan debt that must be repaid under the terms of the Master Promissory Note. Additionally, accepting the disbursement of grant funds will reduce the remaining amount of grant funds available to the student should the student continue his/her education at a later time. *

Overpayment

Any amount of unearned grant funds that you must return is called overpayment.
Occasionally and R2T4 results in an overpayment that a student is required to return to a grant or loan program. Grant over payments of $50 or less do not have to be returned.

A student who owes an overpayment remains eligible for Title IV, HEA program funds during and beyond 45 days from the date the school sends a notification to the student of overpayment, or 45 days from the date the school was required to notify the student of the overpayment if, during those 45 days the student:

- Repays the overpayment in full to the school.
- Enters into a repayment agreement with the school in accordance with repayment arrangements satisfactory to the school; or
- Signs a repayment agreement with the Department, which will include terms that permit a student to repay the overpayment while maintaining his/ her eligibility for Title IV, HEA program funds.

Within 30 days of the date of the school's determination that the student withdrew, an institution must send a notice to any student who owes a Title IV, HEA grant overpayment as a result of the student's withdrawal from the school in order to recover the overpayment.

If the student does not repay the overpayment in full to the school or enter a repayment agreement with the school or the Department within the earlier of 45 days from the date the school sends notification to the student of overpayment, or 45 days from the date the school was required to notify the student of the overpayment.

At any time, the student fails to meet the terms of the repayment agreement with the school:

- The student chooses to enter into a repayment agreement with the Department.
- The student who owes an overpayment is ineligible for Title IV HEA program funds.

You must make arrangement with the school or Department of Education to return the amount of unearned grant funds.

Credit Balance

If a credit balance still exists on the student's account after the R2T4 calculations and institutional refund calculations are done, any credit balance remaining on a student account must be used to pay a grant overpayment that exists prior to offering any grant overpayment that exists within 14 days from the date that the R2T4 calculation was performed. The overpayment must be eliminated prior to offering a credit balance to a student.

If you, your parent, or DSDT receives on your behalf excess Title IV program funds that must be returned, DSDT must return a portion of the excess funds equal to the lesser of:

1. Your institutional charges multiplied by the unearned percentage of your funds, or
2. The entire amount of excess funds

DSDT must return this amount of your Title IV program funds. If DSDT is not required to return all the excess funds, you may be required to return the remaining amount.

Funds that are returned to the federal government are used to reduce your outstanding balances of your Title IV program funds.

Financial aid returned by you, your parent, or DSDT must be allocated in the following order:

1. Federal Unsubsidized Direct Loan
2. Federal Subsidized Direct Loan
3. Federal Direct Parent Loan (PLUS)
4. Federal PELL Grant
5. Iraq and Afghanistan Service Grant

The requirements for Title IV program funds when you withdraw are separate from DSDT's institutional refund policy. Therefore, you may still owe funds to the school to cover unpaid institutional charges. DSDT may still charge you for any Title IV program funds that the school was required to return.

_____   _____
Student signature   **Date**

INSTITUTIONAL REFUND POLICY AND SIGNATURE FORM

Tuition Costs

Vary based on the type of program selected. No deposit per program start date is due upon receiving your acceptance from DSDT. Tuition must be paid in full two weeks prior to the start of the program. If your program begins in less than two weeks, 100% of your course cost must accompany your signed enrollment agreement. There will be a $25.00 charge for returned checks and for credit card dispute.

Cancellation Policy

We reserve the right to cancel any class, with or without reason, any time prior to the first day of class. All tuition monies paid by students will be refunded if a class is cancelled. Cancellation notices will only be given to students who have already registered and paid for the class. Class dates, times, and prices are subject to change at any time. Any changes that affect a student contract will be revised, and both the student and the school will have to sign the new contract.

Refunds for Classes Canceled by the Institution

If tuition and fees are collected in advance of the start date of a program and the institution cancels the class, 100% of the tuition and fees collected must be refunded. The refund shall be made within 45 days of the planned start date.

Refunds for Students Who Withdraw on or Before the First Day of Class

If tuition and fees are collected in advance of the start date of classes and the student does not begin the program or withdraws on the first day of class, no more than $100 of the tuition and fees may be retained by the institution. Appropriate refunds for a student who does not begin classes shall be made within 45 days of the class start date.

Refunds for Students Enrolled Prior to Visiting the Institution

Students who have not visited the school facility prior to enrollment will have the opportunity to withdraw without penalty within three days following either attendance at a regularly scheduled orientation or following a tour of the facilities and inspection of the equipment.

Refunds for Students Enrolled in Professional Development, Continuing Education, or Limited Contract Instruction

Institutions engaging in programs, which are short-term, must have a written policy or contract statement regarding whether or not fees and instructional charges are refundable.

Refunds for Withdrawal after Class Commences

The refund policy for a student attending a non-public institution who incurs a financial obligation for a period of 12 months or less shall be as follows:

Financial Obligation (based on payment period)	Institutional Refund
00.00%-10%	90%
10.01%-25%	50%
25.01%-50%	25%
50.01%-100%	0%

REFUND POLICY – NOTICE OF CANCELLATION

For applicants who cancel enrollment or students who withdraw from enrollment, a fair and equitable settlement will apply. The following policy will apply to all terminations for any reason, by either party, including student decision, program cancellation, or school closure.

Any monies due to the applicant or students shall be refunded within 45 days of official cancellation or withdrawal. Official cancellation or withdrawal shall occur on the earlier of the dates that:

1. Applicant is not accepted by the school: The applicant shall be entitled to a refund of all monies paid.
2. A student (or legal guardian) cancels his/her enrollment in writing within three business days of signing the enrollment agreement. In this case all monies collected by the school shall be refunded, regardless of whether or not the student has actually started classes.
3. A student cancels his/her enrollment after three business days of signing the contract but prior to starting classes. In these cases, he/she shall be entitled to a refund of all monies paid to the school.
4. A student notifies the institution of his/her withdrawal in writing. In this case, a student will be refunded based on the percent of scheduled time.
5. A student withdraws during a leave of absence. The date of determination is the date they officially withdraw. If the student does not return from a leave of absence, their date of determination is the date they were scheduled to return.
6. A student is expelled by the school: (Unofficial withdrawals will be determined by the institution by monitoring attendance at least every 30 days.)
7. In type 2, 3, 4 or 5, official cancellations or withdrawals, the cancellation date will be determined by the postmark date on the written notification, or the date the notification is delivered to the Director of Administration.

For students who enroll and begin classes but withdraw prior to course completion (after three business days of signing the contract), the following schedule of tuition earned by the school applies:

Percent Of Scheduled Time Total Tuition School
Enrolled to Total Course/Program Shall Receive/Retain

*Note: All refunds are based on scheduled hours.

.01% to 04.9%	20%
.05% to 09.9%	30%
10% to 14.9%	40%
15% to 24.9%	45%
25% to 49.9%	70%
50% to 100%	100%

All refunds will be calculated based on the student's last date of attendance. Any monies due a student who withdraws shall be refunded within 45 days of the date of determination that a student has withdrawn, whether officially or unofficially. In the case of disabling illness or injury, death in the student's immediate family or other documented mitigating circumstances, a reasonable and fair refund settlement will be made. If permanently closed or no longer offering instruction after a student has enrolled, the school will provide a pro rata refund of tuition to the student. If the course is cancelled subsequent to a student's enrollment, the school will either provide a full refund of all monies paid or completion of the course at a later time.

_____   _____
Student Signature   **Date**

AUTHORIZATION TO RETAIN CREDIT BALANCE FUNDS

All Federal Student Aid funds including disbursements from Federal Direct Loan programs will be credited to the student's account for charges including tuition, fees, books and necessary kits for the program, and applicable state taxes.

Unless a student authorizes DSDT to hold a credit balance, the credit balance must be paid to the student as soon as possible but no later than 14 calendar days after the balance is created.

This form, if signed by you, authorizes DSDT to retain a credit balance in place of delivering the credit balance to you when it is created.

You have the right to withhold agreement from all or part of this authorization. If you elect not to authorize DSDT to hold your credit balance, the funds will be paid to you within 14 days.

This authorization may be withdrawn at any time by providing a written request to the following address:

<div align="center">

DSDT
Attn: Financial Aid Department
1759 W. 20th Street
Detroit, MI
48216

</div>

I,_____, voluntarily authorize DSDT to retain any credit balance that may occur on my account during the 2021-2023 Financial Aid award year, and I acknowledge that interest will not be earned on the credit balance. I understand that I reserve the right to withdraw this authorization at any time. If I withdraw this authorization at any time, any remaining credit balance will be delivered by DSDT within 14 days.

_____   _____
Student Signature   **Date**

VETERANS' BENEFITS

Veterans' Benefits are available to eligible students upon acceptance to DSDT. Prospective students should follow the following steps to apply or view their eligibility for their VA education benefits:

- Apply online.
- Visit your nearest VA regional office to apply in person.
- Consult with the VA Certifying Official—who is usually in the Registrar's or Financial Aid office—at the school of your choice. This official has application forms and can help you apply.
- Call 1-888-GI BILL-1 (888-442-4551) to have the application mailed to you.

DSDT is approved to train eligible veterans and their dependents under Chapters 33, 31, 30, 1606, VETTEC, VR&E and other types of veterans' benefits.

The chapter of benefits for which the student qualifies determines the payment method. The student is responsible for any balances owed to DSDT from such payments.

Veterans and their dependents may also apply for other financial aid by completing the Free Application for Federal Student Aid (FAFSA). To complete a financial aid application, go to fafsa.ed.gov.

Students receiving veterans' benefits must continuously be in good academic standing. (See the Academic Standing section in this Handbook.)

Students failing to remain in good academic standing will be placed on academic probation. Student veterans who are not removed from probationary status will not be recertified for VA educational benefits until they are removed from academic probation.

The U.S. Department of Veterans Affairs will be notified if a student fails to be removed from probation at the end of probation period.

The Veterans Benefit Administration determines enrollment status according to the dates of the classes and DSDT is required to notify the U.S. Department of Veterans Affairs when a student ceases to enroll at DSDT.

Starting August 1st, 2019, Students enrolling under GI Bill® and VR&E beneficiaries (Chapter 33 and Chapter 31 beneficiaries) can attend training for up to 90 days from the date the student provides a certificate of eligibility, or valid VAF 28-1905. This policy allows a student to attend training until VA provides payment to the institution. The Institution will not impose a penalty, or require students under VA benefits to borrow additional funds to cover tuition and fees due to late payments from VA.

SATISFACTORY ACADEMIC PROGRESS
POLICY AND PROCEDURE

The Satisfactory Academic Progress Policy is consistently applied to all students enrolled at DSDT. It is available online in the school catalog to ensure that all students receive a copy prior to enrollment. This policy complies with the guidelines established by the Council on Occupational Education and the federal regulations established by the United States Department of Education.

Evaluation Periods

Student will be evaluated to ensure they are meeting the SAP requirement at the following intervals.

For the following program SAP Evaluation takes place at the end of each payment period:

Diploma Program	Evaluation Period (clock hours)
Digital Marketing Professional	Academic Year 1- 300 & 600 (actual hours attended)
Business Information Technology Specialist	Academic Year 1- 300 & 600 (actual hours attended)

For all certification programs satisfactory programs are evaluated as followed:

Certification Program	Clock Hour Interval
Mobile IOS Developer	160, 320 (scheduled clock hours)
Technology Professional 6	80, 160, 240 (scheduled clock hours)
Technology Professional 2	40, 80 (scheduled clock hours)

Attendance Policy

Students are required to attend a minimum of 67% (66.5% or higher is rounded to 67%) of the hours scheduled based on their attendance schedule in order to be considered making Satisfactory Academic Progress (SAP). Attendance evaluations are conducted at the end of each evaluation period listed above to determine if the minimum requirements have been met. Attendance percentage is determined by dividing the total hours accrued (actual hours attended) by the total number hours scheduled at the end of the evaluation period (cumulative attendance from the beginning of the program to the date the checkpoint is reached). At the end of each evaluation period, the institution will determine if the student has maintained the cumulative minimum requirement of 67% since the beginning of the course, which will indicate that given the same attendance rate, the student will graduate within the maximum time frame allowed.

Example Attendance: A student is scheduled to attend 22 hrs. per week (67% x 22= 15).
DSDT encourages students not to miss any days. All absences are recorded and made a part of the school's permanent record. The student is responsible for class material and/or tests missed while absent (reference the Make-up Time Policy). Regardless of the average level of attendance, a student who has more than 10 school days (14 calendar days) of consecutive absences without communication to the Director of Administration/Designee will be dismissed on the 11th consecutive school day as an unofficial withdraw. Students with persistent absenteeism will be advised and subject to dismissal with reenrollment at the discretion of the Director of Administration/Designee.

Academic Progress Evaluations

The qualitative element used to determine academic progress is based a reasonable system of grades as determined by a combination of the academic curriculum and instruction. Academic learning is evaluated at the completion of each segment of the program. Students participate in academic learning and a minimum number of practical assignments. DSDT students are required to maintain a cumulative 70% Grade Point Average (GPA) in order to be considered making satisfactory academic progress (SAP). Academic Progress evaluations are conducted at the end of each evaluation period to determine if the minimum requirements have been met.

Academic Progress is determined by an average (cumulative) of the student's theory and practical grades. Practical skills evaluations will be conducted and delivered based on the program length, according to text procedures and set forth in practical skills evaluation criteria adopted by DSDT.

DSDT considers a "C" grade or 2.0 cumulative GPA the minimum cumulative standards required to graduate.

DSDT evaluates numerical grades based on the following grade point average (GPA) scale:

A	100%-90%	4.0	Exceeds Standards
B	89%-80%	3.0	Meets Standards
C	79%-70%	2.0	Minimum Standards
D	69%-60%	1.0	Unacceptable Standards
F	59%- 0%	0.0	Failure

Teaching And Learning Methods

The clock hour education is provided through a sequential set of learning steps which address specific tasks necessary for graduation and job entry level skills. Practical equipment, implements, and products are comparable to those used in the industry. Each student will receive instruction that relates to the performance of useful, creative, and productive career- oriented activities. The course is presented through comprehensive lesson plans which reflect effective educational methods. Subjects are presented by means of interactive lecture, demonstration, cooperative learning, labs, student Digital Marketing Professional or Information Technology activities, and student participation. Audio-visual aids, guest speakers, field trips, projects, activities, and other related learning methods are used in the course.

Maximum Timeframe- Pace of Completion

DSDT requires a student to progress through the program toward graduation within an established time frame. Based on DSDT's 67% attendance rate policy, the maximum time frame during which students are to complete any course is 150% of the published course length. DSDT students are monitored and advised monthly regarding their attendance and academic achievements. Maximum time frame is calculated during a student's training by dividing the number of clock hours earned by the number of clock hours attempted. If the result is 67% or greater, then the student is progressing at a pace to ensure completion within the maximum timeframe. If it becomes mathematically impossible for a student to complete the program within the maximum time frame, the student will be terminated from the program.

The maximum time frame allowed for students to complete each course is stated below:

Program	Maximum Time Allowed Weeks
Digital Marketing Professional Diploma (600 clock hours)	41
Business Information Technology Specialist (600 clock hours)	41
Mobile IOS Developer (320 clock hours)	22
Technology Professional 6 (240 clock hours)	17
Technology Professional 2 (80 clock hours)	6

*All attempted, repeated courses and withdrawals, (except incompletes) at DSDT are counted toward the 150% eligibility.
*All periods of attendance count toward maximum time frame.

Make-Up Time Policy
Students are expected to make-up missed days and exams. Students may utilize the various school schedules and classes to complete makeup time and exams. All attendance make-up time will be done during normal school hours but in the student's non-scheduled class time. We do not allow part-time students all students are considered full time for 22-hour pre week.

Excused Absence Policy
Absences are excused for up to 10% of scheduled course hours per payment period. A student's excused absences may not exceed 10% of scheduled course hours; absences greater than 10% of scheduled course hours are considered unexcused.
- It is expected that a student who is absent will make up hours at the next available make-up session. The dates and times for make-up sessions will be up to the instructor's discretion.
- Students can only make up hours previously missed and total attended hours cannot exceed total scheduled course hours.
- A grade of "F" will be posted if the student does not complete the required course hours.
- Students attending make-up hours must meet dress code and other DSDT policies.

Determination of Progress
Students are provided with cumulative progress reports on a monthly basis so they can track their progress. Students meeting the minimum qualitative 70% GPA requirement for academics and the quantitative 67% attendance (considered the pace) at the scheduled evaluation point are considered to be SATISFACTORY. Students that fail to meet the minimum requirements for making Satisfactory Academic Progress may have an interruption of their Title IV Funding (Financial Aid), unless the student is on Warning or has successfully appealed and was granted Probation.

Financial Aid Warning
Students failing to meet the minimum SAP requirements during an official evaluation period will be placed on Warning. The student will be advised in writing that they are in warning along with the actions that are required to attain SAP by the next evaluation period. If at the time of the next payment period, the student has still not met both the academic and attendance requirements, the student will be placed on probation. Students may not appeal an Academic Warning. A student failing to meet the SAP requirements at the end of the Academic Warning period will be sent a Probationary letter and the option to appeal the decision.

Probation

Students who fail to meet the minimum SAP after a warning period may be placed on Probation. The student will be advised via email of the actions required to achieve SAP by the next evaluation, this is called an academic plan. If at the end of the probation period, the student has NOT met both the attendance and academic requirements to achieve SAP or the guidelines indicated by the academic plan, he or she will be deemed ineligible to receive Title IV funds (Financial Aid).

Re-Establishing Eligibility

Students may re-establish satisfactory academic progress and Title IV funding (if applicable), by meeting the minimum requirements by the end of the Warning or Probationary period. Students who re-enroll who were considered as not making SAP at the time of their previous withdrawal, may re- establish FSA eligibility upon meeting the published standards at the end of their first payment period after re- enrollment.

Appeal Procedure

If a student is determined to be in probationary status, the student may appeal the determination within ten calendar days. Appeals submitted outside of this deadline will be accepted and considered but may be applied for a subsequent academic period. The Director of Student Services is responsible for making a recommendation on the appeal and electronically submitting the appeal to the Director of Administration and sending it to the school Director. Reasons for which students may appeal a negative progress determination include death of a relative, an injury or illness of the student, or any other allowable special or mitigating circumstance. The student must submit a written appeal to the Director of Student Services describing why they failed to meet SAP standards, along with supporting documentation of the reasons why the determination should be reversed. This information should include what has changed about the student's situation that will allow them to achieve SAP by the next evaluation point. Appeal documents will be reviewed, and a decision will be made and reported to the student within 10 business days. All determinations are final. All documentation pertaining to the appeal will be retained in the student's academic file. The appeal and decision documents will be retained in the student file. If the student prevails upon the appeal, the Satisfactory Academic Progress determination will be reversed and the eligibility for Title IV Funds (Financial Aid) eligibility will be re-instated.

Suspension and Termination Policy

Suspension or termination from DSDT may happen if the student participates in any of the following:

- Possession of illegal drugs or alcohol on school premises, grounds, or parking lot
- Theft from students, or of school property, or supplies
- Willful destruction of school property
- Insubordination
- Loud, boisterous behavior or foul language

Diplomas and Certifications of Completions

Upon satisfactory completion of the required course hours and course requirements, a diploma or Certification of Completion will be issued to the student. The institution may withhold official academic transcripts and diplomas/certificates if the student has not met all financial obligations.

Changing Degrees, Second Degrees, Repeating Coursework, Incompletes and Withdrawals

DSDT does not offer degree programs at this time
In the case where a student pursues a second-degree program, courses taken that do not contribute to the new degree program DO NOT count toward the 150 percent requirement. Any repeat coursework, or coursework for which a grade of incomplete or withdrawn is given counts toward both the quantitative and qualitative measures for calculating SAP. Any student pursuing an additional degree program is subject to both the 150 percent time frame and the 2.00 cumulative GPA requirements.

DSDT does not offer noncredit remedial courses. Therefore, noncredit remedial coursework is independent

work and does not contribute toward the 150 percent completion time frame nor is it counted toward the qualitative 2.00 GPA requirement.

Change of Incomplete Grade
A grade of incomplete (I) may be changed to a passing grade, within the program length from the date of receiving the grade, if the student satisfactorily completes all the requirements set forth by the course instructor. Otherwise, the incomplete grade of an I will
automatically be changed to an F.

A student is given 14 days from the end of the term to make arrangements with their instructor if they have an I grade because of excused absences. To change the I to an F the student must make up the missing coursework within 14 days. Once the 14-day mark has passed, F grade will become permanent, and the student must retake the course.

When a grade of I is changed to a pass or fail grade, SAP is re-calculated.

Repeated Courses
Financial Aid and Veteran Affairs funding will not pay for a repeated class if the student has already passed the class with a grade that will be counted towards his/her degree. In cases that the student receives a failing grade for their coursework, financial aid will only pay for ONE repeat of any course. All courses affect both the qualitative and quantitative SAP measures by applying the failed and repeated course toward maximum time frame. Students are required to verify attendance for terms in which they receive unsatisfactory grades.

Summer Terms
DSDT does not distinguish between summer, fall and winter terms. However, student financial aid is subject to the annual loan limits subsidized and/or unsubsidized. All periods of enrollment count toward Satisfactory Academic Progress.

Transfer Credits
None of DSDT's programs accept transfer credits from another institution or grant students advanced standing in the program based on experience.

Credits earned at DSDT may not transfer to another educational institution. Transfer credits and acceptance of transfer credits for advanced standing will be at the discretion of the other institution. DSDT provides transcripts to other institutions upon request by the student or institution requesting them. A record release form will need to be filled out during orientation and in the students respective file at the time of the request. The ability to transfer credits to another institution may be limited.

Leave of Absence (LOA)/Withdrawals
If enrollment is temporarily interrupted for an approved Leave of Absence, the student will return to school in the same satisfactory academic progress status determined prior to the leave of absence. Students must submit a LOA request form, located in the student handbook, to the student services department.
Hours elapsed during the LOA will extend the student's contract period and maximum time frame by the same number of days taken and will not be included in the attendance percentage calculation. Students who withdraw from their program prior to completion and wish to re-enroll, will return in the same satisfactory academic progress status as at the time of withdrawal.

Withdrawals and The Return of Title IV Funds
DSDT performs "Return to Title IV" calculations for all withdrawing students as per its R2T4 Policy. If a withdrawn student returns to school, DSDT will apply its SAP policy in continuation of such a student's SAP-status at the time of withdrawal. Title IV, HEA federal financial aid funds are awarded under the assumption that a student will remain in classroom attendance for the entire period for which the funds were awarded. When a student withdraws from their respective program of study, regardless of the reason, she/he may no longer be eligible for the full amount of funds originally awarded. The return of funds to the federal government is based on the premise that a student earns financial aid in proportion to the length of time during

which she/he remains enrolled. A pro-rated schedule determines the amount of federal student aid funds she/he will have earned at the time of full withdrawal. There is no such thing as fraction of clock hours, it is not acceptable to round clock hours for R2T4 purposes.

Federal regulations require a recalculation of financial aid eligibility if a student:

-Completely withdraws.
-Stops attending before the semester's end.
-Does not complete all modules in which the student is enrolled

DSDT students who receive federal financial aid and who do not remain in attendance through the end of the academic period may be responsible for repaying a portion of the financial aid originally received (Please see DSDT Refund Policy).

Students who do not begin attendance in classes are not eligible for federal financial aid and must repay all aid originally received.

_____   _____

Student Signature   **Date**
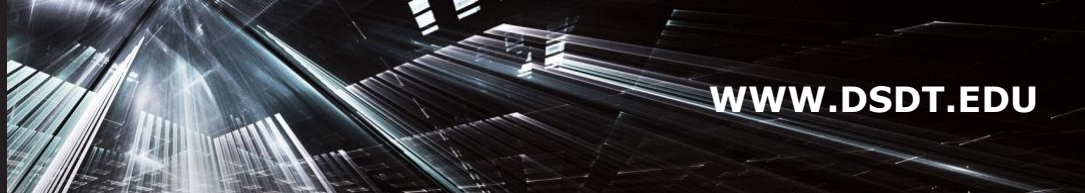
Program Calendar Dates 2022-2024

Technology Professional 2 - 2022 – 2024 Calendar

2022/23 Start and End Dates	2023/24 Start and End dates
Jan 10 - Feb 4 2022	Jan 9 - Feb 3 2023
Feb 7 - Mar 4 2022	Feb 6 - Mar 3 2023
Mar 7 - Apr 1 2022	Mar 6- Mar 31 2023
Apr 4 - Apr 29 2022	Apr 3- Apr 28 2023
May 2 - May 27 2022	May 1- May 26 2023
May 31 - Jun 24 2022	May 29- Jun 23 2023
Jun 27 - Jul 22 2022	Jun 26-Jul 21 2023
Jul 25 - Aug 19 2022	Jul 24-Aug 18 2023
Aug 22 - Sep 16 2022	Aug 21- Sep 15 2023
Sep 19 - Oct 14 2022	Sep 18-Oct 13 2023
Oct 17 - Nov 11 2022	Oct 16- Nov 10 2023
Nov 14 - Dec 9 2022	Nov 13- Dec 8 2023
Dec 12 - Jan 6 2023	Dec 11- Jan 5 2024

Technology Professional 6 – 2022 - 2024 Calendar

2022/23 Start and End Dates	2023/24 Start and End Dates
Jan 10 – Apr 1 2022	Jan 9 – Mar 31 2023
Feb 7 - Apr 29 2022	Feb 6 –Apr 28 2023
Mar 7 - May 27 2022	Mar 6- May 26 2023
Apr 4 - Jun 24 2022	Apr 3- Jun 23 2023
May 2 - Jul 22 2022	May 1- Jul 21 2023
May 31 - Aug 19 2022	May 29 - Aug 18 2023
Jun 27 - Sep 16 2022	Jun 26- Sep 15 2023
Jul 25 - Oct 14 2022	Jul 24 – Oct 13 2023
Aug 22 - Nov 11 2022	Aug 21- Nov 10 2023
Sep 19 - Dec 9 2022	Sep 18 -Dec 8 2023
Oct 17 - Jan 6 2023	Oct 16 - Jan 5 2024
Nov 14 - Feb 3 2023	Nov 13- Feb 2 2024
Dec 12 -Mar 3 2023	Dec 11- Mar 1 2024

Digital Marketing Professional - 2022 – 2024 Calendar

2022/23 Start and End Dates	2023/24 Start and End dates
Jan 10 - Jul 22 2022	Jan 9 - July 21 2023
Feb 7 - Aug 19 2022	Feb 6 - Aug 18 2023
Mar 7 - Sep 16 2022	Mar 6 –Sep 15 2023
Apr 4 - Oct 14 2022	Apr 3- Oct 13 2023
May 2 - Nov 11 2022	May 1-Nov 10 2023
May 31 - Dec 9 2022	May 29- Dec 8 2023
Jun 27 - Jan 6 2023	Jun 26- Jan 5 2024
Jul 25 - Feb 3 2023	Jul 24- Feb 2 2024
Aug 22 - Mar 3 2023	Aug 21- Mar 1 2024
Sep 19 - Mar 31 2023	Sep 18- Mar 29 2024
Oct 17 - Apr 28 2023	Oct 16- Apr 26 2024
Nov 14 - May 26 2023	Nov 13- May 24 2024
Dec 12 – Jun 23 2023	Dec 11- Jun 21 2024

Business Information Technology Specialist – 2022 – 2024 Calendar

2022/23 Start and End Dates	2023/24 Start and End Dates
Jan 10 - Jul 22 2022	Jan 9 - July 21 2023
Feb 7 - Aug 19 2022	Feb 6 - Aug 18 2023
Mar 7 - Sep 16 2022	Mar 6 –Sep 15 2023
Apr 4 - Oct 14 2022	Apr 3- Oct 13 2023
May 2 - Nov 11 2022	May 1-Nov 10 2023
May 31 - Dec 9 2022	May 29- Dec 8 2023
Jun 27 - Jan 6 2023	Jun 26- Jan 5 2024
Jul 25 - Feb 3 2023	Jul 24- Feb 2 2024
Aug 22 - Mar 3 2023	Aug 21- Mar 1 2024
Sep 19 - Mar 31 2023	Sep 18- Mar 29 2024
Oct 17 - Apr 28 2023	Oct 16- Apr 26 2024
Nov 14 - May 26 2023	Nov 13- May 24 2024
Dec 12 – Jun 23 2023	Dec 11- Jun 21 2024

Mobile IOS Developer – 2022 - 2024 Calendar

2022/23 Start and End Dates	2023/24 Start and End Dates
Jan 10 – Apr 29 2022	Jan 9- Apr 28 2023
Feb 7 – May 27 2022	Feb 6- May 26 2023
Mar 7- Jun 24 2022	Mar 6- Jun 23 2023
Apr 4- Jul 22 2022	Apr 3- Jul 21 2023
May 2- Aug 19 2022	May 1- Aug 18 2023
May 31- Sep 16 2022	May 29- Sep 15 2023
Jun 27- Oct 14 2022	Jun 26- Oct 13 2023
Jul 25- Nov 11 2022	Jul 24- Nov 10 2023
Aug 22- Dec 9 2022	Aug 21- Dec 8 2023
Sep 19- Jan 6 2023	Sep 18- Jan 5 2024
Oct 17- Feb 3 2023	Oct 16- Feb 2 2024
Nov 14- Mar 3 2023	Nov 13- Mar 1 2024
Dec 12- Mar 31 2023	Dec 11- Mar 29 2024

CAMPUS COURSE OFFERINGS

The course syllabus will be given at the start of each course.
Times: Day and Evening Classes (9-4:20 P.M. & 4:30-9:50 P.M.)

Business Information Technology Specialist Diploma Program
600 Clock Hours
7.5 Total Courses

Course Description:
This program has 7.5 courses and is an exploration of the technical skills essential to the modern workplace environment. Graduates of the Business Information Technology Specialist Diploma Program will enter the workforce with a broad scope of certifications to enrich graduate employability and income potential. Students begin the program by gaining a robust comprehension of entry level or Core IT skills. Learning will then progress into focused courses. The Business Information Technology Specialist Program will provide students with a roadmap to gainful employment by instruction in the following courses: CompTIA A+, CompTIA Network+, CompTIA Security+, CompTIA CySA+, CompTIA Server+, CompTIA Cloud+, CompTIA Pentest+ and Health & Safety and Job Readiness/ IT Fundamentals.

Job Titles:
IT Support, IT Help Desk, IT Analyst, Technical Support Specialist, Network Administrator, Network Engineer, Field Technician, Security Operations Center Analyst, Cybersecurity Compliance Officer, Cloud Engineer, Cloud Analyst, Project Manager Cloud, Data Center Management, Cloud Specialist, Web Administrator, Server Support Technician, Storage Administrator, Server Administrator, Threat Intelligence Analyst, Application Security Analyst, Threat Monitor, Security Engineer, Network Technician, Computer Programmer, Entry Level Programmer, Infrastructure Engineer, IT Infrastructure Technician, Tier 3 Support Specialist, and more.

Digital Marketing Professional Diploma Program
600 Clock Hours
7.5 total courses

Course Description:
This program has 7.5 courses and a fully stacked curriculum with the focus being Digital Marketing and a combination of courses that make up the full program and teach you the necessary skills in Copywriting, Graphic Design, Content Creation, Web Design, Social Media Advertising, and Health and Safety and Job Readiness.

Job Titles:
Digital Marketing Coordinator, Graphic Designer, Digital Media Specialist, Visualization Media Specialist, Digital Content Marketing Specialist, Media Coordinator, Social Media Content Designer, Account Strategist, Social Media Specialist, Social & Digital Media Assistant, Visual Themes Designer, Digital Marketing Strategist, Creative Director, Digital Brand Manager, Social Media Analytics Consultant, Digital Media Planner, Digital Campaign Specialist, Graphic Media Designer, Communications Coordinator, Creative Specialist, Video Specialist, Production Specialist, Brand & Communications Designer, Multimedia Specialist, and more.

Mobile IOS Developer Certificate Program
320 Clock Hours
4 Total Courses

Course Description:
This is a certificate of completion program which includes instruction in Four (4) Information Technology Courses: JAVA, JavaScript, React, and Swift.

Job Titles:
Software Analyst, Software Engineer, Quantitative Developer, Front End Developer, Software Developer, Software Development Manager, Software Engineer, Application Developer, Web Developer, Full Stack Developer, Associate Software Engineer, and more.

Technology Professional 6 Certificate Program
240 Clock Hours
3 Total Courses

Course Description:
This is a certificate of completion program which includes instruction in Three (3) Information Technology Courses: CompTIA Net+, CompTIA Sec+, and CompTIA CYSA+.

Job Titles:
Network Administrator, Systems Administrator, Help Desk Administrator, Programmer, Information Technology Manager, PC Technician, Cisco Network Administrator, Systems Engineer, Network Security Administrator, Cyber Security Analyst, Scripting Analyst, Application Developer, Web Developer, Certified Ethical Hacker, and more.

Technology Professional 2 Certificate Program
80 Clock Hours
1 Total Course

Course Description:
This is a certificate of completion program which includes instruction in One (1) Information Technology Course: CompTIA A+.

Job Titles:
Network Administrator, Systems Administrator, Help Desk Administrator, Information Technology Manager, PC Technician, Cisco Network Administrator, Network Security Administrator, Cyber Security Analyst, Scripting Analyst, Application Developer Web Developer, Certified Ethical Hacker and more.

TUITION AND FEES

Digital Marketing Professional Diploma Program
Tuition: $17,995.00
Cost Per Clock Hour: $29.99
Tuition fees, books, and individual materials: $4,700

Business Information Technology Specialist Diploma Program
Tuition: $17,995.00
Cost Per Clock Hour: $29.99
Tuition fees, books, and individual materials: $4,700

Mobile IOS Developer Certificate of Completion
Tuition: $16,500.00
Cost Per Clock Hour: $51.56
On-line PDF Books and individual materials included
Exam vouchers are not included in cost of tuition and may vary based upon course choice

Technology Professional 2 Certification of Completion
Tuition and Fees: $5,000.00
Cost Per Clock Hour: $62.50
On-line PDF Books and individual materials included
Exam vouchers are not included in cost of tuition and may vary based upon course choice

Technology Professional 6 Certification of Completion
Tuition and Fees: $15,000.00
Cost Per Clock Hour: $62.50
On-line PDF Books and individual materials included
Exam vouchers are not included in cost of tuition and may vary based upon course choice

Digital Marketing Professional Diploma Program
EXAMPLE PROGRAM SYLLABUS
Comprehensive Curriculum
Curriculum Includes Job-readiness/Soft Skills/Health & Safety
All lesson plans and syllabi are subject to change based upon Diploma and Certificate of Completion choices

SUMMARY
This program has 7.5 courses and a fully stacked curriculum with the focus being Digital Marketing and a combination of courses that make up the full program and teach you the necessary skills in Copywriting, Graphic Design, Content Creation, Web Design, Social Media Advertising, and Health and Safety and Job Readiness.

OBJECTIVES
To prepare students for post-program success by providing a rich learning environment utilizing research-based methods of instruction and providing access to relevant and current resources and materials. Students will participate in a challenging and worthwhile diploma program based on current industry/academic expectations. The Digital Marketing Professional Program will provide students with a roadmap to gainful employment by instruction in 7.5 courses.

COURSES
Copywriting, Graphic Design, Content Creation I, Content Creation II, Web Design, Social Media Advertising I, Social Media Advertising II, and Health and Safety and Job Readiness

REQUIRED MATERIAL
• Personal Computer with stable access to internet (highly recommended)
• 8-16GB USB Flash Drive or Portable USB or FireWire Hard Drive Dropbox account (Highly recommended)
• Notebook and/or sketch book

COURSE FORMAT
• Instructor Led Lecture
• Discussion/critique
• Interactive applications
• Virtual Lab time sessions

ASSIGNMENTS
Many of the course research requirements and assignments will be fulfilled during lab time, a one-hour session during in class meetings will be dedicated to projects and task assessments.

STUDENT ASSESMENT AND GRADING- *Please reference Academic Policies and Procedures full Policy*

AESTHETIC EVALUATION
Aesthetic Evaluation Relates to your composition, design, and aesthetic approach as well as the originality and degree of creativity demonstrated in the execution of your project.

CONCEPTUAL EVALUATION
Encompasses how well you understood the technical issue followed the parameters given and attention to the details necessary for achieving the best solution. Evaluation on troubleshooting skills for hardware and software.

TECHNICAL/ CRAFTMANSHIP
You will be evaluated on how well you apply your technical skills, follow through, your attention to finer details of your execution including how well the project is technically put together and the appropriateness of those choices.

LEARNING STRUCTURE
• 560 Clock Hours- Core Curriculum
• 40 Clock Hours- Health & Safety and Job Readiness

LEARNING OUTCOME
Each week will feature an interactive assignment and/or project that illustrates the section they have learned.

SOFTWARE
Facebook, Linkedin, Google, Wordpress, Instapage, Wix, Streamyard, Reason+, Photoshop, Microsoft, AWeber, Mailchimp, Buffer, Adobe, Canvas LMS and Campus Café

ATTENDANCE
Attendance on a daily basis is a mandatory requirement for all students. Any class session or activity missed, regardless of cause, reduces the opportunity for learning and may adversely affect a student's achievement. Students are responsible to instructors for class attendance and for any class work missed during an absence. Student is responsible to catch up on the missing material on his/her own by contacting fellow classmates or instructor.

Curriculum Breakdown

Month 1 – CopyWriting

Week 1

Module A: Introduction to Copywriting
Module B: Writer's Tools: Word vs Docs and Grammarly vs Editor
Module C: Understanding Sentence Punctuation
Software: Microsoft Word & Editor, Google Docs and Grammarly
Project: 400-word essay - Why?

Week 2
Module A: So, you want to be a Blogger?
Module B: How to create a Blog with WordPress
Module C: Blog Distribution Channels
Software: WordPress
Project: The Greatest Blog Post Ever

Week 3

Module A: The art of email
Module B: List Building
Module C: Email Scripting
Software: AWeber & Mailchimp
Project: Create an email marketing campaign

Week 4

Module A: Social Media: Communicating Online
Module B: Organic vs Paid Advertising
Module C: Community Moderation
Software: Buffer
Project: Create and schedule five post

Month 2 – Graphic Design

Week 5

Module A: Introduction to Graphic Design
Module B: Elements of Design
Module C: Raster vs. Vector Images
Software: Adobe Illustrator- Pen Tool, Shape Tool, Pathfinder
Project: Logo Recreation

Week 6

Module A: Principles of Design
Module B: Image Types- Formats, Sizing, Resolution, Color Space

Software: Photoshop- Layers, Masking, Brush Tools, Working with Images, Output
Project: Tell a Visual Story

Week 7

Module A: Typography
Software: Adobe InDesign- Layout, Type, Setting, Online and Offline Publishing
Project: Create Marketing Assets

Week 8

Module A: Bringing the Elements and Principles Together
Software: Adobe Illustrator, Photoshop, InDesign
Project: Create (3 Piece) Personal Graphic Design Portfolio

Month 3 – Content Creation I

Week 9

Module A: History of Motion Pictures
Module B: Terminology Used in Film Production
Module C: Camera Angles, Hots, and Movements
Project: Interactive Assignment

Week 10

Module A: Operating, Settings, and Camera Types
Module B: Using Lighting, Outdoor/Indoor, Light Types
Module C: Camera Shots, Angles, and Movement
Project: Interactive Assignment

Week 11

Module A: Compositing Techniques
Module B: Green Screen Vs. Blue Screen
Module C: Keyframes and Timing
Project: Interactive Assignment

Week 12

Module A: Video Editing, Importing, and Laying Out Video
Module B: Creating Transitions and Title Animation
Project 1: Portfolio Video
Project 2: Interactive Assignment

Month 4 – Content Creation II

Week 13

Module A: Introduction to Audio Production
Module B: Equipment
Module C: DAW Software
Software: Reason+
Project: The Art of Beat Making

Week 14

Module A: Arrangement
Module B: Studio Recording
Module C: Digital Mixing Boards
Software: Adobe Audition
Project: The Catchy Tune

Week 15

Module A: History of Jingles
Module B: Live Events
Module C: Podcasting Basics
Software: Adobe Audition
Project: The Podcast Outline

Week 16

Module A: Live Podcasting
Software: Streamyard
Project: The Great Podcast
Assessment: Session Evaluation

Month 5 – Web Design

Week 17

Module A: Getting started with Wordpress
Module B: Writing Post & Formatting Text
Module C: Publishing a Post
Software: Wordpress
Project: Becoming a Blogger

Week 18

Module A: Diving Deeper into WordPress
Module B: Pages vs Post
Module C: Installing Themes
Software: Wordpress
Project: Create a One Page Website

Week 19

Module A: Getting started with Wix
Module B: The Cans vs Cannots
Module C: Creating a Website
Software: Wix
Project: Create a One Page Website

Week 20

Module A: Websites vs Landing Pages
Module B: Getting started with Instapage
Software: Instapage
Project: Create Landing
Page Assessment: Session Evaluation

Month 6 – Social Media Advertising I

Week 21

Module A: Welcome to Google Ads
Module B: The Value of Advertising on Google Ads
Module C: Bidding
Software: Google Ads
Project: Competitor Research

Week 22

Module A: Intro to Search Engine Marketing
Module B: Keywords
Module C: Creating Campaigns
Software: Google Ads
Project: The Ad That Sales

Week 23

Module A: Display Advertising
Module B: Mobile Advertising
Module C: Video Advertising
Software: Google Ads
Project: The 15 Second Commercial

Week 24

Module A: Advertising within YouTube
Module B: Setting up a Video Campaign
Software: Google Ads
Project: Lead Generation
Assessment: Session Evaluation

Month 7 – Social Media Advertising II

Week 25

Module A: Understanding Facebook
Module B: Groups, Pages, Messenger & Facebook Live
Module C: Facebook Advertising
Software: Facebook Ads Library
Project: Ad Search and Analysis WWW.DSDT.EDU

Week 26

Module A: Creating Your First Facebook Ad
Module B: Targeting & Retargeting
Module C: Facebook Blueprint Certification
Software: Facebook Ads Manager
Project: The Company Ad Campaign

Week 27

Module A: Understanding Instagram
Module B: Promoting Products and Services
Module C: Increasing engagement & attracting customers
Software: SocialBlade, AutoHash, Unfold and Creative Cloud Express
Project: Have Tribe, Will Follow

Week 28

Module A: LinkedIn Advertising
Module B: LinkedIn Sales Navigator
Software: LinkedIn Campaign Manager & Sales Navigator
Project: We Need More Business!
Assessment: Session Evaluation

Health and Safety and Job Readiness

Week 29
Module A: Interests, Aptitudes, Values, Career Transitioning
Module B: Microsoft Office Suite Training
Module C: Goal Setting/Business Correspondence skills
Module D: Code of Conduct/ Ethics workshop/ practical exercise

Week 30
Module A: Job Lead Resource / Research/Resume Writing, Design, Produce
Module B: Interviewing Skills, Etiquette (Grooming, Social, Appearance), etiquette/ professional dress attire
Module C: Health & Safety Introduction, Statistics, Alcohol and Drugs in the Workplace
Module D: IT Safety Practices Continued, Hands on with ESD Matts/Straps/PPE Equipment Hands-on, Electrical Safety, Fire Safety, Platform Safety

Business Information Technology Specialist Diploma Program
EXAMPLE PROGRAM SYLLABUS
Comprehensive Curriculum
Curriculum Includes Job-readiness/Soft Skills/Health & Safety
All lesson plans and syllabi are subject to change based Certificate of Completion choices

SUMMARY
This program has 7.5 courses and is an exploration of the technical skills essential to the modern workplace environment. Graduates of the Business Information Technology Specialist Diploma Program will enter the workforce with a broad scope of certifications to enrich graduate employability and income potential. Students begin the program by gaining a robust comprehension of entry level or Core IT skills. Learning will then progress into focused courses. The Business Information Technology Specialist Program will provide students with a roadmap to gainful employment by instruction in the following courses: CompTIA A+, CompTIA Network+, CompTIA Security+, CompTIA CySA+, CompTIA Server+, CompTIA Cloud+, CompTIA Pentest+ and Health & Safety and Job Readiness/ IT Fundamentals.

OBJECTIVE
To prepare students for post-program success by providing a rich learning environment utilizing research-based methods of instruction and providing access to relevant and current resources and materials. Students will participate in a challenging and worthwhile program based on current industry/academic expectations. The Business Information Technology Specialist Program will provide students with a roadmap to gainful employment by instruction in 7.5 courses.

COURSES

- CompTIA A+
- CompTIA Network+
- CompTIA Security+
- CompTIA CySA+
- CompTIA Server+
- CompTIA Cloud+
- CompTIA Pentest+
- IT Fundamentals/ Health and Safety with Job Skill Readiness

REQUIRED MATERIAL
- Personal Computer with stable access to internet (highly recommended)
- Notebook and/or sketch book

COURSE FORMAT
- Instructor-Led Lecture
- Discussion/critique
- Interactive applications
- Virtual Lab time sessions

ASSIGNMENTS
Many of the course research requirements and assignments will be fulfilled during lab time, a one-hour session during in-class meetings will be dedicated to projects and task assessments.

STUDENT ASSESMENT AND GRADING- *Please reference Academic Policies and Procedures full Policy*

DAILY EVALUATIONS
Students will receive a daily assignment or quiz through the Canvas LMS or external resource to verify comprehension of daily lessons

WEEKLY CHECK ON LEARNING
A weekly test designed to verify learning and assist students in gaining confidence in knowledge.

LABs
Students will participate in various lab activities to help develop hands on understanding of curriculum. These will include resources or server based virtual machine components.

LEARNING STRUCTURE
• 560 Clock Hours- Core Curriculum
• 40 Clock Hours- Health & Safety and Job Readiness/ IT Fundamentals

LEARNING OUTCOME
• Each week will feature an interactive check on learning with a level specific handout.
• Upon completion of each course students are expected to complete the associated certification exam. Those who require additional training, do not earn a passing score on the certification examination during the core program courses will be provided with additional training during the Core and Infrastructure course. Students will then be given additional opportunities to complete their certification examinations.

SOFTWARE
CompTIA, Practice-Labs, Canvas LMS, Microsoft Azure, Campus Cafe

ATTENDANCE
Attendance daily is a mandatory requirement for all students. Any class session or activity missed, regardless of cause, reduces the opportunity for learning and may adversely affect a student's achievement. Students are responsible for class attendance and for any class work missed during an absence. Student is responsible to catch up on the missing material on his own by contacting fellow classmates or instructor.

Curriculum Breakdown

Month 1 – CompTIA A+

Week 1

Module A: Troubleshooting Method
Module B: Motherboards & CPU's
Module C: Computer Power supplies & Memory
Module D: Physical Storage & Weekly Check on Learning

Week 2

Module A: Input/Output devices & Displays
Module B: Introduction to Networking
Module C: Network Protocols
Module D: Weekly Check on Learning

Week 3

Module A: Wireless Networking
Module B: Virtualization and Cloud Computing
Module C: Windows Networking
Module D: Mobile Devices & Weekly Check on Learning

Week 4

Module A: Security Principles & Security Technologies
Module B: Securing Devices & SOHO Networks
Module C: Printing Devices & Operational Procedures
Module D: Certification Exam

Month 2 – CompTIA Network+

Week 5

Module A: OSI & TCP/IP Model, Network Traffic,
Ethernet Standards
Module B: Switched Networks, Intro to IP
Addressing
Module C: IP Addressing continued, Subnetting, IP
Addressing Workbook.
Module D: IP Addressing Workbook,
Weekly Check on Learning

Week 6

Module A: Private vs Public IP Addressing, IPv6 Addressing,
DHCP Services, Routed Networks
Module B: Ports & Protocols, Address Resolution.
Module C: Monitoring and Troubleshooting Networks
Module D: Troubleshooting Methodology, Weekly Check on
Learning

Week 7

Module A: Security, CIA Triad
Module B: Cabling Solutions, Network Media
Module C: WAN Services
Module D: WAN, PAN, LAN technologies, Weekly
Check on Learning

Week 8

Module A: Remote Access Methods, Site Policies, VPN's
Module B: Physical Security
Module C: Network Certification Review
Module D: Certification Exam

Month 3 – CompTIA Security+

Week 9

Module A: Security Fundamentals.
Module B: Understanding Risks, Risk Types
Module C: Attack Vectors
Module D: Cryptography Concepts, Weekly Check on
Learning

Week 10

Module A: Network Fundamentals
Module B: Securing Ports & Protocols
Module C: Network Security Ports & Applications
Module D: Securing Hosts & Data, Weekly Check on
Learning

Week 11

Module A: Mobile Device/IOT Security
Module B: Authentication Methods
Module C: Access Control Standards
Module D: Account Security, Weekly Check on Learning

Week 12

Module A: Organizational Security Policies, User Training,
Physical Safety
Module B: Disaster Planning & Recovery, Fault Tolerance,
Incident Response
Module C: Certification Exam review and Prep
Module D: Certification Exam

Month 4 – CompTIA CYSA+

Week 13

Module A: Explaining the Importance of Security Controls and Security Intelligence
Module B: Utilizing Threat Data and Intelligence
Module C: Classify Threats and Actor Types
Module D: Analyzing Security Monitoring Data, Weekly Check on Learning

Week 14

Module A: Collecting and querying Security Monitoring Data
Module B: Utilizing Digital Forensics and Indicator Analysis Techniques
Module C: Analyze: Network IoC's, Host-Related IoC's Pivot IoC's
Module D: Applying Incident Response Procedures, Weekly Check on Learning

Week 15

Module A: Applying Risk Mitigation and Security Frameworks
Module B: Frameworks, Policies and Procedures
Module C: Performing Vulnerability Management
Module D: Infrastructure Vulnerability Scanners, Weekly Check on Learning

Week 16

Module A: Applying Security Solutions for Software Assurance
Module B: Applying Security Solutions for Cloud and Automation
Module C: Certification Exam Review and Prep
Module D: **Certification Exam**

Month 5 – CompTIA Server+

Week 17

Module A: Managing Server Hardware
Module B: Asset Management
Module C: Installing a Server.
Module D: Installing and Troubleshooting Install of Server, Weekly Check on Learning

Week 18

Module A: Configuring Networking
Module A: Implement IP Addressing and Network Infrastructure Services
Module A: Creating a Virtual Environment
Module A: Performing Basic Server Configuration, Weekly Check on Learning

Week 19

Module A: Administering the Server
Module B: Implementing Storage Solutions
Module C: Securing the Server
Module D: Configuring Firewall Integration, Weekly Check on Learning

Week 20

Module A: Planning and Testing Disaster Recovery
Module B: Troubleshooting Server Issues
Module C: Certification Review and Prep
Module D: Certification Exam

Month 6 – CompTIA Cloud+

Week 21

Module A: Cloud Computing Fundamentals. Intro to Architecture
Module B: AWS: Simple Relational Databases, Virtual Cloud Tools
Module C: Manipulating Amazon AWS instances, Transfer Applications
Module D: Elastic Bloc Storage, Weekly Check on Learning

Week 22

Module A: Identity Management
Module B: Virtual Private Cloud (VPS) Directory Services
Module C: Java, DK, S3, API, Relational Databases
Module D: Messaging in the Cloud, Queuing Services, Weekly Check on Learning

Week 23

Module A: Restful Web Services & Connections
Module B: Elastic Load Balancing & Auto Scaling
Module C: Automation in the Cloud
Module D: Resource Manipulations, Weekly Check on Learning

Week 24

Module A: Microsoft Azure Services, .NET Environment
Module B: MapReduce Platform, Hadoop, HDFS
Module C: HIVE Session, Certification Exam Prep
Module D: Certification Exam

Month 7 – CompTIA Pentest+

Week 25

Module A: Scoping Organizational/Customer Requirements
Module B: Defining the Rules of Engagement
Module C: Footprinting and Gathering Intelligence,
Evaluating Human and Physical Vulnerabilities
Module D: Preparing the Vulnerability Scan

Week 26

Module A: Scanning and Analyzing Logical Vulnerabilities
Module B: Avoiding Detecting and Covering Tracks
Module C: Exploiting the LAN and Cloud
Module D: Testing Wireless Networks

Week 27

Module A: Targeting Mobile Devices
Module B: Attacking Specialized Systems and Web
Application-Based Attacks
Module C: Performing System Hacking
Module D: Scripting and Software Development

Week 28

Module A: Leveraging the Attack: Pivot & Penetrate
Module B: Communicating During the PenTesting Process
and Summarizing Report Components
Module C: Recommending Remediation and Performing
Post-Report Delivery Activities
Module D: Certification Exam Prep
Module E: Certification Exam

Health & Safety and Job Readiness/IT Fundamentals

Week 29
Module A: Interests, Aptitudes, Values, Career
Transitioning
Module B: Microsoft Office Suite Training
Module C: Goal Setting/Business Correspondence skills
Module D: Code of Conduct/ Ethics workshop/ practical
exercise

Week 30
Module A: Job Lead Resource / Research/Resume
Writing, Design, Produce
Module B: Interviewing Skills, Etiquette (Grooming,
Social, Appearance), etiquette/ professional dress attire
Module C: Health & Safety Introduction, Statistics,
Alcohol and Drugs in the Workplace
Module D: IT Safety Practices Continued, Hands on with
ESD Matts/Straps/PPE Equipment Hands-on, Electrical
Safety, Fire Safety, Platform Safety

MOBILE IOS DEVELOPER CERTIFICATE OF COMPLETION
COURSE EXAMPLE SYLLABUS
Comprehensive Curriculum
Curriculum Includes Job-readiness/Soft Skills/Health & Safety
All lesson plans and syllabi are subject to change based upon Diploma and Certificate of Completion choices

SUMMARY
This is a certificate of completion program which includes instruction in Four (4) Information Technology Courses: JAVA, JavaScript, React and Swift.

The Java course is an introduction to software engineering, using the Java™ programming language. It covers concepts useful to students and will teach the fundamentals of Java. The focus is on developing high quality, working software that solves real problems. The course is designed for students with some programming experience, but if you have none and are motivated you will do fine. This course will combine lecture and practical applications and modalities of training.

The JavaScript gets you started with an introduction to JavaScript. We assume that you're new to the language, so it gets you started with basic functionality such as creating functions, creating variables, and calling these lines of code from your standard HTML pages. We talk about events and triggers for custom event handling. We also discuss pattern matching, searching for text within a page, flow control and the document object model (DOM).
We start off with the basics and move on to more complex functionality such as arrays and objects. We then discuss how to script common elements with JavaScript such as forms and tables. At the very end, we discuss major libraries such as Ajax, which allows you to make asynchronous calls to server-side scripts without reloading the web page on the server. Whether you're just getting started in web design or want to learn how to code JavaScript, this course is for you.

The React Course allows you to learn all the aspects of React and React Native. The class will start with basics such as learning how to compose components which are the foundations of React. During this course, students will build two fully working apps: a desktop application using React, and an iOS and Android app using React Native.

The Swift course is developed to help student gain knowledge in modern programming language designed by apple. This class will begin with fundamental programming concepts and then advance into more robust Swift topics. Students will learn how to build and design apps for iOS.

OBJECTIVE
To prepare students for post-program success by providing a rich learning environment utilizing research-based methods of instruction and providing access to relevant and current resources and materials. Students will participate in a challenging and worthwhile certificate program based on current industry/academic expectations. The Mobile IOS Developer Program will provide students with a roadmap to gainful employment by instruction in 4 courses.

COURSES
JAVA, JavaScript, React, and Swift

REQUIRED MATERIAL
• Personal Computer with stable access to internet (highly recommended)
• Notebook and/or sketch book

COURSE FORMAT
• Instructor-Led Lecture
• Discussion/critique
• Interactive applications
• Virtual Lab time sessions

ASSIGNMENTS
Many of the course research requirements and assignments will be fulfilled during lab time, a one-hour session during in-class meetings will be dedicated to projects and task assessments.

STUDENT ASSESMENT AND GRADING- *Please reference Academic Policies and Procedures full Policy*

DAILY EVALUATIONS
Students will receive a daily assignment or quiz through the Canvas LMS or external resource to verify comprehension of daily lessons

WEEKLY CHECK ON LEARNING
A weekly test designed to verify learning and assist students in gaining confidence in knowledge.

LABs
Students will participate in various lab activities to help develop hands on understanding of curriculum. These will include resources or server based virtual machine components.

LEARNING STRUCTURE
• 320 Clock Hours- Core Curriculum

LEARNING OUTCOME
Each week will feature an interactive assignment and/or project that illustrates the section they have learned.

SOFTWARE
Practice-Labs, Canvas LMS, Microsoft Azure, Campus Café, Java, JavaScript, React, Swift, QuestionBot, Xcode,

ATTENDANCE
Attendance daily is a mandatory requirement for all students. Any class session or activity missed, regardless of cause, reduces the opportunity for learning and may adversely affect a student's achievement. Students are responsible for class attendance and for any class work missed during an absence. Student is responsible to catch up on the missing material on his own by contacting fellow classmates or instructor.

Curriculum Breakdown

Month 1 – Java

Week 1

Module A: Fundamentals of Java- what should I know
Module B: Java Class Design- Interfaces
Module C: Java Class Design- Abstract Classes
Module D: Exceptions and Assertions
Module E: Generics
Module F: Collections - Part 1
Module G: Collections - Part 2
Module H: Sorting and Searching

Week 2

Module A: String Processing
Module B: Use Regular Expressions
Module C: Recursions
Module D: Basics of Input and Output
Module E: Input and Output Fundamentals
Module F: Deploying an application

Week 3

Module A: JDBC Introduction
Module B: JDBC Basics
Module C: Introduction to JVM Architecture
Module D: Java memory structure

Week 4

Module A: JDK Tools
Module B: Class File
Module C: Java Bytecode
Module D: Class Loader

Month 2 – JavaScript

Week 5

Module A: JavaScript introduction
Module B: JavaScript language syntax
Module C: How to use the program level
Module D: Understanding the arrays (operators, Variable declaration, Control Statements, error handling, Function Declaration)

Week 6

Module A: Built in Functions in JavaScript
Module B: How to use the functions
Module C: Standard date and time functions
Module D: HTML document object model
Module E: Working with HTML form and its elements

Week 7

Module A: HTML document object model
Module B: Working with HTML form and its elements
Module C: Other document object model

Week 8

Module A: Working with cookies
Module B: Working with Objects
Module C: Call method in JavaScript
Module D: Inheritance in JavaScript using prototype

Month 3- React

Week 9

Module A: Identify why React was built, use compositions and build complex functions from simple ones, leverage declarative code to express logic without control flow, recognize that React is just JavaScript
Module B: Rendering UI with React, focused Class components with compositions, JSX to describe U)
Module C: Manage state in applications, use props for data passing, and components, key words, access component data and properties, update state with set State, use prop Types to type check and debug components, use controlled components to manage input form elements
Module D: Conceptualize the lifecycle of a component, use Reacts component Did Mount lifecycle hook for HTTP requests
Module E: Use React Router to add different applications, use state to dynamically render a different page, use React Routers link and route component

Week 10

Module A: Recognize how state predictability improves applications, create a store to manage an applications state, leverage store API, get State, dispatch, and subscribe, create actions and action creators that describe state changes, create reducers that return state, use reducer composition to handle independent parts of state
Module B: Combine Redux with user interface, build intuition for when to use Redux
Module C: Identify the benefits of implementing middleware in applications, identify the role of middleware within the Redux cycle, apply middleware to a Redux application, build your own Redux middleware

Week 11

Module A: Combine Redux with the popular React library
Module B: Identify when to use component state vs. Redux state
Module C: Learn the pitfall of asynchronous requests in Redux, Leverage Thunk middleware to support asynchronous requests, fetch data from a remote APi

Week 12

Module A: Install the react-redux bindings, leverage react-redux bindings to extend app functionality, use the provider to pass a store to component trees, use connect to access store context set by the provider
Module B: Build a complex, real-world application with Tyler, add Redux to an application scaffolded with Create React App, normalize state shape to keep application logic simple with scale
Final Project 2: Meme Generator

Month 4 – Swift

Week 13
Module A: Playground Basics
Module B: Naming and Identifiers
Module C: Strings and String Interpolation

Module D: Tradition of programming, learning how to customize Xcode environment and debugging
Project: Create an App using Xcode

Week 14

Module A: Functions
Module B: BoogieBot
Module C: Constants and Variables
Module D: Standard and Custom Types
Module E: Parameters and Results

Week 15

Module A: Making Decisions Using Conditional Statements in Code
Module B: Instances, Methods and Properties
Module C: QuestionBot
Module D: Arrays and Loops
Module E: Defining Structures
Module F: QuestionBot2
Module G: Actions and Outlets

Week 16

Module A: Adaptive User Interfaces
Module B: Enumerations and Switch
Module C: App Design
Final Project 1: Rock/Paper/Scissors Game

TECHNOLOGY PROFESSIONAL 2 CERTIFICATE OF COMPLETION
COURSE EXAMPLE SYLLABUS
Comprehensive Curriculum
Curriculum Includes Job-readiness/Soft Skills/Health & Safety
All lesson plans and syllabi are subject to change based upon Diploma and Certificate of Completion choices

SUMMARY
This is a certificate of completion program which includes instruction in One (1) Information Technology Course:
CompTIA A+.

CompTIA A+ 220-1101 covers PC hardware and peripherals, mobile device hardware, networking and troubleshooting hardware and network connectivity issues.

CompTIA A+ 220-1102 covers installing and configuring operating systems including Windows, iOS, Android, Apple OS X and Linux. It also addresses security, the fundamentals of cloud computing and operational procedures.

OBJECTIVE
To prepare students for post-program success by providing a rich learning environment utilizing research-based methods of instruction and providing access to relevant and current resources and materials. Students will participate in a challenging and worthwhile certificate program based on current industry/academic expectations. The Technology Professional 2 Program will provide students with a roadmap to gainful employment by instruction in 1 course.

COURSES
CompTIA A+

REQUIRED MATERIAL
• Personal Computer with stable access to internet (highly recommended)
• Notebook and/or sketch book

COURSE FORMAT
• Instructor-Led Lecture
• Discussion/critique
• Interactive applications
• Virtual Lab time sessions

ASSIGNMENTS
Many of the course research requirements and assignments will be fulfilled during lab time, a one-hour session during in-class meetings will be dedicated to projects and task assessments.

STUDENT ASSESMENT AND GRADING- *Please reference Academic Policies and Procedures full Policy*

DAILY EVALUATIONS
Students will receive a daily assignment or quiz through the Canvas LMS or external resource to verify comprehension of daily lessons

WEEKLY CHECK ON LEARNING
A weekly test designed to verify learning and assist students in gaining confidence in knowledge.

LABs
Students will participate in various lab activities to help develop hands on understanding of curriculum. These will include resources or server based virtual machine components.

LEARNING STRUCTURE
• 80 Clock Hours- Core Curriculum

LEARNING OUTCOME
• Each week will feature an interactive check on learning with a level specific handout.
• Upon completion of each course students are expected to complete the associated certification exam. Those who require additional training, do not earn a passing score on the certification examination during the core program courses will be provided with additional training during the Core and Infrastructure course. Students will then be given additional opportunities to complete their certification examinations.

SOFTWARE
CompTIA, Practice-Labs, Canvas LMS, Microsoft Azure, Campus Cafe

ATTENDANCE
Attendance daily is a mandatory requirement for all students. Any class session or activity missed, regardless of cause, reduces the opportunity for learning and may adversely affect a student's achievement. Students are responsible for class attendance and for any class work missed during an absence. Student is responsible to catch up on the missing material on his own by contacting fellow classmates or instructor.

Curriculum Breakdown

Month 1 – CompTIA A+

Week 1

Chapter 1: Troubleshooting
Module A: Troubleshooting Concepts
Module B: Identifying Problems
Module C: Making Repairs

Chapter 2: Motherboards & CPUs

Module A: Identifying Motherboard Components, purpose and properties
Module B: Circuitry and Connectors
Module C: Central Processing Unit (CPU) types and cooling methods

Chapter 3: Computer Power Supplies

Module A: Identify Power Supply Connector Types and Voltages
Module B: Select and Replace a Power Supply
Module C: Troubleshoot Power Issues

Chapter 4: Memory

Module A: The Function of Read-Only Memory (ROM) and How to Use and Manage the System BIOS/UEFI
Module B: Compare and Contrast Various Random-Access Memory (RAM) Types and Their Features and Install and Troubleshoot RAM
Module C: Identify Various Expansion Interfaces
Module D: Install and Configure Expansion Cards
Module E: Identify Various Cables and Connectors

Chapter 5: Computer Expansion

Module A: Additional Computer Functionality Expansion Interfaces

Chapter 6: Physical Storage

Module A: Identify Hard Drive Types and Install a Hard Drive in a PC and Laptop
Module B: Implement Hardware RAID
Module C: Identify Optical Drive and Disc Types and Install an Optical Drive in a PC and Laptop
Module D: Identify and Use Other Storage Methods

Week 2

Chapter 7: Input-Output Devices

Module A: Input/Output Devices
Module B: Install and Configure Various Input Devices, Including a Keyboard and Pointing Device
Module C: Identify Various Types of Output Devices, and Connect, Configure, and Troubleshoot Speakers
Module D: Identify Various Types of Dual Input-Output Devices and Troubleshoot

Chapter 8: Display Devices

Module A: Identify the Various Types of Display Devices
Module B: Install and Configure Display Devices
Module C: Troubleshoot Display Issues

Chapter 9: Operating Systems

Module A: Compare and Contrast the Features and Requirements of Various Microsoft Operating Systems
Module B: Learn How to Install a Windows Operating System
Module C: Identify Common Features and Functionality of the Mac OS and Linux OS

Chapter 10: Windows Management

Module A: Use Control Panel Utilities
Module B: Apply Appropriate Microsoft Command-Line Tools
Module C: Troubleshoot PC Operating System Problems

Chapter 11: Network Basics

Module A: How networks are categorized.
Module B: About common network devices.
Module C: About Common Internet Connection Methods
Module D: Share and Secure Resources
Module E: Establish Network Connections

Chapter 12: Network Cables and Connectors

Module A: About Twisted-Pair Cables and Connectors
Module B: About Coaxial Cables and Connectors
Module C: About Fiber-Optic Cables and Connectors

Week 3

Chapter 13: Network Protocols

Module A: About IP Settings
Module B: About Transport Protocols
Module C: About Application Protocols

Chapter 14: Wireless Networking

Module A: About Wireless Networks
Module B: About Wi-Fi Standards

Chapter 15: Windows Networking

Module A: Share and Secure Resources
Module B: Establish Network Connections

Week 4

Chapter 16: Virtualization and Cloud Computing

Module A: About Virtualization Technologies
Module B: About Cloud Computing Services

Chapter 17: Mobile Device

Module A: How to Connect Your Mobile Device to Various Network and Internet Services.
Module B: How to Trouble Shoot Issues with Your Mobile Device

Chapter 18: Security Basics

Module A: Identify Common Security Threats and Vulnerabilities

Module B: Compare and Contrast Common Prevention Methods Along with Basic Windows OS Security Settings

Chapter 19: Securing Devices and Data

Module A: Troubleshoot Network Connection Issues

Chapter 20: SOHO Network Configuration

Module A: About Common SOHO Network Router
Module B: How to Secure a SOHO Network

Chapter 21: Printers and Multifunction Print Devices

Module A: Compare and Contrast the Various Printer Technologies and Their Imaging Processes
Module B: Install and Troubleshoot Printer Issues
Module C: Select Appropriate Components for a Custom PC Configuration

Chapter 22: Custom Computers

Module A: How to Secure Workstations and Data
Module B: How to Secure Mobile Devices
Module C: How to Troubleshoot Security Issues

Chapter 23: Operational Procedures

Module A: Apply Appropriate Controls to Mitigate Potential Environmental Impacts
Module B: Implement Appropriate Safety Procedures
Module C: Address Prohibited Content and Activities
Module D: Demonstrate Proper Communication Techniques and Professionalism

TECHNOLOGY PROFESSIONAL 6 CERTIFICATE OF COMPLETION
Course Example Syllabus
Comprehensive Curriculum
Curriculum Includes Job-readiness/Soft Skills/Health & Safety
All lesson plans and syllabi are subject to change based upon Diploma and Certificate of Completion choices

SUMMARY
This is a certificate of completion program which includes instruction in Three (3) Information Technology Courses: CompTIA Net+, CompTIA Sec+, and CompTIA CYSA+.

The CompTIA Network+ N10-008 Course is designed to teach you the fundamental principles of installing, configuring, and troubleshooting network technologies and help you to progress a career in network administration.

The CompTIA Security+ SY0-601 Course is designed to teach you the fundamental principles to install and configure systems to secure applications, networks, and devices; perform threat analysis and respond with appropriate mitigation techniques; participate in risk mitigation activities; and operate with an awareness of applicable policies, laws, and regulations. The successful candidate will perform these tasks to support the principles of confidentiality, integrity, and availability.

The CompTIA Cybersecurity Analyst+ (CySA+) CS0-002 course is designed to teach you the basic knowledge needed to analyze, monitor and protect cybersecurity resources in a vendor-neutral format. This includes vulnerability management, network reconnaissance and monitoring, secure policies and procedures, host & network security, identity management systems, and incident response.

OBJECTIVE
To prepare students for post-program success by providing a rich learning environment utilizing research-based methods of instruction and providing access to relevant and current resources and materials. Students will participate in a challenging and worthwhile certificate program based on current industry/academic expectations. The Technology Professional 6 Program will provide students with a roadmap to gainful employment by instruction in 3 courses.

COURSES
CompTIA Net+, CompTIA Sec+, and CompTIA CYSA+

REQUIRED MATERIAL
• Personal Computer with stable access to internet (highly recommended)
• Notebook and/or sketch book

COURSE FORMAT
• Instructor-Led Lecture
• Discussion/critique
• Interactive applications
• Virtual Lab time sessions

ASSIGNMENTS
Many of the course research requirements and assignments will be fulfilled during lab time, a one-hour session during in-class meetings will be dedicated to projects and task assessments.

STUDENT ASSESMENT AND GRADING- *Please reference Academic Policies and Procedures full Policy*

DAILY EVALUATIONS
Students will receive a daily assignment or quiz through the Canvas LMS or external resource to verify comprehension of daily lessons

WEEKLY CHECK ON LEARNING
A weekly test designed to verify learning and assist students in gaining confidence in knowledge.

LABs
Students will participate in various lab activities to help develop hands on understanding of curriculum. These will include resources or server based virtual machine components.

LEARNING STRUCTURE
• 240 Clock Hours- Core Curriculum

LEARNING OUTCOME
• Each week will feature an interactive check on learning with a level specific handout.
• Upon completion of each course students are expected to complete the associated certification exam. Those who require additional training, do not earn a passing score on the certification examination during the core program courses will be provided with additional training during the Core and Infrastructure course. Students will then be given additional opportunities to complete their certification examinations.

SOFTWARE
CompTIA, Practice-Labs, Canvas LMS, Microsoft Azure, Campus Cafe

ATTENDANCE
Attendance daily is a mandatory requirement for all students. Any class session or activity missed, regardless of cause, reduces the opportunity for learning and may adversely affect a student's achievement. Students are responsible for class attendance and for any class work missed during an absence. Student is responsible to catch up on the missing material on his own by contacting fellow classmates or instructor.

Curriculum Breakdown

Month 1 – CompTIA Network+

Week 1

Chapter 1: Introduction and Network+ Fundamentals
Module A: Networking concepts
Module B: Classifying networks
Module C: Network models
Module D: The troubleshooting process

Chapter 2: Physical networks
Module A: Connection technologies
Module B: Network devices
Module C: Copper media
Module D: Optical media
Module E: Ethernet standards

Chapter 3: TCP/IP networks
Module A: IP addressing
Module B: Core protocols
Module C: Network ports and applications

Week 2

Chapter 4: Internetworking
Module A: Switching
Module B: Routing

Chapter 5: Wireless LANs
Module A: Wireless networks
Module B: IEEE 802.11 LANs

Chapter 6: Understanding attacks
Module A: Understanding attackers
Module B: Social engineering
Module C: Malware
Module D: Network attacks
Module E: Application attack

Chapter 7: Wide area networks
Module A: Internet connections
Module B: WAN infrastructure

Week 3

Chapter 8: Cybersecurity principles
Module A: Goals and threats
Module B: Digital Security
Module C: Transport encryption

Chapter 9: Defending networks
Module A: Network security components
Module B: Network authentication systems
Module C: Hardening networks

Week 4

Chapter 10: Evolving network technologies
Module A: Network convergence
Module B: Virtual and cloud systems

Chapter 11: Network operations
Module A: Monitoring and optimization
Module B: Fault tolerance and disaster recovery
Module C: Incident response

Month 2 – CompTIA Security+

Week 5

Chapter 12: Network Basics
Module A: Network policy design
Module B: Network installation
Module C: Maintenance and upgrades

Chapter 13: Security fundamentals
Module A: Security concepts
Module B: Risk management
Module C: Vulnerability assessment

Week 6

Chapter 14: Cryptography
Module A: Cryptography concepts
Module B: Public key infrastructure

Chapter 15: Network fundamentals
Module A: Network components
Module B: Network addressing
Module C: Network ports and applications

Chapter 16: Securing networks
Module A: Network security components
Module B: Transport encryption
Module C: Hardening networks
Module D: Monitoring and detection

Week 7

Chapter 17: Securing hosts and data
Module A: Securing data
Module B: Securing hosts
Module C: Mobile device security

Chapter 18: Securing network services
Module A: Securing applications
Module B: Virtual and cloud systems

Chapter 19: Authentication
Module A: Authentication factors
Module B: Authentication protocols

Week 8

Chapter 20: Access control
Module A: Access control principles
Module B: Account management

Chapter 21: Organizational security
Module A: Security policies
Module B: User training
Module C: Physical security and safety

Chapter 22: Disaster planning and recovery
Module A: Business continuity
Module B: Fault tolerance and recovery
Module C: Incident response

Month 3 – CompTIA CYSA+

Week 9

Chapter 23: Cybersecurity fundamentals
Module A: Security concepts
Module B: Risk management
Module C: Threats & Vulnerabilities

Chapter 24: Recognizing Vulnerabilities
Module A: COMM Vulnerabilities
Module B: Network Vulnerabilities
Module C: Application exploits

Chapter 25: Vulnerability Management
Module A: Vulnerability Assessment
Module B: Vulnerability Management Programs

Chapter 26: Incident Response
Module A: Incident Response Planning
Module B: Incident Response Procedures
Module C: Forensic Toolkits

Week 10

Chapter 27: Reconnaissance
Module A: Reconnaissance Techniques
Module B: Active Reconnaissance
Module C: Analyzing Scan Results

Week 11

Chapter 28: Monitoring Networks
Module A: Network Security Systems
Module B: Logging and Monitoring
Module C: Network Analysis

Week 12

Chapter 29: Policy Design
Module A: Security Frameworks
Module B: Security Policies
Module C: Controls & Procedures

Chapter 30: Secure Network Design
Module A; Hardening Networks
Module B: Cryptography
Module C: hardening Hosts & Devices

CAREER OPPORTUNITIES AND HEALTH AND SAFETY INFORMATION

Ambitious capable women and men, after comparative short experience, will find the door open for many interesting, well-paid positions. Monetary compensation in the Digital Marketing and Information Technology industries, may start at entry-level positions. On average, newly graduated individuals may start out making $17.00 to $200.00 per hour. Many factors will impact or play a part in your income and pay scale. Location of employment, hourly pay vs. commission pays, etc. all varies per employer. Each employer will be different. Remember Technology Fields are ever evolving, so it's up to your how much effort you want to put into your career path and growth within your field of study. Before entering any new career, you must prepare yourself for the possible physical and mental demands it may require. Some of these courses may require one to stand or to sit for long periods at a time. Sturdy shoes and good back posture are important in keeping your healthy over the long run. If you have been diagnosed with back troubles or carpal tunnel syndrome, you need to consider the fact that these courses may require to do a lot of work which can affect these disabilities. If you have certain learning disabilities, you may find the studies more challenging. Persons with learning or physical limitations are encouraged to visit DSDT or one of our potential employers to observe the demands that will be placed on you. During your time as the student, you will come into contact with all different kinds of people from all walks of life. Everyone is treated equally and fairly. Your job will ultimately be "to serve the public"; therefore, keep in mind you may or may not come into contact with people with different lifestyles than your own and possible ones with illnesses or disease. You will be taught during theory classes how to recognize some types of illnesses and disease and how to address the situations in the event they arise while on campus or during working hours. It is to your benefit; as well as others to become as knowledgeable as possible with potential health and safety policies and procedures.

Various career opportunities are available and are posted on our job board with frequent updates.

Any questions a student may have regarding this catalog that haven't been satisfactorily answered by the institution may be directed to the School Director @ 313-263-4200 or on campus. A student or any member of the public may file a complaint about this institution with the Michigan Department of Education (LARA) Division. DSDT does not have a pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition for bankruptcy within the preceding five years, and has not had a petition in bankruptcy filed against DSDT, within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code.

RECRUITING ACTIVITIES

All employees of DSDT have a firm commitment and have been trained by the lead Admissions Representative for recruiting activities at the campus ensuring all are of ethical conduct. In doing this, DSDT makes it clear to all Admissions Representatives what academic programs and support services must be in place to fully serve students and meet their needs. Students are provided with advisement material and have the opportunity to meet with advisors to ensure their success in the Clock hour programs. DSDT is prepared to serve, including the level of English language proficiency required by students. Students are encouraged to complete the full Clock hour programs and can expect a Diploma or Certificate of Completion, depending on several clock hours completed. Transfer students and or credits are not allowed at DSDT. Students receive a certificate of completion or a Diploma from DSDT are given job placement outcomes, and so these statistics can be accurately presented to prospective students and parents. All recruiting activities and materials used describe our mission with our occupational programs, student performance reports and completion requirements with clock hour tuition and instructional outcomes thoroughly detailed. All recruiting activities and materials used describe our mission with our occupational programs, student performance reports and completion requirements with clock hours' tuition and instructional outcomes thoroughly detailed.

STUDENT GRIEVANCE POLICY AND PROCEDURES

PURPOSE OF THE PROCEDURE/INTRODUCTION
DSDT's aim is to ensure that students with a grievance relating to their education or attendance can use a procedure, which can help to resolve grievances as quickly and as fairly as possible.

POLICY
Any Student who feels they have not received adequate, fair treatment in all matters related to; school policies, regulations, and procedures in accordance with the current student handbook and student bill of rights may seek consideration through a formal grievance policy.

PURPOSE
To Provide all students with a means for impartial consideration in grievance procedures.

SCOPE
This policy applies to all students enrolled in the DSDT school no matter the program of study.

GUIDELINES AND CHAIN OF COMMAND
Stage 1: Statement of Grievance- If the student feels that the matter has not been resolved through informal discussions with scheduled instructor/ student meetings, the student should put their grievance in writing to the Director of Administration to further resolve the said issue.
Stage 2: The Grievance Meeting whenever unresolved, the student may request an official grievance be heard by DSDT's Chief Operations Officer. The student must make a request within 3 working days of the incident.
Stage 3: The Grievance Meeting- the Director of Administration will respond, in writing, to the statement, inviting the student to attend a meeting where the alleged grievance can be discussed. This meeting should be scheduled to take place as soon as possible and normally 5 working days-notice of this meeting will be provided to the student, and they will be informed of their right to be accompanied. Students submitting the appeal electronically will own the responsibility of following up to make sure the grievance was received.

PROCEDURE
Students must take all reasonable steps to attend the meeting, but if for any unforeseen reason the student or the Chief Operations Officer can't attend, the meeting must be rearranged. Should a student companion and or parent/ custodial guardian be unable to attend, then the student must make contact within 10 days of the date of the letter to arrange an alternative date that falls within 15 days of the original date provided. These time limits may be extended by mutual agreement. After the meeting, the Chief Operations Officer hearing the grievance must write to the student informing them of any decision or action and offering them the right of appeal. This letter should be sent within 10 working days of the grievance meeting and should include the details on how to appeal. Upon receipt of the request, the grievance is taken to the DSDT School Director. The School Director will convene and review the grievance and make a decision within 5 working days.

APPEAL
If the matter is not resolved to the students' satisfaction, they must set out their grounds of appeal in writing within 5 working days of receipt of the decision letter. Within 10 working days of receiving an appeal letter, the student should receive a written invitation to attend an appeal meeting. The School Director should take the appeal meeting not involved in the original meeting. After the appeal meeting with the School Director, the School Director must inform the student in writing of their decision within 10 working days of the meeting. Their decision is final.

If conflict is still without resolve, please contact:

Council on Occupational Education
7840 Roswell Road, Building 300, Suite 325
Atlanta, GA 30350
Telephone: 770-396-3898 / FAX: 770-396-3790
www.council.org.

Or

State of Michigan Department of Licensing and Regulatory Affairs (LARA)

P.O. Box 30018
Lansing, MI 48909
Phone Main Line:
517-241-7000
Fax: 517-373-2162
Email: CSCL-Complaints@michigan.gov
Website: http://www.michigan.gov/documents/lara/Post-Secondary_Student_Complaints_498839_7.pdf

STUDENT GRIEVANCE FORM

Name of Complainant: _____

Address: _____

Student Name: _____

Phone Number: _____

1. Please provide a one or two sentence description of your complaint.

_____

_____

2. Please describe the nature of your complaint in full detail indicating what happened, when the event occurred and who was involved. If additional space is needed, use the reverse side.

_____

_____

3. Indicate when and with whom you have already spoken regarding this grievance and what attempts have been made toward resolution.

_____

_____

4. Indicate what specific resolution you are seeking or recommending.

_____

_____

*I hereby certify that the statements made pertaining to my complaint are truthful and accurate.

_____   _____

Student Signature of Complainant   **Date**

APPEAL FORM

Rules cannot be written that will apply to every situation in every business. Therefore, any policy established by DSDT may be appealed due to mitigating circumstances. Anyone wishing to appeal a policy must do so using this form and attach any applicable documentation. Appropriate personnel will review the appeal and a determination will be made. All decisions on appeal are final. Indicate which policy is being appealed below. Appeals regarding an SAP must be made within 15 days of the negative determination.

_____SAP Determination_____Other:

_____

Attention School Director:
I wish to appeal the decision and/or policy of the school regarding the above-indicated manner. The mitigating circumstances and pertinent information relating to the decision or policy are stated below.

_____

_____

_____

Supporting Documentation Attached:_____YES_____NO

_____   _____

Student Signature Parent or Guardian(If applicable)   Date

OFFICE USE ONLY_____APPEAL_____APPEAL DENIED
EXPLANATION OF DECISION: REQUIREMENTS OF STUDENT TO ACHIEVE SATISFACTORY ACADEMIC PROGRESS AT THE END OF THE PROBATIONARY PERIOD:

ENROLLMENT AGREEMENT ADDENDUM

Student Name: _____

Address: _____

Phone Number: _____

Original Start Date: _____

Original End Date: _____

Revised End Date Reason for Change: _____

_____

SCHEDULE CHANGE

From: _____

To: Revised Contract End Date: _____

LEAVE OF ABSENCE

LOA Begins: _____

LOA Ends: Revised Contract End Date: _____

_____   _____
Student Signature   **Date**

_____   _____
Student Signature Parent or Guardian (If applicable)   **Date**

_____   _____
School Official Accepting Revised Contract   **Date**

PHYSICAL RESOURCES AND TECHNICAL INFRASTRUCTURE PLAN

This policy establishes the basis for procedures and related assignment of responsibilities for the planning and management of the physical resources and equipment needs of DSDT. This policy recognizes the need, and specifically provides for:

General Responsibilities
DSDT's School Director and Chief Operations Officer are responsible for directing the overall planning and management of the physical resources and technical infrastructure of DSDT. This responsibility entails preserving and enhancing a quality physical environment which provides efficient, functional, safe, and pleasant surroundings. DSDT owns the physical space of the campus, so it is important to keep the property maintained daily.

Responsibilities also includes upkeep, expansion, and upgrading of technical infrastructure. DSDT follows fire, electrical, and sanitary codes as found in annual inspections.

Day to Day Management
DSDT's School Director and Chief Operations Officer are responsible for day-to-day management, improvement, and any potential expansion of resources and technical infrastructure. The Chief Operations Officer will report to the school director.

Adequacy and improvement of Physical Resources and Technical Infrastructure: Physical Resources
DSDT 's Physical resources are managed by the directors and staff, as well as Sparkle Janitorial, Bicoastal Solutions, and ITS technology. As it is deemed necessary to add additional space for student classroom(s), lab(s), and or common space, the School Director is responsible for the process of developing the additions within the current building we occupy. Technical Infrastructure is added as student population and staff needs change. Also, technical infrastructure is added as budgetary constraints allow.

Maintenance/Physical Facility
DSDT has a contract with Sparkle Janitorial that works on campus no fewer than five days per week for regular sanitation and building maintenance/clean-up. This agreement allows for daily cleaning, parking lots, HVAC maintenance, grounds upkeep, and facility upkeep. Anything other than these basic sanitation and cleaning practices will be contracted out by the School Director on an as needed basis or in the event Bicoastal Solutions and Sparkle Janitorial are not able to tend to.

Technical Infrastructure
DSDT 's School Director is responsible for all technical infrastructure maintenance. The School Director works with the Chief Technology Officer and plans the additions or build out associated with the current, future, and daily needs of the institution. This would include all the servers, internet drops, back up data servers, printers, network connectivity, software, and support infrastructure. If the needs are not able to be met, the project will be subcontracted out upon financial and fiscal need. The School Director assesses survey feedback forms to plan the upcoming yearly budget and allows budgeting for appropriate emergency situations: all other needs are planned. The School Director does weekly and general upkeep checks and assigns tasks to the CTO for adding of necessary equipment or infrastructure for students and staff if needed. Due to the size of the school, if the School Director is not available, the Chief Operations Officer or Directors may put in a request in the event of an emergent situation and on an "as needed basis", 24x7.

Technical Support and Student Orientation to Technology
Student orientation to technology is provided and technical support is readily available to all students through all modes of delivery (i.e., Distance Education and Traditional). We aim to provide the support necessary for students to be successful when using technical resources. To mitigate potential issues and provide technical support, we provide a Helpdesk email for our students upon enrollment. It can be reached by the following email address: helpdesk@dsdt.edu. Students are given orientation directions prior to enrollment and during orientation. The students will also be given orientation to all technology platforms for Canvas LMS and Campus Café from their instructors prior to accessing their courses. The staff is given orientation to all technology upon employment by the Faculty Director.

Instructional and Media Supplies
Supplies are maintained by the Director of Inventory and Supply Management. Supply levels are checked periodically and will be purchased accordingly on an "as needed" basis only. The Director of Inventory and Supply Management will notify the School Director, or the Chief Operations Officer to complete the request for purchase. The Director of Administration is also responsible to put in a request for basic school supplies. If the School Director and the Chief Operations Officer are not available, the Director of Administration is allowed to complete the purchase within a reasonable timeframe. No other staff member has the authority to purchase supplies unless one of the above-mentioned individuals approves the request. Suggestions may be made at employee meetings based upon feedback of student and employee survey feedback forms. All other basic supplies are ordered on a quarterly basis. A budget is handed out at our mandatory bi-annual employee meetings and staff are encouraged to forecast items they may need during the current or upcoming year.

Equipment
All equipment needing repairs are reported to the School Director and the School Director deems if the equipment needs repair or to be replaced. The School Director will meet with the Chief Operations Officer to see if a repair is needed or if the actual purchase of new replacement equipment is best. DSDT always ensures network functionality by having Cronus Communication internet service as a redundant ISP in the event Xfinity Business were to have network outage.

Disposal of Obsolete Equipment
Maintaining, replacing, or disposing of outdated equipment is vital to the continuance of quality instruction and training. DSDT's Director of Inventory and Supply Management follows the written plan with the objectives using an online Asset Tiger management system to assure equipment is up to date, relevant and accurately accounted for. In the event we need to dispose of the obsolete equipment, we do so with the input of the instructional staff and students. All disposal follows appropriate business and industry safety standards, and we are in line with our State LARA body requirements for our training program equipment regulations.

All Instructional Equipment meets appropriate and required safety standards
All equipment purchases, repairs/ maintenance, and operational procedures follow appropriate industry safety standards. Staff and students use the manufacture safety guidelines and follow the manuals given to them from their instructor by the distributor for set up and daily usage. The instructors make sure the students are following proper safety procedures for their learning environment. The safety training is part of every program and are taught according to our state laws from LARA, we do not need to do anything other than what we currently teach being a technology school.

Safety, Privacy, and Security of Data
All student records are maintained on a secure server and housing system by our third-party servicers, Campus Cafe, Canvas LMS, and Boston Educational Network. We also have a secure server system internally that is managed by our Information Technology Instructors and Chief Technology Officer. A secure backup server is installed and can be accessed by all computers for student, employee, and instructional files. One hub secures backup data that our CTO can access. Campus Cafe data will be stored for a period of no less than 5 years. Each staff member and instructor have separate usernames on Campus Cafe and can only access student data necessary for their function and/or class. Each student is given their own unique user login and passcode to assure safety of personal information. DSDT's Network is continually backed up by iCloud, and Dropbox a cloud system which provides for secure storage of all data. Security Software is utilized to catch viruses and other threats to systems.

Safety of Staff, Students, and Guests

DSDT strives to maintain safe environments for everyone. The facility includes classrooms, Media Services Center, bathrooms, kitchen, labs, and common areas. We have annual fire and sanitation inspections, daily walkthrough, and inspection of environment (maintained by staff and School Director); as well as information regarding severe weather precautions, which can be found in our Consumer Info at a Glance on our website.

Incident reporting for any accident of staff, instructor, student, or guest: Each incident is reviewed for improvements that can be made to avoid future incidents. DSDT has:

A. Fire Extinguishers located in common areas with signage.
B. First Aid supplies kept in the main hallway of school.
C. Insurance for accidents and other needs.
D. Campus Security Authority personnel are present from 9am-5pm and from the hours of 5pm-10pm the front desk receptionist will act as the interim CSA to control daily/nightly traffic and supervise as students leave the building to reduce accidents/emergencies. The interim CSA will report any accidents/emergencies to the campus security authority immediately.
E. Safety, accident, injury, and emergency report forms for a systematic controlled process.

Distance Education Infrastructure

DSDT School Director is responsible for developing and maintaining distance education infrastructure. The School Director works closely with the Chief Technology Officer to develop and plan for all online platforms to incorporate a seamless integration of distance education into DSDT's institution. The same resources, software, and support infrastructure are available to all students across all modes of delivery. This includes, Canvas LMS and secure login portals, networks, and servers. If the needs are not able to be met, the project will be subcontracted out upon financial and fiscal need. Students taking distance education courses at DSDT have the opportunity to comment on technical infrastructure and annual budgetary allotment to improve or enhance online learning. The School Director assesses survey feedback forms to plan the upcoming yearly budget and allows budgeting for appropriate emergency situations: all other needs are planned. The School Director does weekly and general upkeep checks and assigns tasks to the CTO for adding of necessary equipment or infrastructure for students and staff if needed. Due to the size of the school, if the School Director is not available, the Chief Operations Officer or Directors may put in a request in the event of an emergent situation and on an "as needed" basis, 24x7.

_____   _____
Signature   **Date**

HEALTH & SAFETY PLAN SECTIONS

Overview

The DSDT administrative, instructional, and support staff is diligent in ensuring a safe, orderly, and positive physical learning environment for the protection of the health and safety of students, staff, and guests. The Michigan Post- Secondary School Division policy and procedures are implemented at the Detroit Campus, to fulfill the goal of a safe & healthy environment daily. DSDT's policies, processes, and procedures relating to health & safety issues are in place, implemented, and regularly evaluated & revised with input from employees & students. In addition, all staff follow a system for reporting & investigating accidents. DSDT has developed & promotes a comprehensive program to ensure the safety of its employees, students, and visitors. The safety program includes guidelines and procedures for respondingto emergencies and activities to help reduce the frequency of accidents and injuries. To prevent or minimize injuries to employees, coworkers, and students and to protect and conserve DSDT'S equipment, employees must comply with the following requirements:

- o Observe all safety rules and familiarize yourself with DSDT's critical plan for fire evacuation, incident plans/procedures,and emergency preparedness protocols.
- o Always keep work areas clean & orderly and immediately report all accidents to the school director or management. Operate instructional material/equipment only after proper training has been administered and under the supervision ofinstructor and/or School Director.
- o All employees must wear business casual clothing while on campus or must have appropriate DSDT T-shirt (availablefor purchase), jeans/slacks, and closed-toe shoes.

Employees with questions or concerns relating to the safety programs and issues should contact their immediate School Director or the Detroit Police /Fire Department. Local numbers are posted on the walls of the campus or in the student manual made available to you prior to enrollment.

Visitors in the Workplace

All visitors are required to enter the facility through the main entrance and sign the sign-in sheet, stating their name, phone number, email, and reason for visit. All secondary doors must be closed and secured at all times. School visitors must show proper identification and be screened through the school's visitor management system. This is to ensure the safety of our students, employees, and guests. In an effort to minimize classroom disruptions and mitigate any emergency situations, no student or visitor shall be permitted to wander about the building under any circumstances. Students who are currently enrolled and who may require evening access to the Student Media Room must receive prior authorization from their instructor, the school director or chief operations officer prior to access being granted. Employees who observe an unauthorized individual on DSDT premises should immediately direct him/her to the administration office or contact the administrator in charge. All nighttime visitors must follow the same procedures required for entry into the building and these procedures are monitored by appointed security personnel. No employee of the school system shall have a weapon in his or her possession while on school property or at a school activity. Guns, whether operable or inoperable, loaded or unloaded, facsimile weapons, or antique weapons may not be brought on to school property, including the parking lot or to a school activity. Any weapon confiscated shall be immediately turned over to the School Director who shall turn the weapon over to the proper authorities. Authorized law enforcement officers, including school campus officers, if employed by DSDT, may have weapons in their possession while on duty.

Bullying and Harassment

It is the policy of DSDT, that all its students and school employees have an educational setting that is safe, secure, and free from harassment and bullying of any kind. DSDT will not tolerate bullying and harassment of any type. Conduct that constitutes bullying and harassment is prohibited. The following are general processes and procedures designed to assure students, staff, and guests that DSDT is a safe & healthy environment in which to teach and learn.

Accident Reporting System

DSDT follows the state of Michigan (LARA) post-secondary policies and procedures regarding the reporting of accidents to employees, students, or the public. If an employee suffers a work-related injury/illness, DSDT is committed to returning them to the same status of function they enjoyed before the injury/illness and bring them back to work as quickly as possible.

As an employee, you have a right to:

- o Receive timely and appropriate medical care for injuries sustained during, or arising out of, your employment.
- o Receive timely & understandable information concerning your treatment including available alternatives & their effectiveness.
- o Receive your treatment with dignity, courtesy, respect, privacy, and with all the confidentiality specified, as well as request a one-time independent medical examination.

As an employee, you are responsible for:

- o Immediately reporting any injury received on the job to your School Director/manager, prior to seeking medical care for an occupational injury that does not require emergency treatment.

Claim Reporting System

In the case of injury or illness requiring services that are not an emergency (back pain, sprained ankle, etc.), the employee must notify his/her School Director, who, in turn, will receive care/medical/ambulance authorization prior to obtaining care. The injured employee must be available by telephone to discuss his/her injury status with the School Director.

ALL INJURIES SHOULD BE REPORTED THE SAME DAY THEY OCCUR WITHOUT DELAY.

Emergency Care

If it is a true emergency, have someone call 911 or take you to the nearest emergency room. Please contact your immediate instructor or School Director to help facilitate. Any additional medical care that is needed will be coordinated through them. After hours medical care is available 24 hours a day, seven (7) days a week (including holidays) in nearby urgent care centers. If for some reason the employee should go to the Emergency Room or Urgent Care facility, the employer, and/or the subcontractor must call the School Director immediately, or no later than, the next business day to report such visits.

If a student suffers an on-campus related injury/illness, a Student Accident Report (Addendum A) should be completed on the same day of the incident and submitted to the Director of Administration on the sameday. The Administration Director will retain a copy for DSDT's files and add a copy to the student's files. For non- students or subcontractors that suffer work related injury/illness, a Public Incident Report (Addendum B) should be completed on the same day of the incident and submitted to the Director of Administration that day. The director will then file in a timely manner or within the 24-hr. period.

Accident Investigation System

The school director completes a health and injury report as necessary and submits the report to DSDT's office of secure files, before the end of the working day on which the incident is reported. An Incident Report or Student Accident InjuryReport is to be submitted to the School Director and will be investigated through department procedures.

Emergency Response Plan

Every DSDT classroom has a copy of the campus evacuation and safety/health emergency plan. Throughout the school year, the plan is reviewed with staff. The plan is designed as a quick reference resource for the classrooms and is found in the Consumer Info at a Glance section on our website for reference. It provides essential information to assist staff in responding to a wide range of threats and hazards that may affect the school. DSDT's Emergency Operations Plan

considers lessons learned from prior school trainings to highlight the importance of preparing for any hazard or emergency. DSDT's Emergency Operations Plan is aligned with the emergency planning practices at national, state, & local levels and includes the five phases national, state, & local levels and includes the five phases of emergency preparedness: Prevention, Protection, Mitigation, Response, and Recovery. Part of DSDT's Emergency Operations Plan requires the school site to conduct annual trainings for various scenarios (fire, bomb threat, severe weather, public lockdowns, limited lockdowns, directional evacuations, etc.) for staff, students, and visitors to be prepared during critical incidents. Each classroom has an emergency evacuation map posted that the instructor discusses with their class. The school has an annual emergency evacuation training, in which a fire drill simulation is conducted. Drills are conducted so that students and personnel can react quickly & appropriately to an actual incident on campus. This plan is revised annually or more frequently if needed.

Crisis Response Plan
The DSDT Crisis Response Plan is part of the DSDT's Emergency Operations Plan, which provides the school site with a guide for effective response to a critical incident. Our campus site will be adequately prepared to deal with an emergency. Roles and responsibilities will be outlined to aid in the organization of preparation, response, & recovery from a threatened or actual emergency and will be given to students prior to enrollment.

Fire Extinguisher Maintenance Plan
All fire extinguishers are maintained by Fire Systems of Michigan and checked annually.

Evaluation & Revision
DSDT's health and safety written plan is reviewed annually by DSDT's Institutional Advisory Committee Board, to ensure compliance with LARA post-secondary school licensing division guidelines, as well as adequacy. Students, employees, and visitors will use this form to report school related injuries, illness, or "near miss" events (which could have caused an injury or illness) - no matter how minor. This helps us to identify student plans/procedures and emergency preparedness protocols and correct hazards before they cause serious injuries. This form shall be completed by students as soon as possible and given to the Director of Administration. Always keep work areas clean and orderly, and immediately report all accidents to the school director or management on staff. Operate instructional material/ equipment only after proper training has been administered and under the supervision of instructor/ and or School Director. All employees must wear business casual clothing while on campus or must have appropriate clothing provided (for purchase by student), DSDT T-shirt, jeans/slacks, and closed-toe shoes. Employees caring for injuries sustained during, or arising out of, on campus activities should direct your questions or concerns relating to the safety programs or issues immediately to the School Director, or Detroit Police /Fire Department. Local numbers are posted on the walls of the campus, or in the student manual made available to the student prior to enrollment. All visitors are required to enter the facility through the main entrance and sign the sign-in sheet, stating their name, phone number, email, and reason for visit. School visitors must show proper identification and be screened through the school's visitor management system. This is to ensure the safety of our students, employees, and guests. In the event of an emergency or unforeseen event that needs immediate care other than what the institution can accommodate, call 911 and complete an Accident Report form. Have the student, School Director, or the administrator who charted the incident acknowledge and sign off on documentation.

Individual completing this form, please circle the correct one:

Student / Staff member/ Committee Member/ Patron of the Facility

_____   _____
Signature   **Date**

DSDT
A DETROIT SCHOOL FOR DIGITAL TECHNOLOGY

Today's Date:

Incident Report

1759 W 20thStreet
Detroit, MI
48216

Students, employees, and all visitors will use this form to report all school related injuries, illness, or "near miss" events (which could have caused an injury or illness)- no matter how minor. This helps us to identify and correct hazards before they cause serious injuries. This form shall be completed by students as soon as possible and given to a school director/ instructor for further action.

I am reporting a work related: ☐ **Injury**   ☐ **Illness**   ☐ **Near Miss**

our Name:

Instructor/Supervisor:

Have you told your instructor/supervisor about this injury?   ☐ **Yes**   ☐ **No**

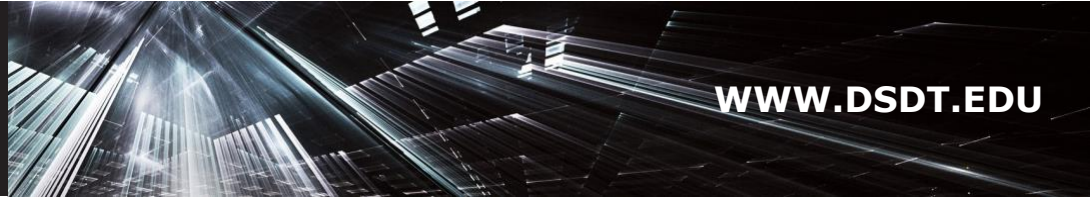| Date of injury/near miss:	Time of injury/ near miss:
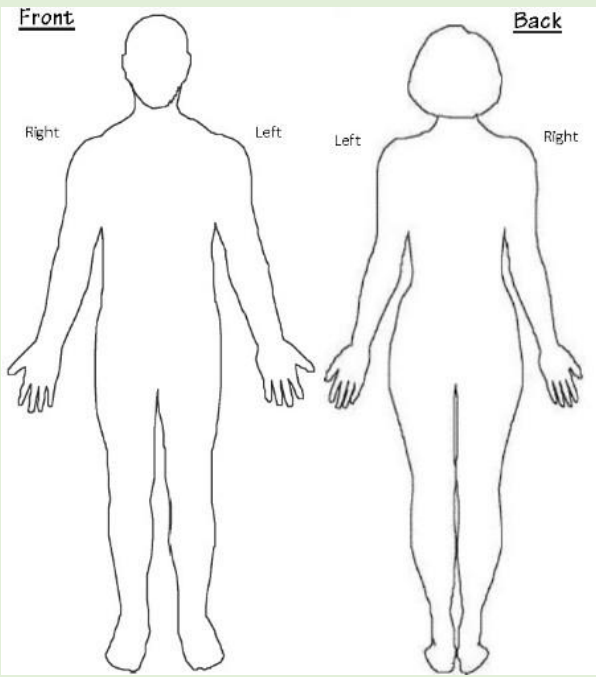
Name of witness (if any):

Where, exactly, did it happen?

What were you doing at the time?

Describe step by step what led up to the injury/near miss. (Continue on back if necessary)

What could have been done to prevent this injury/near miss?

What parts of your body Were injured? If a near miss, how could you have been hurt?

Did you see a doctor about this injury/near miss?	☐ **Yes**	☐ **No**

If yes, whom did you see?	**Doctor's phone #:**

Part of body affected:	**Nature of the injury you're reporting:**
	☐ **Abrasion, scrapes** ☐ **Amputation** ☐ **Broken bone** ☐ **Bruise** ☐ **Burn (heat)** ☐ **Burn (chemical)** ☐ **Concussion (to the head)** ☐ **Crushing Injury** ☐ **Cut, laceration, puncture** ☐ **Illness** ☐ **Sprain, strain** ☐ **Other:**

Written witness statement:	

Number of attachments (photographs, hospital verification, drawings, etc.):

Why did the incident happen?	☐ **Other:**
☐ **Unguarded hazard** ☐ **Safety device is defective** ☐ **Tool or equipment defective** ☐ **Workstation layout is hazardous** ☐ **Unsafe lighting** ☐ **Unsafe ventilation** ☐ **Lack of needed personal protective equipment** ☐ **Lack of appropriate equipment/tools** ☐ **No training or insufficient training**	

What changes do you suggest preventing this incident/ near miss from happening again?

☐ **Stop this activity**   ☐ **Other:**
☐ **Redesign school area**
☐ **Train/ enforce policy**

Your Signature:	Date:

For administrative use only

Written by: Job title:	Date:

Names of team investigating:	

Reviewed by: Job title:	Date:

Why did the unsafe conditions exist/ why did they occur? Were there unsafe acts or conditions reported prior to the incident? Have there been similar incidents or near misses prior to this one?	

HEALTH SAFETY AND EVACUATION POLICY

All new students/ employees must complete this form before they enter school program or work environment.

Please review every room at facility for the immediate evacuation route in the event of an emergency or fire.

Please report all investigations and or incidents to the fire department by calling 911 and give the name DSDT and address: 1759 W 20th Street, Detroit, MI 48216.

BASIC REQUIREMENTS FOR A SAFE WORKPLACE

- Proper Ventilation: Some fumes can be harmful.
- Proper Use of Flammables: Read labels and always follow precaution. Proper use of chemicals and materials: Please refer to teacher/ student manuals. If your class is using any of them, they will be listed in your manual and reviewed in introductory class.
- Designated smoking areas: Never smoke or permit clients to smoke while being served. Avoid other sources of open flames.
- Safe Product Storage: Store products in closed containers and prevent spills or leakage. Store in the adequately ventilated area and in moderate temperature.
- Protection during application: Follow directions, wear gloves and/or goggles as directed, properly drape client. Apply your professional training.
- Proper Use of First Aid: First aid kit is available and at the front desk and in the classroom.
- Fire Safety: Posted and must be reviewed for evacuation procedure during new student/ employee orientation.

IN THE EVENT OF A FIRE:

- Contact the fire department (911) and Give name and address of the business, nature of fire (what is burning), and the name of person reporting the fire. Evacuate premises by following the planned procedure for the facility
- Alternate exits for use in the event the fire blocks regular route.
- Fire extinguishers are serviced annually.

USE OF FIRE EXTINGUISHERS

Install away from potential fire hazards and near an escape route. Follow the instructions. Many works as follows:

1. Pull the pin
2. Aim the nozzle
3. Squeeze the handle
4. Sweep from side to side at the base until fire goes out

RECOMMENDED PROCEDURES

The National Fire Protection Association recommends that you should ONLY stand and fight a fire if ALL the following are TRUE:

- Everyone is leaving the premises and the fire department has been called
- The fire is small and confined to the work area where it started (wastebasket, cushion, small appliance, etc.)
- You can fight the fire with your back to an escape route
- Your extinguisher is rated for the type of fire you are fighting and is in good working order
- You know how to operate the extinguisher

Individual completing this form, please circle the correct one: **Student / Guest / Employee**

_____   _____

Signature   **Date**

VETERAN BENEFIT POLICY

DSDT the school permits any covered individual to attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33 (a "certificate of eligibility" can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs' (VA) website – benefits, or a VAF 28-1905 form for chapter 31 authorization purposes) and ending on the earlier of the following dates:

1. The date on which payment from VA is made to the institution.

2. 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility. DSDT ensures our educational institution will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under chapter 31 or 33.

VETERAN STUDENT ADDENDUM

This catalog addendum applies to those students receiving U.S. Department of Veteran Affairs education (GI Bill®) benefits while attending DSDT. Please acknowledge by your signature below that you have read and understand the information in this addendum, and have received and understand the policies, rules, and regulations of DSDT.

Prior Credit Policy: Per, 38CFR 21.4253(d)(3), previous training and experience will be considered and granted if appropriate for veterans and eligible students. Veterans must submit a copy of their DD-214 Form and/or Joint Service Transcript (JST).

Attendance Policy: Students are expected to attend all classes. If circumstances prevent attendance at a specific class, prior notification is expected in order to arrange make-up sessions. If attendance falls below 67% at the evaluation point, VA benefits will be terminated. Students will not be terminated from absences that result from authorized mitigating circumstances, as determined by the School Director. Students who have been terminated from the school for unsatisfactory academic attendance may be re-admitted at the discretion of the School Director.

Conduct Policy: Students must conduct themselves in a respectable manner at all times. Disruptive or inappropriate behavior deemed unsatisfactory conduct by school officials, will result in termination of veteran educational benefits, and possible dismissal from DSDT. Re-admittance after conduct dismissal requires reapplication to the school.

Academic Progress Policy: Students receiving VA education benefits must maintain a 70% or a 2.0 grade point average on tests and in written practical exams, satisfactory and timely completion of all assignments, reports, projects etc. Failure to meet these criteria will result in being on an academic warning. If the criterions are not met by the end of the probationary period, VA educational benefits will be terminated. Certification to VA for payment will not be resumed until the student has returned to a satisfactory academic status.

Pro-Rated Refund Policy for Veterans and other Eligible Students: Per CFR21.4255, DSDT has a pro-rata refund policy for the refund of the unused portion of tuition, fees, and other charges in the event the veteran or eligible person fails to enter the course or withdraws or is discontinued there from at any time prior to completion.

Equal Opportunity Statement: DSDT does not discriminate on the basis of race, color, religious, sex, age, disability or national origin.

Program Completion: The student must satisfactorily complete the academic requirements of their chosen field and satisfy all financial obligations to receive a certificate or diploma.

Retention of Records: DSDT will retain records and accounts of students receiving VA Educational benefits for a period of three years following course completion. These records will be made available to the student upon request and certification.

I hereby certify that the contents found herein are true and correct in content and policy.

Authorized Official

Title of Official   Date

Student Name (Printed)

Student Signature   Date

STUDENT RULES AND CODE OF CONDUCT

ATTENDANCE POLICY
Until the next scheduled evaluation: For a student to be making satisfactory academic progress as of the course midpoint, the student must meet 67% in attendance and 70% academic requirements on at least one evaluation by midpoint in the course. Regardless of the average level of attendance, students who have more than 10 school days (14 calendar days) of consecutive absences without communication to the School Director/Designee will be dismissed on the 11th consecutive school day as an unofficial withdraw.

CONDUCT
At DSDT, we strive to create an atmosphere conducive to learning and professionalism. To achieve our goal for the benefit of all our students, it's essential that you arrive promptly to each class and are prepared. Our instructors must have your complete attention to be able to communicate in an environment that will assist the student in learning. DSDT will not tolerate any classroom distractions or interruptions. If a student shows a poor or disruptive attitude it will be at the instructor's discretion to decide if the student will be allowed to continue in the program. If the inappropriate behavior continues, the student will have to meet with the department head of DSDT. If the student is dismissed from the course, it will be without refund.

COURSE SCHEDULES
DSDT offers Classes in the Morning, Afternoon, and Evening. Dates vary per course availability. Check with an admissions representative for listings.

COURSE MATERIAL
The student is advised to a bring pen/pencil and a notepad to each class meeting.

STUDENT AGREES TO:

- ☐ Receive the required number of clock hours of training
- ☐ Complete and receive passing grades on all practical graduation requirements and projects, including practical and theoretical examinations
- ☐ Satisfactorily pass final written and practical exams
- ☐ Complete the required theory hours
- ☐ Pay all tuition cost or make satisfactory arrangements for payment of all debts owed to the school

Once the student has met all these requirements, he/she will obtain a diploma or certificate of completion.

_____ _____
Student Signature   **Date**

CPL DATA
REPORTED AS OF JUNE 30TH, 2021

Combined Data Reported
2021 Reported Data
Completion Rate: 97%
Graduation Rate: 95%
Placement Rate: 86%

Per Program Reported
2021 Reported Data

Digital Marketing Professional
Completion Rate: 93%
Graduation Rate: 91%
Placement Rate: 84%

Technology Professional 2
Completion Rate: 100%
Graduation Rate: 100%
Placement Rate: 89%

Technology Professional 6
Completion Rate: 99%
Graduation Rate: 98%
Placement Rate: 88%

Business Information Technology Specialist
Completion Rate: (Coming Soon)
Graduation Rate: (Coming Soon)
Placement Rate: (Coming Soon)

Mobile IOS Developer
Completion Rate: (Coming Soon)
Graduation Rate: (Coming Soon)
Placement Rate: (Coming Soon)

ADMISSIONS, APPLICATION AND ENROLLMENT AGREEMENT

GENERAL TERMS OF AGREEMENT:

- DSDT shall provide programs of study that meets minimum curriculum requirements as prescribed by the state regulatory agency.

- May change kit contents, textbooks, dress code, curriculum format, teaching materials or educational methods at its discretion.

- Will grant a diploma of graduation and Official Transcript of Hours for the applicable course when the student has successfully completed all phases of study, required tests, practical assignments; passed a final comprehensive written and practical examination; completed the program successfully and according to State requirements; completed all exit paperwork; attended an exit interview and made satisfactory arrangements for payment of all debts owed to DSDT.

- Will issue an Official Transcript of Hours to students who withdraw prior to program completion when the student has successfully completed the required exit paperwork, attended an exit interview, and made satisfactory arrangements for debts owed to DSDT as approved by DSDT. Will assist graduates in finding suitable employment by posting area employment opportunities and teaching Job Readiness classes, but placement is not guaranteed.

- May terminate a student's enrollment for noncompliance with General Policies, this contract, or State Laws and Regulations; Improper conduct or any action which causes or could cause bodily harm to a client, a student, or employee of the school; willful destruction of school property; and theft or any illegal act.

STUDENT:

- Agrees to pay applicable school fees and provide all required registration paperwork in a timely manner
- Agrees to comply with all Standards of Conduct, General Policies, State Laws and Regulations, and educational requirements including Practical assignment
- Agrees not to refuse to perform practical hours or other program requirements
- Agrees to comply with the school's dress code at all times and project a professional image representative of the related industry DSDT serves
- Agrees to comply with the assigned schedule for the applicable Certificate or Diploma Program, which may change from time to time at the discretion of the school
- Agrees to attend theory class as scheduled for the duration of the course of study regardless of whether all required tests have been taken and passed

This page Agreement constitutes a binding contract between the student and DSDT when signed by all applicable parties and upon acceptance by the school. By signing below, you certify that you have read both pages. You will receive an exact copy of the signed contract. Keep it to protect your rights. The school reserves the rights to change start dates based on class enrollment, staff availability and other considerations.

ACKNOWLEDGEMENT

My signature below certifies that I have read, understand, and agree to comply with its contents, and that the institution's cancellation and refund policies have been clearly explained to me. I have received a copy of this fully executed agreement.

DISCLAIMER

The school does not discriminate in its employment, admission, and instruction or graduation policies on the basis of sex, age, religion, or ethnic origin nor does it recruit students already attending or admitted to another school already offering similar programs of study.

DSDT requires that each student enrolling in the DSDT curriculum provided program must:

- **Complete This Application Prior To Enrollment**

- **Provide Proof of Secondary Education Such as A High School Diploma And Or Ged**

- **Provide Proof of a License Or State Id With Picture**

_____   _____

Student Signature   **Date**

STUDENT ENROLLMENT AND APPLICATION AGREEMENT

Student Name: _____ Email Address: _____

Dependent Status: _____ Veteran Status: _____
(Independent, Dependent)

Age: _____ Race: _____ Sex: _____ Marital Status: _____

DOB: _____ Education Level: _____ High School Grad Year_____
(GED, HS Diploma, Some College,
Associates, Bachelors, Masters)

Address: _____
(Street)   (City)   (State) (ZipCode)

Phone Number: _____

Driver's License #: _____

Social Security #: _____

U.S. Citizen: _____Yes _____No

Contract Begins: _____ Contract Ends: _____

CERTIFICATE OF COMPLETION: 80 - 320 CLOCK HOURS
DIPLOMA PROGRAM: 600 CLOCK HOURS

CLASS SCHEDULE RANGES FROM: 4-30 WEEKS IN LENGTH.
ALL STUDENTS ARE REQUIRED TO ATTEND A MINIMUM OF 22 HRS PER WEEK.

SCHOOL SCHEDULE (DAYS & TIMES):

EMERGENCY CONTACT FORM

In case of emergency, please notify:

Contact #1

Emergency Contact Name: _____

Relationship: _____

Address: _____

Phone Number: _____

Contact #2

Emergency Contact Name: _____

Relationship: _____

Address: _____

Phone Number: _____

CONTRACT COST PAYMENT TERMS

Student and sponsor (if applicable) agree to pay DSDT the tuition and fees for the program selected according to the approved payment plan stated below. The school may, at its option and without notice, prevent student from attending class until any applicable unpaid balances are satisfied. Methods of payment include full payment at time of signing the Enrollment Agreement, and or remaining balance paid prior to start date or through an approved payment plan as stated herein. Payments may be made by cash, check, money order, and/or credit card. Students are responsible for paying the total tuition and fees and for repaying applicable loans plus interest.

Registration Fee:

$ _____

Books/Equipment:

$_____

Financial Aid Payment:

$ _____

MI Works Payment:

$ _____

Veteran Affairs Payment:

$ _____

Monthly Payment:

$ _____

Less Deposit:

$ _____

Balance Due:

$ _____

Total Tuition &Fees:

_____
Curriculum Advisor Signature and Date:

_____
Student Signature and Date:

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NEW STUDENT ORIENTATION CHECKLIST

I have received information concerning the following topics during my orientation:

_____ Program Objectives

_____ Desired Student Characteristics

_____ Job Opportunities in the Chosen Field

_____ Program and/or Course Outlines

_____ Course Lengths and Schedules

_____ Diploma and or Certificate Requirements

_____ General School Policies

_____ Clocking Procedures

_____ Equipment Policy

_____ Dress Code

_____ Standards of Conduct/Rules

_____ Security and Safety Awareness Policies

_____ Drug-Free Workplace Policy

_____ Student Grievance Policy and Procedure

_____ Leave of Absence

_____ Disciplinary Policy

_____ Counseling Resources and Procedures

_____ Reference Materials/Media Center

_____ Tuition payment overview/ Third party lender info

_____ Consumer Information

_____ Satisfactory Academic Progress

_____ Safety, First Aid

_____ Evacuation Procedures

_____ Location and Use of Fire Extinguishers

_____ Other Policies as applicable to the school

_____   _____

Student Signature   **Date**

PRE-ENROLLMENT RECEIPT OF INFORMATION

Student Name:

Program Start Date:

I have received written information concerning the following topics prior to signing my enrollment agreement:

Please check the following boxes:

☐ School Catalog

☐ School's Graduation Rate

☐ School's Job Placement Rate

☐ Certification or Diploma Requirements

☐ Prerequisites for Employment

☐ Satisfactory Academic Progress Policy

_____   _____
Student Signature   **Date**

ENROLLMENT AGREEMENT CHECKLIST

_____ 1. Title: Identified as a contract or enrollment agreement

_____ 2. Name and address of the institution

_____ 3. List the name of the student enrollee

_____ 4. Course/Program Title(s) as identified in catalog

_____ 5. Length of Courses/Programs with a total number of clock hour competencies and approximate number of

weeks or months required

_____ 6. Costs

_____ a. Total tuition for the course

_____ b. Books and supplies cost

_____ c. Payment terms and methods must be identified

_____ 7. Scheduled class starting date

_____ 8. Calculated completion date

_____ 9. Class Schedule – Actual hours per week

_____ 11. Institutional Refund Policy

_____ 12. Graduation requirements

_____ 13. Employment assistance description/ employment not guaranteed

_____ 14. Acknowledgment that signers have read and received a copy of contract

_____ 15. Date and signature of the applicant and parent/sponsor, if applicable

_____ 16. Acceptance date and signature of institution official

_____ 17. Governmental body requirements (license, state ID, GED, Diploma)

_____ 18. Any other conditions, circumstances or qualifications imposed by school

_____ 19. The contract is in language course/program will be taught

_____   _____

Student Signature   **Date**

RELEASE OF STUDENT INFORMATION AUTHORIZATION FORM

I understand that I have the right to gain access to my records according to the school's Access to Files Policy by making an appointment with the appropriate school official.

I also understand that I have the right to authorize certain individuals, organizations, or class of parties (such as potential employers) to gain access to certain information in my student file.

I hereby authorize DSDT, individuals of organizations or third-party employers to have access to the following information:

All Student file forms and contracts signed and dated by me in the event my information must be shared in the above aforementioned circumstances.

NOTE: This form is to be used each time the school wants or has a need to release information from the student file to a third party. This form need not be used when releasing information from the student's file to the student or student's parent if the student is a dependent student under IRS laws.

_____   _____

Student Signature   **Date**

MEDIA RELEASE FORM

I,_____, hereby authorize DSDT to use and/or reproduce photos and /or videos

without compensation. I understand that this material may be used in various publications, public affair releases,

recruitment materials, broadcast public service advertising (PSA's) or for other related endeavors. This material may also

appear on the company's or project sponsor's internet web page. This authorization is continuous and may only be

withdrawn by my specific recession of this authorization. Consequently, the company or project sponsor may publish

materials, use my name, photographs, and/or refer to me in any manner that the company or project sponsor deems

appropriate in order to promote/publicize service opportunities.

Description of Material Covered (Photo/Audio/Visual):

Any photo, audio or video material taken/recorded while on school property, during school events or while off-campus for

school practical teaching.

_____

Student Name (Printed)

_____

Student Signature & Date

PROGRESS REPORT

Student Name: _____

Program: _____

Date: _____

CUMULATIVE ATTENDANCE

Scheduled Hours: (Scheduled hours at date of report)

_____

Actual Hours: (Actual hours at date of report)

_____

Rate of Attendance:

_____ %

CUMULATIVE GRADES/ACADEMICS

Theory: (out of 100)

_____ %

Practical: (out of 100)

_____ %

GPA: (cumulative + practical / 200)

_____ %

Comments:

_____

_____

_____

_____

_____   _____

Instructor Signature   **Date**

REPORT CARD

Student Name: _____

Program: _____

Date: _____

CUMULATIVE ATTENDANCE

Scheduled Hours: (Scheduled hours at date of report)

_____

Actual Hours: (Actual hours at date of report)

_____

Rate of Attendance:

_____ %

CUMULATIVE GRADES/ACADEMICS

Theory: (out of 100)

_____ %

Practical: (out of 100)

_____ %

GPA: (cumulative + practical / 200)

_____ %

Comments:

_____

_____

_____

_____

_____   _____
Instructor Signature   **Date**

PRACTICAL SKILLS COMPETENCY EVALUATION CRITERIA

The skills category is graded by dividing the number of criteria rated yes into the total number of criteria. At least 75% in each applicable category must be attained for a passing score. Practical skills are evaluated according to test procedures and performance standards established by the state regulating agencies.

93 - 100 Excellent

85 - 92 Very Good

75 - 84 Satisfactory

74 - 0 Needs Improvement; Does not meet qualifications

To calculate the overall competency evaluation score, the evaluator averages the percentages for all categories and converts to the above scale. Each student is counseled regarding evaluation results and the permanent record is signed by the verifying instructor and the student examination candidate.

NOTE TO RATER: Rate item from 1-100 based upon category performance. Divide the total by 10 to determine the overall score using a 100% scale.

SKILL PERFORMANCE

_____	1. Prepared and set up station equipment properly
_____	2. Equipment use and set up technique demonstrated
_____	3. Performed Practical Application in timely manner
_____	4. Used proper equipment for specific task
_____	5. Applied theory techniques learned good practice
_____	6. Sections neat and clean
_____	7. Implementation of learned skills efficiently demonstrated.
_____	8. Applied Appropriate application techniques
_____	9. Demonstrates competency in practical application
_____	10. Maintains proper behavior and professionalism
_____	Total _____ % Total Score (Total / 1,000)

_____   _____

Student Signature   **Date**

_____   _____

Instructor Signature   **Date**

TECHNICAL INFRASTRUCTURE STUDENT SURVEY & FEEDBACK FORM

STUDENT NAME: _____ **DATE:** _____

PROGRAM: _____ **APPROXIMATE HOURS EARNED:** _____

PART 1: Technical Infrastructure

As part of the school's routine assessment of its achievements and commitment to students, please respond to the following questions by circling Y for yes, N for no, or N/A for not applicable. Please feel free to provide additional comments in the section provided. Thank you for your assistance.

Y N N/A   1. Is the school striving to meet the mission stated in the catalog?

Y N N/A   2. When teaching the class, does your teacher use effective delivery?

Y N N/A   3. Does the school use qualified substitute instructors when instructors are absent?

Y N N/A   4. Have you ever been advised about financial assistance opportunities?

Y N N/A   5. If yes, was the advice beneficial?

Y N N/A   6. Did you receive a copy of the school catalog prior to enrollment?

Y N N/A   7. Do you have a high school diploma or GED?

Y N N/A   8. Did you sign an enrollment agreement prior to starting school?

Y N N/A   9. Did you receive a copy of your enrollment agreement?

Y N N/A   10. Do you know who to see with questions regarding your graduation requirements, financial assistance, employment, or your academic progress?

Y N N/A   11. Did you go through orientation on or before start day?

Y N N/A   12. Did orientation explain school policies, program goals, administrative policies affecting students and available student services?

Y N N/A   13. Have you attended classes on job readiness and job search skills?

Y N N/A   14. Do you understand the graduation requirements and the difference between a Diploma and licensing program?

Y N N/A   15. Do you clock in and out each time you arrive and leave the school according to policy?

Y N N/A   16. Are you aware that you must maintain a minimum attendance rate and grade average to maintain satisfactory academic progress?

Y N N/A   17. Were you made aware of the school's internal grievance procedure?

Y N N/A   18. Have you received appropriate texts and/or kit materials for your program of study?

Y N N/A   19. Was the school's refund policy explained to you upon enrollment?

Y N N/A   20. Are the equipment and facilities maintained in working-order?

Y N N/A   21. Does the school make available other items for training that are not included in your kit such as products, equipment, reference materials?

Y N N/A   22. Are you aware of the educational requirements you must meet to graduate? Y N

N/A   23. Are you evaluated periodically on your practical skills?

Y N N/A   24. Do you understand the grading criteria that are used by the instructors when giving you practical grades?

Y N N/A   25. Do you take written tests after each unit of study?

Y N N/A   26. Were the school's performance rates or goals regarding graduation, published in the school's catalog that you received prior to enrollment?

Y N N/A   27. If you had to make the decision again, would you choose this institution?

Please provide any additional feedback or constructive comments you may have on the school's curriculum, space and facilities, student support services, and performance statistics that might help improve the school. Thank you again for your assistance.

_____

_____

_____

_____

PART 2: Academic Technical Theory and Practical Learning Methods

The school has developed a comprehensive curriculum for each course of study which includes requirements for study, weekly class schedules, detailed lesson plans, handouts and project sheets, visual aids and support materials. The Digital Marketing Professional Diploma and Technology Professional Courses meet the standards established by the state regulatory agency, as applicable. Educators are trained in a variety of teaching methods, which are incorporated into the instruction of each course.

DSDT Teaching Methods Include:

- Discussion
- Questions & Answers
- Demonstration
- Cooperative
- Learning
- Problem Solving
- Interactive Lecture

- Individualized Instruction
- Student Presentation Labs
- Student Activities
- Classroom Presentations
- Field Trips
- Guest Speakers
- Project

Are the academic and practical learning methods used effective relevant to learning styles and current education trends?	☐ YES ☐ NO

Please provide any additional recommendations:

_____

_____

_____

PART 3: Facilities, Equipment & Learning Resources

DSDT'S facility includes:

- Properly arranged and equipped classrooms for academic and practical learning.
- A contemporary modern facility with stations, tables, lighting, materials, and appropriate equipment.
- Offices for admission, education, academic advisement, and study.
- Learning resources including Flash Drives, reference books, technical manuals, professional periodicals, supplements, to text materials, computers, media resource center and inventory of supplies to enhance the educational programs.

Are these resources adequate for instructional needs as stated in the program objectives?   ☐ **YES**   ☐ **NO**

Do they meet the professional standards for safety and health requirements?   ☐ **YES**   ☐ **NO**

Please provide any additional recommendations:

_____

_____

GRADUATION, COMPLETION, AND PLACEMENT RATES
AS OF 2021 COMBINED TOTALS: 2021 reported data:
Completion Rate: 97%
Graduation Date: 95%
Placement Rate: 86%

Do you feel these are good outcomes for the institution?	☐ **YES** ☐ **NO**

Please provide any additional recommendations:

_____

_____

Again, thank you for taking the time to read and respond to this survey. Please list your general constructive comments on our institution below if you have any. If, however, your evaluation found our institution to be operating effectively and appropriately for achievement of our mission and objectives, we would appreciate a summary of your positive observations as well. Our staff is diligent in its efforts to provide quality education within the parameters of our stated mission. Therefore, we would appreciate any positive feedback you have to share. If we can ever be of assistance to you in any manner or provide you with qualified graduates to meet your employment needs, please don't hesitate to call on us.

_____   _____
Student Signature   **Date**

STUDENT INSTRUCTOR EVALUATION

Student Name: _____ Date: _____

Program: _____ Approximate Hours Earned: _____

The following pages contain statements about the education your instructor is delivering. Please rate the frequency of how your instructor engages in each of the below statements from Poor to Excellent. This information will be used to make constant improvements to the student experience at DSDT. There are no right or wrong answers in this survey. We appreciate your feedback.

INSTRUCTOR COMPETENCY

Flexibility & Adaptability
Classroom projects apply to real world experiences **Poor   Satisfactory   Excellent   N/A**

Guidance & Cooperative
Provides the opportunity to discuss class work **Poor   Satisfactory   Excellent   N/A**

Evaluation Process & Decision Making
Explains how student will be evaluated **Poor   Satisfactory   Excellent   N/A**

Punctuality & Professionalism
Displays a professional image in actions and behavior **Poor   Satisfactory   Excellent   N/A**

Competence of Curriculum Taught
Demonstrates knowledge of subject of study **Poor   Satisfactory   Excellent   N/A**

Quality
Classroom/lab is a safe and clean environment **Poor   Satisfactory   Excellent   N/A**

Productivity
Class time is well planned by the instructor **Poor   Satisfactory   Excellent   N/A**
All assignments are clear and easy to understand **Poor   Satisfactory   Excellent   N/A**
Plan of progress in place for student **Poor   Satisfactory   Excellent   N/A**
Projects and assignments are readily available **Poor   Satisfactory   Excellent   N/A**

Initiative
Encourages thinking and problem solving **Poor   Satisfactory   Excellent   N/A**
Technology is incorporated in class learning **Poor   Satisfactory   Excellent   N/A**

Diversity
All students are treated fairly **Poor   Satisfactory   Excellent   N/A**

Inclusion
Teaching methods adapt to student learning styles **Poor   Satisfactory   Excellent   N/A**

Communications
Verbal and written skills are demonstrated **Poor   Satisfactory   Excellent   N/A**
Demonstrates a cooperative spirit **Poor   Satisfactory   Excellent   N/A**

Institutional Commitment
Sense of pride in student completion and placement while challenging students to do their best **Poor   Satisfactory   Excellent   N/A**
The instructor exhibits a professional attitude **Poor   Satisfactory   Excellent   N/A**
Thank you for taking the time to complete this survey.
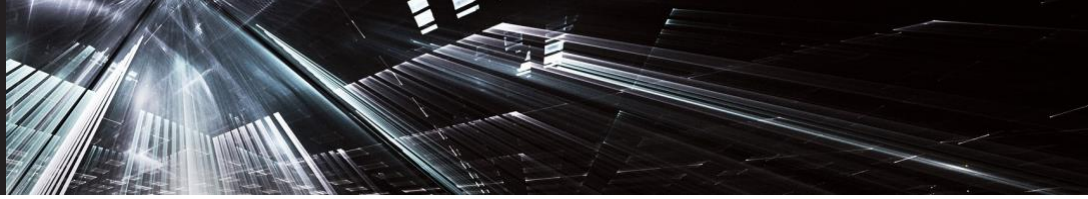
EXIT INTERVIEW AND PLACEMENT SURVEY

DSDT complies with nondiscrimination laws

STUDENT NAME: _____ **DATE:** _____

PROGRAM: _____ **EMAIL:** _____

Please rate DSDT's following school programs and services:

- Classroom and Equipment   **Poor**   **Satisfactory**   **Excellent**   **N/A**
- Projects and Homework   **Poor**   **Satisfactory**   **Excellent**   **N/A**
- Instructor   **Poor**   **Satisfactory**   **Excellent**   **N/A**
- School Administrator   **Poor**   **Satisfactory**   **Excellent**   **N/A**
- Financing Services   **Poor**   **Satisfactory**   **Excellent**   **N/A**
- Counseling Services   **Poor**   **Satisfactory**   **Excellent**   **N/A**
- Job Placement   **Poor**   **Satisfactory**   **Excellent**   **N/A**
- Counseling Services   **Poor**   **Satisfactory**   **Excellent**   **N/A**
- Student Activities
  (Fairs, Guest Speakers,
  Special Events, etc.)   **Poor**   **Satisfactory**   **Excellent**   **N/A**
- Condition of School
  (Maintenance,
  cleanliness, parking)   **Poor**   **Satisfactory**   **Excellent**   **N/A**

Was the Health and Safety Plan Given to You and Available in the Student Handbook?   **Yes**   **No**

Why are you leaving? (Completed program, financial reasons, etc.)

Please provide feedback and/or areas of improvement (if any) on course instruction and curriculum delivery modes:

What suggestions do you offer to improve the program/school?

Do you have any additional comments or suggestions for improvement of Student Services (counseling, financing, activities, etc.)?

DID YOU RECEIVE FINANCIAL AID?   **Yes**   **No**
If yes, indicate the type _____

PLACEMENT INFORMATION: Do you have a job?   **Yes**   **No**
If no, indicate why _____

Employer Name _____ Full Time / Part Time (Circle One)
Address _____ Immediate Supervisor _____
Job Title _____ Supervisor's Email _____
Phone # of Employer: _____ Hourly Wage _____
How did you find out about the job? _____
What is your current address? _____

_____   _____
Student Signature   **Date**

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