



MAIN CAMPUS

STUDENT HANDBOOK & CATALOG

2025-2026

VOLUME 1

ORIGINAL VERSION: 03/14/2014

UPDATED VERSION: 01/29/2026

EXECUTED VERSION: 01/29/2026

MAIN CAMPUS

1759 W. 20TH STREET, DETROIT, MI 48216

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DSDT GENERAL INFORMATION

APPROVAL DISCLOSURE STATEMENT

DSDT is an institute of higher learning 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 an institute of higher learning, which has been nationally accredited since 2017. DSDT’s main campus is located in southwest Detroit. DSDT first opened its doors in 2011 in Farmington Hills, Michigan. In 2016, DSDT opened a new facility in Detroit. 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 and Cybersecurity. In 2022, the Film Production program name changed to Digital Marketing Professional and course content was modified in an effort to make the program more relevant to industry trends and employer needs. In 2024, DSDT successfully became an institute of higher learning to start offering degree granting programs and is now known today as DSDT College, Inc. dba DSDT.

LEGAL NOTICES AND CERTIFICATION

State of Michigan Post-Secondary School Division

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, www.council.org.



DISTANCE EDUCATION

DSDT has been approved to participate in State Authorization Reciprocity Agreements.

If you're a distance education student, please note that DSDT is a National Council for State Authorization Reciprocity Agreements (NC-SARA) approved institution, and complaints can be submitted to LARA. Please visit [NC-Sara Complaint process](#) for more information.



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 Programs. These certificates are specifically from DSDT and not affiliated with any vendor, provider, or licensing body.

ASSOCIATE DEGREE

Students will receive an associate degree after the successful completion of all semester credit hours, including general education courses and technical courses within the program.

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 y. Program offerings will take place on campus and class times, schedule and location may vary per student demand.

Active military service members, veterans, and family members of military service members or veterans may be eligible to [submit a complaint](#) for review to the Department of Defense (DoD).

TEACHING AND LEARNING METHODS

DSDT's learning and teaching methods are 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 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 Career Services team 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.

LEGAL 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 is committed to a policy of equal opportunity for all people and does not discriminate on the basis of race, color, national origin, age, marital status, sex, disability, in some cases religion, height, weight, or veteran status in employment, educational programs and activities, and admissions. DSDT values and upholds the equal dignity of all members of its community and strives to balance the rights of the parties in the resolution process during what is often a difficult time for all those involved.

DSDT adheres to all federal, state and local civil rights laws prohibiting discrimination in employment and education. The college does not discriminate in its employment practices on the basis of sex. Sexual harassment, sexual assault, dating and domestic violence, stalking and sexual exploitation are prohibited under Title IX and by college policy.

The law and DSDT's policy prohibit discrimination and harassment of employees or discrimination and harassment between members of the college community: for example, between an employee and a supervisor, between two employees, or between an employee and an applicant or campus guest. Any member of the campus community who acts to deny, deprive or limit an employment opportunity of any member of the DSDT community on the basis of sex is in violation of this policy.

Any person may report sex harassment, discrimination or other forms of sexual misconduct, whether or not the person reporting is the person alleged to have experienced the conduct. Reports may be made by telephone or email directly to the Director of Administration. Reports can be made any time, including during non-business hours, by calling DSDT directly at 888-688-4234 or by emailing the Title IX coordinator, Kathryn Kothe, at katie@dsdt.edu.

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.

AMERICANS WITH DISABILITY ACT

DSDT with the Americans with Disabilities Act (ADA), which protects citizens of the United States who possess physical or mental disabilities. The school complies with Section 504 of the Vocational Rehabilitation Act Amendments of 1973, which states that no otherwise qualified handicapped individual in the United States shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefit of, or be subjected to discrimination under any program or activity receiving federal financial assistance." If it is determined that an individual is a qualified person with a disability, then the school will develop a 504 Accommodation Plan to ensure equal access to the instructional programs.

EDUCATION GOALS

DSDT strives to provide a quality educational system that prepares students to successfully complete their program 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 complete their program
- 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

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.

INSTITUTIONAL ADVISORY COMMITTEE MEMBERS



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 is an experienced IT professional currently in the role of IT Audit Manager leading initiatives to develop, implement, and evaluate technology within a higher education internal audit environment. She oversees and conducts IT and IT-related audits aligned with industry standards and frameworks. With a strong focus on IT General Controls, risk assessment, and system-driven process evaluation, she helps drive audit efficiency and data-informed insights. She contributes thought leadership through internal presentations, cross-functional collaboration, and professional writing. Aspiring to lead audit teams in the evaluation of emerging technologies, her next focus is expanding into cybersecurity and AI control testing to strengthen organizational resilience and assurance capabilities.

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."



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.



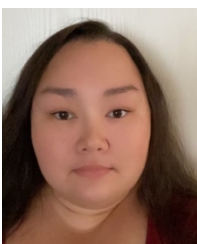
Danielle Gordon

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.



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.



Amanda Pickelsimer

Amanda Pickelsimer is a small business owner of over 4 years and a community partner in Killeen, Texas. She currently owns and operates two successful companies related to commercial printing, marketing and graphic design. Amanda's areas of expertise include Canva, CorelDRAW, Silhouette Design Studio, e-commerce, digital marketing, social media outreach, stakeholder and customer service, content creation and design. In her spare time, Amanda participates in various opportunities to educate small business owners on topics such as financial education. She believes that life is a learning journey, and everyone has something to offer others from their experiences. Her focus is building up other people and businesses through mutual support and sharing resources.

TECHNOLOGY PROFESSIONAL 6 OCCUPATIONAL COMMITTEE MEMBERS



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.



Skip Sorrels

Skip Sorrels, a distinguished cybersecurity professional, is widely acclaimed for his leadership in crafting robust cybersecurity programs. Armed with a Master of Science in Cybersecurity and Information Assurance, he boasts a unique amalgamation of technical expertise and a solid foundation in healthcare cybersecurity. Skip's career trajectory came full circle, commencing in the nursing profession in Texas, where he navigated intensive care, trauma units, and transplant teams. His fascination with computers and technology eventually led him to Dell, where he significantly contributed to the architecture and solutioning for Department of Defense contracts and military branches. Currently serving as a Director of Cybersecurity at Ascension Healthcare, one of the nation’s largest non-profit healthcare providers, Skip leverages his dual experience as a former nursing practitioner and a security executive to enhance healthcare cybersecurity.



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.



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 Fis

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 than 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.



Abdalla Soliman

Mr. Soliman is a master's degree graduate from OCC, offering a wealth of talent in the development and implementation of educational technology tools and applications in the classroom. He possesses an in-depth knowledge of Computer Science, Information Technology, Cybersecurity, and Digital Forensics. Abdalla is adept in creative teaching strategies that fully engage students in the learning process. Mr. Soliman is deeply invested in achieving tenure through administrative service, committee contributions, and an accomplishment-oriented approach to teaching

HOME INSPECTION TRAINING OCCUPATIONAL COMMITTEE MEMBERS



Frank Lesh

Frank M. Lesh is President of InspectorScan LLC and has over three decades of leadership in the home inspection industry. He served as Executive Director of the American Society of Home Inspectors (ASHI) from 2013–2017 and previously led Home Sweet Home Inspection Company for more than 20 years. A past President and longtime Board Member of ASHI, Frank has been recognized with multiple national service awards for his contributions to the profession. He remains an active member of several professional organizations in inspection, construction, and building sciences.



Matthew Barlow

Matt Barlow is a sales leader with more than a decade of experience in the e-learning and skilled trades education industries, including extensive work in the real estate and home inspection training markets. As Senior Director of Sales & Strategy at Edcetera, he drives growth initiatives that support professionals in fields like home inspection, skilled trades, and real estate. Previously, Matt held national sales leadership roles with The CE Shop, Mbition, and OnCourse Learning, where he expanded access to career education and licensing programs for inspectors and real estate professionals nationwide. He holds a Bachelor of Business Administration in Marketing from Carroll University.



Jim Huebner

Jim Huebner has more than 29 years of experience in business development and sales across industry and adult education, in addition to seven years in industrial manufacturing. For the past 17 years, he has been actively involved in the residential home inspection education field through his work with Inspection Certification Associates. His professional background spans material handling and conveyors, industrial power generation, senior living safety devices, and property management. Jim is committed to helping individuals successfully enter the home inspection industry and achieve their goals of professional growth and business ownership.

BUSINESS INFORMATION TECHNOLOGY SPECIALIST OCCUPATIONAL COMMITTEE MEMBERS



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.



Corey Haynes

Corey Haynes is a leader and connector who has a passion for learning throughout life, helping others, giving back; both professionally and personally, while looking for new ways to immerse himself more into new cultures, new video games, or a new technology. Corey cultivated an early interest in IT, where he would build large LAN parties for Halo, cut music for events, and build computers with friends while earning his degree from the University of Michigan – Ann Arbor. Since then Corey has combined those interests into over 18 years of global experience within the IT profession. Currently, Corey is the Enterprise Leader for SHI Michigan – the nation’s largest woman and minority global technology partner and in this role he manages a team of local and national sellers and resources that focus on business to-business IT solutions that create, optimize, and provide flexibility against the changing IT landscape. Corey looks to be a big advocate for helping and empowering others and gives back his free time through a variety of volunteer efforts; whether it’s being a mentor or sitting on boards that focus on uplifting others. An avid Detroit sports fan, lover of travel, aspiring coder, and future connector – Corey is excited about new people, connections, and opportunities as he looks to help others wherever he can.



Latecia Lampkin

Latecia is a security, privacy, and compliance professional with over 15 years of experience in the field. She has a vast and proven track record for leading large-scale security initiatives and projects at top firms, including Booz Allen Hamilton, Deloitte & Touche. Most recently, she worked for Google’s Security, Privacy, and Compliance for Mergers and Acquisitions organization, securing cool products for startups at X Moonshot Factory. Latecia is passionate about giving back to the community and helping others succeed in Cybersecurity. She has spent most of her career teaching, mentoring, and coaching working adults who aspire to transition into the field.



Sarith Pullanikkat

Sarith is a cybersecurity professional with over 13 years of industry & consulting experience. He has expertise in various aspects of cybersecurity including but not limited to security strategy development, security assessments, IoT security, and security governance, risk & compliance (GRC). In his previous role as a cybersecurity consultant, he has enabled numerous clients from various industries to enhance their security posture by making investments in the right areas of focus. These clients ranged from local small-government institutions to Fortune 100 companies. As a consultant, he enjoyed travelling, meeting new people and learning new technologies & environments. In his current role, Sarith leads the Security Assurance function with Meta’s GRC team. His team is responsible for validating that Meta has the right security controls in place and that the company is able to meet its compliance obligations.

FULL STACK 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.



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.



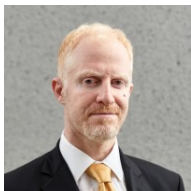
Hector Guerra

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.



Anthony Scales

Anthony Scales II is a native Detroiter that graduated from Renaissance High School in 2007. He has a bachelor's degree from Michigan State University and a technology certification from Detroit School for Digital Technology. Anthony has been working in development since he graduated from college. He is well versed in a plethora of software including HTML, CSS, JavaScript, Angular, Java, PHP, and most recently ReactJS. His primary focus is on front end development. Anthony's ultimate goal is to enrich other's lives through the code.



Maher Hujairi

As an IT Expert with 20+ years' experience, Maher is a high-end software architect with deep low end technical knowledge, experience and skills. He has mastered his designing skills on all software levels and layers, starting from the front-end user interface to database architecture and design, while having remarkable OO insights and practices. He is a digital graphics expert with exposure to a wide variety of graphic work. Maher has also had the pleasure of teaching computer science, programming, and digital graphic concepts and practices courses to a diverse population of students.

MACHINE LEARNING SPECIALIST OCCUPATIONAL COMMITTEE MEMBERS



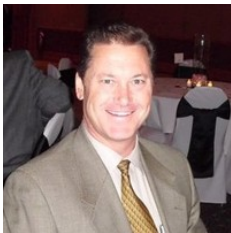
Matthew Mueller

Matthew is a seasoned AI software engineer with expertise in machine learning and natural language processing. He currently works as a Senior Core AI Software Engineer at Clinc, a leading conversational AI company based in Ann Arbor, heading their research team. At Clinc, he oversees intellectual property, manages ongoing research initiatives, and leads the engineering and architecting of machine learning projects. Matthew has experience deploying production-grade AI solutions across various infrastructures, including conversation guidance for Clinc and comment trend analysis for Audi. Outside of natural language processing, Matthew's interests include sports analytics, bioinformatics, and AI-guided investing, and he continuously explores new technologies in these areas.



Hisham Elkholy

After receiving formal training as a mechanical engineer, Hisham embarked on a dynamic career spanning the energy, food manufacturing, and automotive industries. Throughout his professional journey, a striking realization emerged data had become a critical asset for companies striving to maintain innovation and competitiveness across all sectors. Driven by this insight, Hisham redirected his career path and currently works at Stellantis, where he manages artificial intelligence products. Beyond his professional endeavors, Hisham possesses an interest in the potential impact of AI on communities, recognizing both the positive and negative implications. Eager to delve deeper into this vital subject, he is scheduled to commence a master's program in AI Ethics and Society at the University of Cambridge in October 2023, further fueling his commitment to understanding and navigating the ethical landscape of AI.



John MacKay

John MacKay is a Michigan State University alum with a passion for new Technology Innovation. He has over 23 years of experience in high performance computing and engineering simulation, consulting and sales for Hewlett Packard Enterprise. John currently holds a position as a high-performance computing and artificial intelligence sales leader at Hewlett Packard enterprises. He is leading sales activities for high performance computing, artificial intelligence, autonomous driving, machine learning, and analytics into the automotive and retail industries.



Dean Crutchfield

Dean's is the Chief Information Security Officer at Toast, a Fintech company based in Boston Massachusetts. Dean's passion for helping develop and mentor others aligns with his core value of giving back to the community and engaging to help others thrive in their careers. Dean is a senior executive and proven leader with over three decades of experience inside innovative technology companies. During his time in the technology industry, Dean has held Chief Information Officer and Chief Information Security Officer roles in companies that develop cloud based, software as a service (SaaS) and hardware products. Dean has been an executive leader in companies that develop mobile devices, personal computers and enterprise data center software and hardware. These companies include Dell Technologies, Zebra Technologies and SaaS provider CDK Global. At Toast, Dean is responsible for global governance, risk, technical compliance and cybersecurity. Dean serves on several technology committees at Toast including the Artificial Intelligence, Mobile Hardware and Technology Architecture Councils. Dean is an advisory board member of the Payment Card Industry Council, and a cybersecurity advisor to Insight Partners, a Private Equity and Venture Capital firm based in London and New York City.



Dr. Smruti Panigrahi

Smruti's position committee member position at DSDT aligns with his core value of giving back to the community. He enjoys mentoring students and professionals in the cutting edge technologies to help build their technical foundation and support their career growth. He has a Ph.D. in Mechanical Engineering, Masters in Virtual Reality, Masters in Applied Mathematics, and Bachelors in Manufacturing Science and Engineering. Smruti has over 15 years of research and industry experience in advanced technologies in Robotics, Artificial Intelligence, Machine Learning, Augmented Reality, Autonomous Vehicles, Dynamics and Controls, Data Science, and Embedded Systems development. Throughout his career, he has led development of several patented technologies and has published numerous papers in international journals and conferences. He CoFounded Ford Robotics & Automation Research department and has led several high impact projects within Ford Motor Company from inception to production including algorithm development, real-world testing and implementation. He is an active board member and industry advisor to Merrimack College in Massachusetts where he helps develop curriculum in Robotics, Mechatronics, Mechanical and Electrical Engineering, for undergraduate and graduate degrees and mentoring students for post graduation career transition. Smruti is passionate about disseminating his knowledge and experiences for the betterment of the society. He serves as mentor and advisor to various non-profits such as FIRST Robotics, FIRST Robotics GIRLS Events, University of Michigan Robotics Club and various minority groups and events.

AI PROMPT SPECIALIST OCCUPATIONAL COMMITTEE MEMBERS



Wajieh Salman

Wajieh Salman is an Artificial Intelligence and Machine Learning Product Manager at Ford Motor Company. Wajieh has an extensive background in various machine learning software and innovative data science analytic techniques. Wajieh possesses a bachelor's degree in electrical and robotics engineering from University of Michigan Dearborn and a master's degree in data science and business analytics from Wayne State University. His passion is driven by developing smart innovative techniques for all businesses to analyze data and process information more efficiently and effectively.



Scott Stuart

Scott Stuart is a result driven program & portfolio manager with exemplary mastery to employ advanced technological solutions and maximize return on investment. Scott has extensive global deployment experience leveraging minimal viable product and lean methodologies techniques to maximize value proposition at every pay point. He has a proven track record of promoting collaborative work environment of subordinates to drive every changing requirement into results that go above and beyond customer expectations. Scott has been working at General Motors for over 17 years. During his time at GM, Scott has worked on various Artificial Intelligence and Machine learning projects for OnStar Insurance, GM's E-bikes, Future Roads, etc. Scott holds a Bachelor's Degree in Computer Science and a Masters Degree in Strategic Management. Scott passion in the AI and machine learning industry continues by leading multiple high visibility GM ventures programs thru innovation.



Pravin Chopade

Pravin Chopade is an accomplished AI and ML Engineer, Scientist, and esteemed member of the AI community. With a PhD in Computational Science and Engineering from North Carolina A&T State University, USA, he has excelled in the field. Holding a Master's degree in Electrical Engineering from Government College of Engineering, Pune, India, and a Bachelor's degree from Government College of Engineering, Amravati, India, he possesses a strong educational foundation. Dr. Chopade is a Software Feature Architect AI at Stellantis, SWX Software Engineering Division, Auburn Hills, MI, USA, where he develops AI-based intelligent and adaptive automobile software systems solutions for real-world applications. Dr. Chopade's research experience includes roles at Educational Testing Service (ETS), ACTNext, and North Carolina A&T State University, where he made significant contributions to AI. He has secured funding and research awards from esteemed institutions like the US Department of Defense and the National Science Foundation. With over 70 publications and two filed patents, he demonstrates expertise and innovation. His research focuses on multimodal analytics, intelligent learning systems, personalization, and collaborative problem-solving. Dr. Chopade actively contributes to the scientific community as a reviewer for leading journals and as a former IEEE leader. As an Advisory Board Member for the AI Prompt Specialist Committee at DSDT, his vast knowledge and dedication to advancing AI will greatly benefit the committee's mission of shaping AI for societal progress.



Yogeesh Kunigal Gangaiah

Yogeesh has seventeen years of experience in IT, which includes 9+ years of managerial experience in both domestic and global companies ranging from hi-tech, retail, automotive, insurance, transportation and telecom industries. Yogeesh currently serves as the Associate Director of IT at Applexus Technologies, working to create solutions for high profile companies on agile program management, automation and artificial intelligence/machine learning. Yogeesh has a passion for mentoring individuals and is an excellent industry leader for the people he manages and the clients he serves.

ASSOCIATE DEGREE OF APPLIED SCIENCE IN INFORMATION TECHNOLOGY OCCUPATIONAL COMMITTEE MEMBERS



Julie Russell

Julie Russell is a leading software architect and the founder of Diamond Edge IT. With a strong background in integration, Julie has worked with a broad set of companies spanning over multiple industries. Based on her observations while consulting, Julie invented a new way of automating the generation of code, leading to the launch of Nine Gold, a no-code platform. Diamond Edge IT dedicates research and development into their open best practices, allowing them to drive code quality and consistency into the code, making it a strong focus of their platform. In addition to her work, Julie is an influential speaker and thought leader in the industry. She has presented at conferences such as MuleSoft Connect 2018, sharing her insights on topics like adopting microservices. Julie’s contributions and expertise have been recognized by publications like CIO Review and Beyond Exclamation Magazine.



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.



Dr. Hany Othman

Dr. Hany Othman is a technology professional with over 15 years of experience with small to enterprise-level organizations in various Information Technology, Information Security, Networking, and Project Management. He has over 15 years of experience in higher education; teaching, administration, online education, and educational technologies. Dr. Othman has developed undergraduate, Master's, and Doctorate courses in Computer Information Systems, Computer Science, Management Information systems, and Cybersecurity programs. His research is focused on Cyber-Security, Artificial Intelligence, and IoT.

Dr. Othman holds a Bachelor of Science degree in Business/E-Business, a master’s degree of science in “Information Resource Management,” and a Doctorate in Computer Science- Digital System Security (Dissertation Topic- “Performance and acceptance of biometrics as an anti-cheating tool in an online test setting”), Microsoft Certified Professional, and Microsoft Certified System Engineer.

**ASSOCIATE DEGREE OF APPLIED SCIENCE IN
MAGNETIC RESONANCE IMAGING (MRI) TECHNOLOGY
OCCUPATIONAL COMMITTEE MEMBERS**



Eduardo D. Campuzano

Eduardo D. Campuzano, BS, RT(R,CT,MR), ARMRIT, MRSO, is an experienced MRI professional and clinical applications leader with more than two decades in medical imaging. He currently serves as MRI Team Lead Applications at Siemens Healthineers, where he supports advanced MRI technology implementation and clinical optimization across healthcare systems. Throughout his career, he has held leadership, clinical, and academic roles, including positions at University of Miami Miller School of Medicine and Miami Dade College. Eduardo is also an educator and speaker who has contributed to MRI training and professional development for imaging professionals nationwide.



Amy Morandi

Amy Morandi is an experienced MRI Technologist with more than a decade of clinical imaging experience. She currently serves as an MRI Technologist at University of Michigan within Michigan Medicine’s pediatric imaging services, where she specializes in high quality diagnostic MRI care. Amy has also held imaging roles with Alliance HNI, LLC and Concentra, building a strong background in both MRI and radiography. She is committed to delivering safe, patient centered imaging services and supporting excellence in diagnostic healthcare.



Neil Huber

Neil is the Founder and CEO of Pulse Radiology Institute, where he leads the development of a hybrid MRI associate degree program designed to prepare allied health professionals through comprehensive coursework and nationwide clinical training opportunities. He is also the Co-Founder of Alpha RT, a company focused on innovative remote MRI staffing solutions that support healthcare providers and improve patient care. Neil previously founded Pulse Radiology Education, which was successfully acquired by Edcetera, and later led Pulse Radiology Institute through its acquisition by Eden Capital in 2025. He began his career as an MRI Technologist at Hospital for Special Surgery and later served as Assistant Director of Clinical Operations at RadNet, where he helped oversee a large team of imaging technologists across multiple modalities.

Administration & Faculty

Executive Leadership

Jamie Harris CEO, CAO, School President
 Karlos Harris COO

Administration

Mackenzie Fulton Compliance Officer, COE Liaison, Human Resources Manager
 Kathryn Kothe Director of Financial Aid, Director of Administration
 Racquel Williams Chief Financial Officer
 Hunter Gadwell Director of Student Services

Full-Time Faculty

Erik Ladendorf ..Digital Marketing Professional Program Director, AI Prompt Specialist Program Instructor
 Associates in Music Production and Broadcast Media from the Recording Institute of Detroit
 John Hanson Digital Marketing Professional Instructor
 HS Diploma from Central High School in Traverse City
 and College Credits at Northwestern Michigan College of Liberal Arts
 Joe King IT Program Director, IT Instructor, Infrastructure Manager
 CompTIA Certifications
 Steven Andrews Information Technology Instructor
 Bachelor of Arts in History from Wayne State University, CompTIA Certifications
 Christopher Turnbull Machine Learning Specialist Instructor
 Master’s in Computer Science from University of Michigan
 Daniel Michalak Full Stack Development Instructor
 Bachelor of Science in Cognitive Science, Complex Systems Minor from University of Michigan
 Jordan Podsiad MRI Program Director
 Associate of Applied Science- Radiographer from Henry Ford Community College

Part-Time Faculty

Joe King Adjunct Faculty
 CompTIA Certifications
 Hank Sander Home Inspection Training Program Instructor
 Illinois Department of Professional Regulation: Real Estate Sales License / Illinois licensed Home Inspector,
 Class 3 FAA Private Pilot License (exp.) FAA Part 107 Drone Pilot License (2018)
 Daniel Michalak Adjunct Faculty
 Bachelor of Science in Cognitive Science, Complex Systems Minor from University of Michigan
 Eric Weiss Adjunct Faculty
 Bachelor of Computer Arts from School of Visual Arts
 Abdulla Khan Adjunct Faculty
 Bachelor of Science in Information Technology from Ajman University of Science and Technology
 David Patwin Adjunct Faculty
 Bachelor of Arts in Mathematics
 Dale Rogalski Adjunct Faculty
 Master of Arts in Clinical Psychology from Michigan School of Professional Psychology
 Melissa Luotonen Adjunct Faculty
 School of Diagnostic Radiology, ARRT Certified from Beaumont Hospital
 Zach Conrad Adjunct Faculty
 Bachelor of Medical Science from Emory University
 Eleasa Norris Adjunct Faculty
 Doctorate in Healthcare Administration from Capella University

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 at this time. 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 at this time. 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 non-college degree programs only. There is a \$25 application fee for all associate degree programs.

APPLICATION PROCESS

Complete a Pre-Enrollment Application Form: Complete and submit the application form to the secure online portal system, Populi, prior to registration. All forms needed from the student or 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 at DSDT's main campus location. A telephone interview and/or virtual meeting will be considered if the applicant's geographical location and ability to travel to the interview site is a hardship and/or the student is a branch location student.

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 at DSDT's main location 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.
 - **For Ch 30 Veterans only:** Students will be required to sign an acknowledgement of financial responsibility form.
 - **For students that use 3rd party funding sources only:** Students will be required to sign a private education loan disclosure statement.
2. **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).

Re-Admission of Withdrawn Students

After withdrawal, a student may be allowed to return and complete training subject to a review of the circumstances surrounding the original withdrawal. Students applying for re-admittance to DSDT College will be evaluated according to current Satisfactory Academic Progress (SAP) standards and will re-enter in the same SAP status as at the time of withdrawal. Students permitted to reenter are required to complete their program in accordance with the maximum timeframe (pace of completion) requirements detailed in the satisfactory academic progress (SAP) section of the school catalog.

Students re-entering after an interruption of 180 days or more may receive credit for hours previously earned at the discretion of DSDT, taking into consideration the results from a written and practical assessment exam administered by the school and hours previously earned. Credit for hours previously earned and per hour charges must be determined by the managing director prior to the student resuming attendance at DSDT. All students re-admitting must be approved by a campus re-admittance committee. Students are encouraged to apply for re-admittance a minimum of two (2) weeks prior to the date in which they wish to return.

Re-Admission for Military Service Members

A re-entering student who was required to withdraw because of active military status will be promptly re-entered with no advance notice required by the student if re-entering within five (5) years of completion of service, unless unusual circumstances require the institution to admit the student at a later date. Re-entry will be processed into his/her same program of study at the same enrollment status and with the same number of hours previously completed. If that program is no longer offered, the student will be re-admitted to the program that is most similar in terms of content and program hours unless the student requests admission to a different program. If the school assesses that additional academic preparation is required before resuming active enrollment, this will be provided by the school at no charge to the student. In all cases, the student will be charged the same tuition and fees that would have been assessed at the time the student left the school for active military service. Students may contact the managing director for more information about this policy and eligibility, or when ready to re-enroll.

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. Day, President's Day, Memorial Day, Juneteenth, Independence Day, Labor Day, Veterans Day, Thanksgiving, Friday after Thanksgiving, Christmas Eve and Christmas Day.

PAYMENT SCHEDULE

DSDT offers a variety of monthly financial payments schedules. Speak with 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.

STUDENTS CONVICTED OF POSSESSION OR SALE OF DRUGS

Federal Penalties for Drug Violations According to the U.S. Department of Education Office of National Drug Control Policy.

1. Period of ineligibility for Federal Student Aid Funds: **Possession** of Illegal Drugs
 - a) Only one time for possession of illegal drugs - 1 year of ineligibility to receive Title IV funds after date of conviction
 - b) Two times for possession of illegal drugs - 2 years of ineligibility to receive Title IV funds after date of the second conviction
 - c) Three or more times for possession of illegal drugs- ineligible to receive Title IV funds for an indefinite period after date of the third conviction
2. Period of ineligibility for Federal Student Aid Funds: **Sale** of Illegal Drugs
 - a) Only one time for the sale of illegal drugs - 2 year of ineligibility to receive Title IV funds after date of conviction
 - b) Two times for the sale of illegal drugs ineligible to receive Title IV funds for an indefinite period after date of the second conviction

*Note: Under the law, an indefinite period of ineligibility continues unless the conviction is overturned or otherwise rendered invalid or the student meets one of the two early reinstatement requirements specified above.

If a student successfully completes a drug rehabilitation program after the student's most recent drug conviction, the student regains eligibility on the date the student successfully completes the program. Students may regain eligibility the day after the period of ineligibility ends or when he or she successfully completes a qualified drug rehabilitation program. Beginning with the academic year, passing two unannounced drug tests given by a qualified drug rehabilitation program will be acceptable to regain eligibility.

A Drug Rehabilitation program is as follows:

- Includes at least two unannounced drug tests; and
- Has received or is qualified to receive funds directly or indirectly under a Federal, State, or local government program; Is administered or recognized by a Federal, State, or local government agency or court; Has received or is qualified to receive payment directly or indirectly from a Federally- or State-licensed insurance company; or is administered or recognized by a Federally- or State-licensed hospital, health clinic or medical doctor.

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

A student recipient of Federal Title IV funds who withdraws from DSDT may be subject to a Return of Title IV Calculation to determine the percentage of funds required to be returned to the federal government. The Title IV programs that are covered by this law are Federal Pell Grants, Iraq, and Afghanistan Service Grants, TEACH Grants, Federal Supplemental Educational Opportunity Grants (FSEOGs), Direct Loans and Direct Plus Loans.

The Return of Title IV calculation is a federally mandated formula to determine how much federal funding was “earned” up to the time of withdrawal.

The amount of assistance that you have earned is determined on a pro rata basis. For example, if you complete 30% of your payment period, you earn 30% of the assistance you were originally scheduled to receive. Once you have completed more than 60% of the payment period of enrollment, you earn all the assistance that you were scheduled to receive for that period. You will not be subject to returns of your *Title IV* aid if you meet one of the following exemptions:

- You complete all of the requirements for graduation;
- You successfully complete a class or multiple classes that comprise at least 49 percent of the days in the term (in a program offered in modules); or
- You successfully complete a class or multiple classes that comprise at least half-time enrollment (in a program offered in modules).

Though your aid is posted to your account at the start of each period, you earn the funds as you complete the period. For the determination of and calculation of aid earned, and unearned, only scheduled hours are used to determine the percentage of the period completed by a student withdrawing from their clock hour program. The scheduled clock hours used for a student are those established by the school prior to the student’s beginning class date for the payment period or period of enrollment. The hours are established in accordance with any requirements of the state or the institution’s accrediting agency. These hours are consistent with the published materials describing the institution’s programs. If you received (or your school received on your behalf) less assistance than the amount that you earned, you may be eligible to receive those additional funds in the form of a post-withdraw disbursement. If you receive more assistance than you earned, the excess funds must be returned by the school and/or you.

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.

A statement of intent to resume attendance later can be submitted by the student in the same payment period or period of enrollment (written confirmation) close to the date that the student ceases attendance at any point prior to completing the payment period or period of enrollment and before the school is required to return *Title IV* funds, offer any post-withdrawal disbursement of loan funds, or take any other action under the R2T4 requirements

Date student will resume attendance is **no later than 60 calendar days after the student ceased attendance**

The amount to be returned to the federal government will be written in a notification to a borrower when a school pays a refund or return of Direct Loan funds to the Department on behalf of the student at the time the Direct loan funds are returned or refunded to the Department and will be calculated based on if you officially withdraw or unofficially withdraw as follows:

Official Withdrawal

Occurs when a student contacts Student Services and/or respective School Director the student begins the school’s withdrawal process, or the student otherwise provides official notification to the school of intent to withdraw. The withdrawal date is the date the student begins the school’s withdrawal process, or the date that the student otherwise provides notification (If both circumstances occur, use the **earlier** withdrawal date). The date of determination is the student’s withdrawal date or the date of notification, whichever is **later**. Student Services and/or respective School

Director must then begin the withdrawal process.

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 or if it is a non-attendance taking the date that the school determines is related to the circumstance beyond the student's control, or the midpoint of the payment period or period of enrollment, as applicable. Their date of determination is 14 days after they cease attendance or the date that the school becomes aware that the student has ceased attendance. Aid received prior to the determination date is aid that could have been disbursed. **Determining withdrawal date** for student who withdraws without providing notification is 30 days after the end of the earlier of the:

- Payment or enrollment period
- Academic year in which student withdrew
- Educational program from which student withdrew

Leave of Absence Related Withdrawal

If student does not return from an approved leave of absence, or the student takes an unapproved leave of absence, the date that the student began the leave of absence or their last date of attendance for attendance taking programs, is the student withdrawal date. The date of determination is earlier of the dates of the end of the leave of absence or the date the student notifies the school they will not be returning to that school (In the case of an unapproved absence, the date that the student began the leave of absence).

Withdrawal After Rescission of Official Notification

Occurs when the student withdraws after rescinding a previous official notification of withdrawal. The student's withdrawal date is the student's original withdrawal date from the previous official notification. The date of determination is the date the school becomes aware that the student did not, or will not, complete the payment period or period of enrollment or last date of attendance for attendance taking programs.

Earned Title IV Funds

Earned Title IV funds are funds used to cover educational costs according to the scheduled clock hours and instructional weeks the student was at before withdrawing. The amount of funds earned is directly proportional to the number of clock hours scheduled to have been completed during the payment period as of the student's withdrawal date. DSDT is a clock-hour program, and the percentage of the period completed is determined by dividing the number of hours the student was scheduled to complete by the number of hours in the payment period.

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

Unearned Title IV Funds

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 programs. The percentage used to determine the return of federal student aid funds is equal to the number of scheduled hours at the date DSDT determines the withdraw divided by the number of scheduled hours in the payment period. The resulting percentage is then used along with your school costs and total federal funds that you received (funds that were disbursed directly to your student account at DSDT and possibly refunded to you) or that you were eligible to receive, to determine the amount of aid that you can keep. There are some Title IV funds that you were scheduled to receive that cannot be disbursed to you once you withdraw because of other eligibility requirements. For example, if you are a first-time, first-year undergraduate student and you have not yet completed the first 30 days of your program before you withdraw, you will not receive any Direct Loan funds that you would have received had you remained enrolled past the 30th day. The return of unearned Title IV funds must be as soon as possible but no later than 45 days after date school determined student withdrew.

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. DSDT will automatically use all or a portion of your post-withdraw disbursement of grant funds for tuition and fees. However,

DSDT will ask for permission to use your post-withdrawal disbursement of grant funds for all other institutional charges. If the post-withdrawal disbursement includes any federal loan funds, DSDT must get the student's permission before it can disburse the loan. Students may choose to decline some or all the loan funds so that she/he does not incur additional debt. There are some Title IV funds that you were scheduled to receive that cannot be disbursed to you once you withdraw because of other eligibility requirements. For example, if you are a first-time, first-year undergraduate student and you have not completed the first 30 days of your program before you withdraw, you will not receive any Direct Loan funds that you would have received had you remained enrolled past the 30th day. If you receive (or your school or parent receive on your behalf) excess Title IV program funds that must be returned, your school must return a portion of the excess funds equal to the lesser of:

- your institutional charges multiplied by the unearned percentage of your funds, or
- the entire amount of excess funds

A notice will be sent out to the student and the student must submit a response instructing school to make post-withdrawal disbursement. The signed original document must be returned to DSDT within 14 days.

For any amount of a post-withdrawal grant disbursement not credited to the student's account to cover allowable charges, the school must make the disbursement as soon as possible from the date school determined student withdrew (1) loans as soon as possible but no later than 180 days (2) grants as soon as possible but no later than 45 days (no confirmation from the student is required for grants).

Notifications to student or parent of outcome of late request for a post-withdrawal disbursement to student (request received by school after the specified period and school chooses not to make disbursement)- as soon as possible

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: Your institutional charges multiplied by the unearned percentage of your funds, or 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 of 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:

- Federal Unsubsidized Direct Loan
- Federal Subsidized Direct Loan
- Federal Direct Parent Loan (PLUS)
- Federal PELL Grant

The school must return this amount even if it didn't keep this amount of your Title IV program funds. If your school is not required to return all of the excess funds, you may be required to return the remaining amount. For any loan funds that you must return, you (or your parent for a Direct PLUS Loan) will repay the loan funds in accordance with the terms of the promissory note. That is, you will not be required to repay any loan funds immediately, but instead, you will make scheduled payments to the holder of the loan over a period of time.

*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. *

Post-withdrawal disbursement to student's account for: Outstanding current (allowable) charges (tuition and fees, contracted food and housing, etc.) Other allowable charges with student authorization (e.g. library fines, books, supplies, etc.) is required to be returned as soon as possible but no later than 180 days after the date school determined student withdrew, in accordance with requirements for disbursing Title IV funds, [34 CFR 668.164](#).

Written notification providing the student (or parent) the opportunity to accept all or part of a post-withdrawal disbursement of Title IV loan funds (Direct Loan, or Direct PLUS Loan) to the student's account is required to be within 30 days of the school's determination that the student withdrew.

Written notification of student's eligibility for a direct post-withdrawal disbursement of Title IV loan funds in excess of outstanding current (educationally related) charges is required to be within 30 days of the school's determination that the student withdrew.

Overpayment

Any amount of unearned grant funds that you must return is called an overpayment. If a credit balance still exists on the student's account after the R2T4 and institutional refund calculations are done, that credit balance must be used to pay any grant overpayment that exists within 14 days from the date the R2T4 is performed. The maximum amount of a grant overpayment that you must repay is half of the grant funds you received or were scheduled to receive. You do not have to repay a grant overpayment if the original amount of the overpayment is \$50 or less. You must pay the overpayment in full or make arrangements with your school or the Department of Education to return the unearned grant funds. The requirements for Title IV program funds when you withdraw are separate from any refund policy DSDT has. Therefore, you may still owe funds to the school to cover unpaid institutional charges. DSDT may also charge you for any Title IV program funds that the school was required to return. A notification to the student of grant overpayment must be sent within 30 days of the date the school determined the student withdrew.

DSDT must refer to the Department/Default Resolution Group a student who:

- does not satisfy the requirements of an agreement with the school;
- fails to contact the school during the 45-day period;
- fails, during the 45-day period, to pay their overpayment in full or enter into a repayment arrangement; or
- fails to complete repayment in the two years allowed.

DSDT is never required to enter into a repayment agreement with a student; rather, DSDT will refer an overpayment to the Department at any time after the student has had the opportunity to pay off the overpayment in full to the school or indicate their intent to negotiate repayment arrangements with the Department's Default Resolution Group. However, if DSDT reports a student overpayment (for which a student has not negotiated repayment arrangements) to NSLDS before the 45-day period has elapsed, the student will appear to be ineligible for Title IV aid. Since students retain their eligibility for 45 days, DSDT will provide students with every opportunity to repay their debt or negotiate repayment arrangements before reporting it to NSLDS and referring it to the Default Resolution Group. A student can contact the Default Resolution Group by calling 1-800-621-3115, sending an email through [Send Email | Debt Resolution \(ed.gov\)](#), or by writing to the Default Resolution Group at the following address:

Default Resolution Group
U.S. Department of Education
Default Resolution Group
P.O. Box 5609
Greenville, Texas 75403

INSTITUTIONAL REFUND POLICY AND SIGNATURE FROM

Refund And Cancellation Policies

DSDT adheres to the following policy in determining refunds of tuition and fees paid in advance or sums due to the institution when a student withdraws or is terminated from the institution prior to the completion of the program. All refunds, when due, are made without requiring a request from the student and are made within 45 days (1) of the last day of attendance if written notification has been provided to the institution by the student, or (2) from the date the institution terminates the student or determines withdrawal by the student. DSDT's policies comply with refund and cancellation policy requirements of applicable state, federal, and accrediting agencies.

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. If tuition and fees are collected in advance of the start date of a program and DSDT cancels the program, 100% of the tuition and fees (including fees identified as non-refundable) collected are refundable. Such refunds, when due, will be made within forty-five (45) days of the planned start date.

This policy does not apply to students re-entering to complete the same program version, at the original campus of enrollment, within 180 days of their original last date of attendance. In the aforementioned scenario, the institutional refund policy would be applicable.

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 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.

Refund Policy – Notice of Cancellation

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 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 at the last date of attendance.
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.

Students Enrolled in Credit Hour Programs Greater Than Twelve (12) Months In Length

Students enrolled in a credit hour program longer than twelve (12) months who withdraw during the first twelve (12) months of their program are not obligated to pay tuition for future periods beyond that first twelve (12) months. Students who withdraw during any subsequent period following the first twelve (12) months will have their tuition refund calculated by applying the same credit hour chart shown below.

Students Enrolled in Credit Hour Program

Students enrolled in a credit hour program less than twelve (12) months who withdraw prior to the end of their program are not obligated to pay tuition for future terms or payment periods beyond the term or payment period that they withdrew in. Students who withdraw or are terminated after the first day of class and who are enrolled in a credit hour program will have their tuition refund calculated as follows:

| Time of Withdrawal or Termination during Period of Obligation | Refundable Amount | Amount Owed by Student |
|---|-------------------|------------------------|
| Week 1 – 2 | 90% of Tuition | 10% of Tuition |
| Week 3 | 50% of Tuition | 50% of Tuition |
| Week 4 – 6 | 25% of Tuition | 75% of Tuition |
| Week 7 – 12 | No refund | 100% of Tuition |

* The first week of the period of obligation is defined as seven consecutive calendar days starting on the date the term of instruction begins; all subsequent weeks follow thereafter.

Students Enrolled in Clock Hour Programs

Students who withdraw or are terminated after the first day of class and who are enrolled in a clock hour program twelve (12) months or less in length will have their tuition refund calculated as follows:

| % of Scheduled Hours in Period of Obligation Prior To Last Date of Attendance | % of Tuition for Payment Period Retained By School |
|--|---|
| .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% |

Tuition charges owed by the student will be calculated on a pro rata basis, based on the percentage of program hours scheduled up to and including the student's last date of attendance. This calculation is not based on the hours attended nor hours earned. For example, if a student was scheduled for 30% of the hours in the period of obligation prior to the last date of attendance, the school will retain 70% of the tuition charged for that period. Students scheduled for 50% or more hours in the period of obligation will be charged the full tuition for that period.

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.

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

Transfer Policies

Campus, Program, and External Institutions

Transfer Between DSDT Campuses and/or Programs

A student requesting to transfer between campuses and/or programs is required to withdraw and subsequently re-admit in the new program and/or campus. Changing campuses and/or programs must be planned proactively to confirm course availability and can only occur if approved by the Director of Admissions and the Director of Student Services at the main campus.

It is important to note that anytime a student changes campuses or programs, financial arrangements must be recalculated, and funding availability may change. This includes Title IV financial aid, cash payments, scholarships, etc. Additionally, any change in enrollment can affect scheduling. A student changing campuses and/or programs may not be able to attend a full schedule of classes each term due to availability and pre-requisite requirements.

Maximum Transferable Credits

- Students may transfer a maximum of 50% of the total required instruction for their program.
- This includes transfer credits from prior institutions, certifications, work experience, and military training.
- This policy applies to all credit and clock hour programs at DSDT.

Transfer Of Credit and Clock Hours from An Outside Institution

Students accepted for enrollment into DSDT will be allowed to transfer credits and/or hours earned from other accredited institutions recognized by the United States Department of Education only, as outlined herein:

1. The student is required to provide an official transcript outlining credits and/or clock hours earned from institutions accredited by agencies recognized by the U.S Department of Education or a state or federal approving agency and course descriptions from the outside institution(s).
2. For all programs, the student must have earned at least a grade of “C” (70%, 2.0) for each course accepted for transfer credits and/or hours. Credits earned within the past 10 years are preferred for relevance.
3. The transfer of credit process must be completed prior to the student starting their program of study at DSDT College.
4. The course must have had curriculum and units of measurement similar to those in DSDT’s student handbook for the corresponding course.
5. The student may transfer up to 50% of the program’s credits/hours; exceptions may be made to this policy for students transferring from schools closing in the last twelve months as approved by the main campus School Director.
6. Transfer of credits is determined and approved on a case-by-case basis by the Director of Admissions at the main campus.

For students meeting these criteria, credits will be reflected in the student’s academic record as a transfer credit “TC” but will not count towards a student’s cumulative grade point average. Transfer credits will count as credits attempted and credits earned in the calculation of maximum time frame as part of satisfactory academic progress determination. Tuition will be adjusted by an amount equal to the cost of the course(s)/hours.

Other Forms of Transfer Credit Assessed For Credit/Clock Hours

Certifications & Licenses:

- Must be industry-recognized and directly relevant to the program.
- Requires official documentation for verification.

Work Experience:

- Must align with program learning outcomes.
- Requires employer verification and detailed documentation.

Military Training:

- Evaluated based on **Joint Services Transcript (JST)** or equivalent documentation.

Portfolio Assessment:

- Students may submit a portfolio demonstrating prior learning for faculty review.

Transfer Of Credits/Hours to Other Institutions

Programs at DSDT are designed to prepare graduates for the best possible career opportunities in each student's field of choice, without determination of transferability of credit earned. Transfer, recognition, or acceptance of academic credits or hours between institutions is always at the discretion of the receiving institution.

Therefore, DSDT does not promise or guarantee the transfer, recognition, or acceptance of any academic credits or hours earned at DSDT to other educational institutions. It is the responsibility of the student to contact any other postsecondary institution where the student may be considering enrolling upon graduation from DSDT.

SATISFACTORY ACADEMIC PROGRESS POLICY AND PROCEDURE

Satisfactory Academic Progress (SAP) must be maintained to meet both the institution’s academic policy and for eligibility of Federal Title IV. Both academic and pace of completion requirements are assessed at the end of each academic period.

DSDT define an academic period as:

| | |
|--|---|
| Credit Hour Programs: | Clock Hour Programs: |
| 1 credit hour= 45 clock hours of lecture and 30 clock hours of laboratory work | Defined as the academic evaluation periods below. |

Academic Requirements

Academic requirements are evaluated using each student’s cumulative grade point average (CGPA) calculated using all grades earned in courses that apply to the student’s current program of study. Cumulative grade point averages are reviewed at evaluation points using the cumulative GPA and Attendance rate.

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 |

Attendance Policy for Clock Hour Program

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. 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 and/or respective School Director 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 re-enrollment at the discretion of the Director of Administration and/or respective School Director.

Example Attendance for a clock hour program: A student is scheduled to attend 22 hrs. per week (67% x 22= 15 clock hours)

Clock Hour Program Evaluation Points

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) |
| Machine Learning Specialist | Academic Year 1- 300 &600 (actual hours attended) |

For all certification programs satisfactory programs are evaluated as followed:

| Certification Program | Clock Hour Interval |
|---------------------------|--------------------------------------|
| Full Stack Developer | 160, 320 (scheduled clock hours) |
| Technology Professional 6 | 80, 160, 240 (scheduled clock hours) |
| Home Inspection Training | 80, 160, 240 (scheduled clock hours) |
| Technology Professional 2 | 40, 80 (scheduled clock hours) |
| AI Prompt Specialist | 40, 80 (scheduled clock hours) |

SAP Table for Credit Hour Program

| 64 Credit Hour Information Technology Associate Degree Program | | | | |
|---|-------------------------------|------------------------------|---|--|
| Total Credits Attempted | SAP Advising if CGPA is Below | SAP Not Met if CGPA is Below | SAP Advising if Rate of Progress is Below | SAP Not Met if Rate of Progress is Below |
| 1-12 | 2.0 | N/A | 67% | N/A |
| 13-24 | 2.0 | 2.0 | 67% | 50% |
| 25-36 | 2.0 | 2.0 | 67% | 60% |
| 37-48 | 2.0 | 2.0 | 67% | 67% |
| 49-64 | 2.0 | 2.0 | 67% | 67% |

| 76 Credit Hour Information Technology Associate Degree Program | | | | |
|---|-------------------------------|------------------------------|---|--|
| Total Credits Attempted | SAP Advising if CGPA is Below | SAP Not Met if CGPA is Below | SAP Advising if Rate of Progress is Below | SAP Not Met if Rate of Progress is Below |
| 1-12 | 2.0 | N/A | 67% | N/A |
| 13-24 | 2.0 | 2.0 | 67% | 50% |
| 25-36 | 2.0 | 2.0 | 67% | 60% |
| 37-48 | 2.0 | 2.0 | 67% | 67% |
| 49-64 | 2.0 | 2.0 | 67% | 67% |
| 64-76 | 2.0 | 2.0 | 67% | 67% |

Maximum Timeframe- Pace of Completion

The maximum time frame for completion of any program is limited by federal regulation to 150% of the published length of the program. A student is not allowed to attempt more than 1.5 times or 150% of the clock or credit hours in the standard length of the program to complete the requirements for graduation.

All students on federal financial aid must be admitted into an eligible program of study. A student is eligible to attempt a maximum of 150% of the allowable credit hours required to complete his/her program of study. Example: If an Associate of Science degree requires 60 credit hours to complete the program, a student is allowed 150% or 90 attempted credit hours in which to complete that program. This includes any credits in which the student was or was not paid federal student aid. Developmental and transfer credits are also included in the calculation.

If a student has completed less than the maximum number of allowable credit hours in the program of study, he/she may receive aid for one more term even if the total hours exceed the limit. Attempted credit hours includes all hours the student has enrolled in — including all credits which receive a grade above a “D-“, F and WF grades, repeated classes, withdrawals, pass/fail classes, audited classes, CLEP credit, advanced placement credit, transfer credits, and classes from which the student has tested out.

Credit Hour Program

The following chart outlines the maximum number of credits that can be attempted by length of program.

| Length of Program in Credits | Maximum Time Frame in Credits Attempted |
|------------------------------|---|
| 24 | 36 |
| 36 | 54 |
| 48 | 72 |
| 64 | 90 |
| 76 | 114 |

Clock Hour Programs

Progress is evaluated for every student at specific points as listed in the chart below. Attendance is based on 67% (66.5% or higher is rounded to 67%) of actual attendance evaluated against scheduled hours. If attendance is 67% or greater, then the student is progressing at a pace to ensure completion within the maximum timeframe.

| Program | Maximum Time Allowed |
|--|----------------------|
| | Weeks |
| Digital Marketing Professional Diploma (600 clock hours) | 41 |
| Business Information Technology Specialist (600 clock hours) | 41 |
| Machine Learning Specialist (600 clock hours) | 41 |
| Full Stack Developer (320 clock hours) | 22 |
| Technology Professional 6 (240 clock hours) | 17 |
| Home Inspection Training (240 clock hours) | 17 |
| Technology Professional 2 (80 clock hours) | 6 |
| AI Prompt Specialist (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.

Asynchronous Instruction

Students enrolled in asynchronous online programs complete coursework independently through the LMS progressing through modules in sequential order. Attendance is measured by documented academic engagement such as assignment submissions, video participation, discussion posts, and virtual check-ins, rather than physical presence. Students are expected to complete approximately 20 instructional hours per week and must meet a minimum attendance rate of 67% during each 4-week course period, which serves as the SAP evaluation point. Academic progress is tracked through the LMS analytics, instructor feedback, and graded assessments, with students advancing automatically to the next module upon successful completion of the prior one.

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 (Main Location) is responsible for making a recommendation on the appeal and electronically submitting the appeal to the Director of Administration (Main Location) and sending it to the respective 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 (Main Location) 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 reinstated.

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

Degrees, Diplomas and Certifications of Completions

Upon satisfactory completion of the required course hours/credits and course requirements, a degree, diploma, or Certification of Completion will be issued to the student. The institution may withhold official academic transcripts and degrees/diplomas/certificates if the student has not met all financial obligations. A transcript fee of \$10 will apply and can be requested via Populi our student EMS system. Please pay by credit card or send a money order (personal checks are NOT accepted) and complete the Transcript Request Form.

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 clock hour programs do 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

DSDT is committed to recognizing and awarding transfer credits to students who have previously earned credits from accredited institutions or through recognized certifications. The transfer credit policy is designed to ensure that students receive appropriate credit for their prior learning and experiences, thereby

facilitating a more efficient and cost-effective educational journey. In accordance with accreditation standards, students at DSDT College Inc. may transfer a maximum of 50% of the total credits required for their Associate Degree program. This ensures that the majority of the education is provided by DSDT, maintaining the integrity and coherence of the program. All transfer credit evaluations are conducted with the goal of maintaining academic integrity and upholding the high standards of DSDT's educational programs. Please see the full transfer credit policy for more information.

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

. Students must submit a LOA request form, located in the student handbook, to the main location 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.

Program Calendar Dates 2026-2028

Technology Professional 2 - 2026 – 2028 Calendar

| 2026/27 Start and End Dates | 2027/28 Start and End Dates |
|-----------------------------|-----------------------------|
| Jan 5- Jan 30 2026 | Jan 4- Jan 29 2027 |
| Feb 2- Feb 27 2026 | Feb 1- Feb 26 2027 |
| Mar 2- Mar 27 2026 | Mar 1- Mar 26 2027 |
| Mar 30- Apr 24 2026 | Mar 29- Apr 23 2027 |
| Apr 27- May 22 2026 | Apr 26- May 21 2027 |
| May 26- Jun 18 2026 | May 24- Jun 18 2027 |
| Jun 22- Jul 17 2026 | Jun 21- Jul 16 2027 |
| July 20- Aug 14 2026 | July 19- Aug 13 2027 |
| Aug 17- Sep 11 2026 | Aug 16- Sep 10 2027 |
| Sep 14- Oct 9 2026 | Sep 13- Oct 8 2027 |
| Oct 13- Nov 6 2026 | Oct 11- Nov 5 2027 |
| Nov 9- Dec 4 2026 | Nov 8- Dec 3 2027 |
| Dec 7- Dec 31 2026 | Dec 6- Dec 31 2027 |

AI Prompt Specialist - 2026 – 2028 Calendar

| 2026/27 Start and End Dates | 2027/28 Start and End Dates |
|-----------------------------|-----------------------------|
| Jan 5- Jan 30 2026 | Jan 4- Jan 29 2027 |
| Feb 2- Feb 27 2026 | Feb 1- Feb 26 2027 |
| Mar 2- Mar 27 2026 | Mar 1- Mar 26 2027 |
| Mar 30- Apr 24 2026 | Mar 29- Apr 23 2027 |
| Apr 27- May 22 2026 | Apr 26- May 21 2027 |
| May 26- Jun 18 2026 | May 24- Jun 18 2027 |
| Jun 22- Jul 17 2026 | Jun 21- Jul 16 2027 |
| July 20- Aug 14 2026 | July 19- Aug 13 2027 |
| Aug 17- Sep 11 2026 | Aug 16- Sep 10 2027 |
| Sep 14- Oct 9 2026 | Sep 13- Oct 8 2027 |
| Oct 13- Nov 6 2026 | Oct 11- Nov 5 2027 |
| Nov 9- Dec 4 2026 | Nov 8- Dec 3 2027 |
| Dec 7- Dec 31 2026 | Dec 6- Dec 31 2027 |

Digital Marketing Professional - 2026 – 2028 Calendar

| 2026/27 Start and End Dates | 2027/28 Start and End Dates |
|-----------------------------|-----------------------------|
| Jan 5- Jul 17 2026 | Jan 4- Jul 16 2027 |
| Feb 2- Aug 14 2026 | Feb 1- Aug 13 2027 |
| Mar 2- Sep 11 2026 | Mar 1- Sep 10 2027 |
| Mar 30- Oct 9 2026 | Mar 29- Oct 8 2027 |
| Apr 27- Nov 6 2026 | Apr 26- Nov 5 2027 |
| May 26- Dec 4 2026 | May 24- Dec 3 2027 |
| Jun 22- Dec 31 2026 | Jun 21- Dec 31 2027 |
| July 20- Jan 29 2027 | July 19- Jan 28 2028 |
| Aug 17- Feb 26 2027 | Aug 16- Feb 25 2028 |
| Sep 14- March 26 2027 | Sep 13- Mar 25 2028 |
| Oct 13- April 23 2027 | Oct 11- Apr 22 2028 |
| Nov 9- May 21 2027 | Nov 8- May 20 2028 |
| Dec 7- Jun 18 2027 | Dec 6- Jun 17 2028 |

Business Information Technology Specialist – 2026 – 2028 Calendar

| 2026/27 Start and End Dates | 2027/28 Start and End Dates |
|-----------------------------|-----------------------------|
| Jan 5- Jul 17 2026 | Jan 4- Jul 16 2027 |
| Feb 2- Aug 14 2026 | Feb 1- Aug 13 2027 |
| Mar 2- Sep 11 2026 | Mar 1- Sep 10 2027 |
| Mar 30- Oct 9 2026 | Mar 29- Oct 8 2027 |
| Apr 27- Nov 6 2026 | Apr 26- Nov 5 2027 |
| May 26- Dec 4 2026 | May 24- Dec 3 2027 |
| Jun 22- Dec 31 2026 | Jun 21- Dec 31 2027 |
| July 20- Jan 29 2027 | July 19- Jan 28 2028 |
| Aug 17- Feb 26 2027 | Aug 16- Feb 25 2028 |
| Sep 14- March 26 2027 | Sep 13- Mar 25 2028 |
| Oct 13- April 23 2027 | Oct 11- Apr 22 2028 |
| Nov 9- May 21 2027 | Nov 8- May 20 2028 |
| Dec 7- Jun 18 2027 | Dec 6- Jun 17 2028 |

Technology Professional 6 – 2026 - 2028 Calendar

2026/27 Start and End Dates

2027/28 Start and End Dates

| | |
|---------------------|---------------------|
| Jan 5- Mar 27 2026 | Jan 4- Mar 26 2027 |
| Feb 2- Apr 24 2026 | Feb 1- Apr 23 2027 |
| Mar 2- May 22 2026 | Mar 1- May 21 2027 |
| Mar 30- Jun 18 2026 | Mar 29- Jun 18 2027 |
| Apr 27- Jul 17 2026 | Apr 26- Jul 16 2027 |
| May 26- Aug 14 2026 | May 24- Aug 13 2027 |
| Jun 22- Sep 11 2026 | Jun 21- Sep 10 2027 |
| July 20- Oct 9 2026 | July 19- Oct 8 2027 |
| Aug 17- Nov 6 2026 | Aug 16- Nov 5 2027 |
| Sep 14- Dec 4 2026 | Sep 13- Dec 3 2027 |
| Oct 13- Dec 31 2026 | Oct 11- Dec 31 2027 |
| Nov 9- Jan 29 2027 | Nov 8- Jan 28 2028 |
| Dec 7- Feb 26 2027 | Dec 6- Feb 25 2028 |

Home Inspection Training – 2026 - 2028 Calendar

2026/27 Start and End Dates

2027/28 Start and End Dates

| | |
|---------------------|---------------------|
| Jan 5- Mar 27 2026 | Jan 4- Mar 26 2027 |
| Feb 2- Apr 24 2026 | Feb 1- Apr 23 2027 |
| Mar 2- May 22 2026 | Mar 1- May 21 2027 |
| Mar 30- Jun 18 2026 | Mar 29- Jun 18 2027 |
| Apr 27- Jul 17 2026 | Apr 26- Jul 16 2027 |
| May 26- Aug 14 2026 | May 24- Aug 13 2027 |
| Jun 22- Sep 11 2026 | Jun 21- Sep 10 2027 |
| July 20- Oct 9 2026 | July 19- Oct 8 2027 |
| Aug 17- Nov 6 2026 | Aug 16- Nov 5 2027 |
| Sep 14- Dec 4 2026 | Sep 13- Dec 3 2027 |
| Oct 13- Dec 31 2026 | Oct 11- Dec 31 2027 |
| Nov 9- Jan 29 2027 | Nov 8- Jan 28 2028 |
| Dec 7- Feb 26 2027 | Dec 6- Feb 25 2028 |

Full Stack Developer – 2026 - 2028 Calendar
2026/27 Start and End Dates 2027/28 Start and End Dates

| | |
|---------------------|---------------------|
| Jan 5- Mar 27 2026 | Jan 4- Apr 23 2027 |
| Feb 2- Apr 24 2026 | Feb 1- May 21 2027 |
| Mar 2- May 22 2026 | Mar 1- Jun 18 2027 |
| Mar 30- Jun 18 2026 | Mar 29- Jul 16 2027 |
| Apr 27- Jul 17 2026 | Apr 26- Aug 13 2027 |
| May 26- Aug 14 2026 | May 24- Sep 10 2027 |
| Jun 22- Sep 11 2026 | Jun 21- Oct 8 2027 |
| July 20- Oct 9 2026 | July 19- Nov 5 2027 |
| Aug 17- Nov 6 2026 | Aug 16- Dec 3 2027 |
| Sep 14- Dec 4 2026 | Sep 13- Dec 31 2027 |
| Oct 13- Dec 31 2026 | Oct 11- Jan 28 2028 |
| Nov 9- Jan 29 2027 | Nov 8- Feb 25 2028 |
| Dec 7- Feb 26 2027 | Dec 6- Mar 25 2028 |

Machine Learning Specialist – 2026 – 2028 Calendar
2026/27 Start and End Dates 2027/28 Start and End Dates

| | |
|-----------------------|----------------------|
| Jan 5- Jul 17 2026 | Jan 4- Jul 16 2027 |
| Feb 2- Aug 14 2026 | Feb 1- Aug 13 2027 |
| Mar 2- Sep 11 2026 | Mar 1- Sep 10 2027 |
| Mar 30- Oct 9 2026 | Mar 29- Oct 8 2027 |
| Apr 27- Nov 6 2026 | Apr 26- Nov 5 2027 |
| May 26- Dec 4 2026 | May 24- Dec 3 2027 |
| Jun 22- Dec 31 2026 | Jun 21- Dec 31 2027 |
| July 20- Jan 29 2027 | July 19- Jan 28 2028 |
| Aug 17- Feb 26 2027 | Aug 16- Feb 25 2028 |
| Sep 14- March 26 2027 | Sep 13- Mar 25 2028 |
| Oct 13- April 23 2027 | Oct 11- Apr 22 2028 |
| Nov 9- May 21 2027 | Nov 8- May 20 2028 |
| Dec 7- Jun 18 2027 | Dec 6- Jun 17 2028 |

Associate of Applied Science in Information Technology Degree Program Schedule

Winter 2025

| | |
|-----------------------------|---|
| January 6th, 2025 | Semester Courses Begin |
| January 20th, 2025 | Martin Luther King Jr. Day College Closed |
| March 1st - March 9th, 2025 | Spring Break College Closed |
| May 2nd, 2025 | Last day of Winter Semester |

Summer 2025

| | |
|------------------------------|---|
| May 12th, 2025 | Semester Courses Begin |
| May 26th, 2025 | Memorial Day College Closed |
| July 4th, 2025 | Independence Day College Closed |
| July 18 th , 2025 | Last Day of Summer Semester 2025 (10 Weeks) |
| July 19th -August 17th, 2025 | Semester Break |

Fall 2025

| | |
|---|--------------------------------------|
| August 18th, 2025 | Semester Courses Begin |
| September 1 st , 2025 | Labor Day College Closed |
| November 11 th , 2025 | Veterans Day College Closed |
| November 22 nd – November 30 th , 2025 | Thanksgiving Break College Closed |
| December 12th, 2025 | Last day of Fall Semester (16 Weeks) |
| December 13 th , 2025 – January 4 th 2026 | Winter Break |

Winter 2026

| | |
|--|---|
| January 5 th 2026 | Winter Semester begins |
| January 19 th 2026 | Martin Luther King Day – School Closed |
| February 28 th – March 8 th 2026 | Spring Break |
| May 1 st 2026 | Last day of Winter Semester 2026 (16 Weeks) |
| May 2 nd 2026- May 17 th , 2026 | Semester Break |

Summer 2026

| | |
|---|-----------------------------------|
| May 18 th , 2026 | Summer Semester begins |
| July 4th, 2026 | Independence Day College Closed |
| July 24th, 2026 | Last day of Summer Semester 2026 |
| July 25th, 2026- August 16 th , 2026 | Semester Break |

Fall 2026

| | |
|--|--------------------------------|
| August 17th, 2026 | Fall Semester begins |
| November 21 st , - November 29 th , 2026 | Thanksgiving Break |
| December 11 th , 2026 | Last day of Fall Semester 2026 |
| December 12 th 2026 -January 3 rd , 2027 | Winter Break |

Winter 2027

| | |
|--|--|
| January 4 th , 2027 | Winter Semester begins |
| January 18 th , 2027 | Martin Luther King Jr. Day/ College Closed |
| February 27 th , 2027 – March 7th, 2027 | Spring Break |
| April 30 th , 2027 | Last day of Winter Semester 2027 |

Summer 2027

| | |
|----------------|----------------------------------|
| May 24th 2027 | Summer Semester begins |
| May 31st 2027 | Memorial Day |
| July 4th, 2027 | Independence Day |
| July 29th 2027 | Last day of Summer Semester 2027 |

Fall 2027

| | |
|----------------------|----------------------|
| August 16th 2027 | Fall Semester begins |
| September 6th 2027 | Labor Day |
| November 11th 2027 | Veterans Day |
| November 21st – 27th | Thanksgiving Break |

Winter 2028

| | |
|-----------------------|--|
| January 3rd 2028 | Winter Semester begins |
| January 17th 2028 | Martin Luther King Day – School Closed |
| March 6th – 10th 2028 | Spring Break |
| April 28th 2028 | Last day of Winter Semester 2028 |

Summer 2028

| | |
|----------------|----------------------------------|
| May 22nd 2028 | Winter Semester begins |
| May 28th 2028 | Memorial Day – School Closed |
| July 4th 2028 | Independence Day – School Closed |
| July 28th 2028 | Last day of Summer Semester 2028 |

Fall 2028

| | |
|---------------------------|---------------------------|
| August 21st 2028 | Fall Semester Begins |
| September 4th 2028 | Labor Day – School Closed |
| November 11th 2028 | Veterans Day |
| November 20th – 24th 2028 | Thanksgiving Break |
| December 15th 2028 | Last Day of Fall Semester |

Associate of Applied Science in Magnetic Resonance Imaging (MRI) Technology Degree Program Schedule

Winter 2026

| | |
|---|----------------------------------|
| January 5 th 2026 | Winter Semester begins |
| January 19 th 2026 | Martin Luther King Day |
| February 16 th , 2026 | Washington's Birthday |
| April 19 th 2026 | Last day of Winter Semester 2026 |
| April 20 th 2026- May 3 rd 2026 | Semester Break |

Summer 2026

| | |
|--|----------------------------------|
| May 4 th , 2026 | Summer Semester begins |
| May 25 th , 2026 | Memorial Day |
| June 19 th , 2026 | Juneteenth |
| July 4 th , 2026 | Independence Day |
| August 16 th , 2026 | Last day of Summer Semester 2026 |
| August 17 th , 2026- August 30 th , 2026 | Semester Break |

Fall 2026

| | |
|--|--------------------------------|
| August 31 st , 2026 | Fall Semester begins |
| September 7 th , 2026 | Labor Day |
| October 12 th , 2026 | Columbus Day |
| November 11 th , 2026 | Veterans Day |
| November 26 th , 2026 | Thanksgiving Day |
| December 13 th , 2026 | Last day of Fall Semester 2026 |
| December 14 th 2026 -January 3 rd , 2027 | Winter Break |

Winter 2027

| | |
|---|----------------------------------|
| January 4 th 2027 | Winter Semester begins |
| January 18 th 2027 | Martin Luther King Day |
| February 15 th , 2027 | Washington's Birthday |
| April 18 th 2027 | Last day of Winter Semester 2026 |
| April 19 th 2027- May 2 nd 2027 | Semester Break |

Summer 2027

| | |
|--|----------------------------------|
| May 3 rd , 2027 | Summer Semester begins |
| May 31 st , 2027 | Memorial Day |
| June 19 th , 2027 | Juneteenth |
| July 4 th , 2027 | Independence Day |
| August 15 th , 2027 | Last day of Summer Semester 2026 |
| August 16 th , 2027- August 29 th , 2027 | Semester Break |

Fall 2027

| | |
|---|--------------------------------|
| August 30th, 2027 | Fall Semester begins |
| September 6 th , 2027 | Labor Day |
| October 11 th , 2027 | Columbus Day |
| November 11 th , 2027 | Veterans Day |
| November 25 th , 2027 | Thanksgiving Day |
| December 12 th , 2027 | Last day of Fall Semester 2027 |
| December 13 th 2027 -January 2nd, 2028 | Winter Break |

Winter 2028

| | |
|-------------------|--|
| January 3rd 2028 | Winter Semester begins |
| January 17th 2028 | Martin Luther King Day – School Closed |
| April 14th 2028 | Last day of Winter Semester 2028 |

Summer 2028

| | |
|--------------------|----------------------------------|
| May 22nd 2028 | Winter Semester begins |
| May 29th 2028 | Memorial Day – School Closed |
| July 4th 2028 | Independence Day – School Closed |
| September 1st 2028 | Last day of Summer Semester 2028 |

Fall 2028

| | |
|--------------------|--------------------------------|
| September 5th 2028 | Fall Semester Begins |
| September 4th 2028 | Labor Day – School Closed |
| November 10th 2028 | Veterans Day – School Closed |
| December 15th 2028 | Last Day of Fall Semester 2028 |

CAMPUS PROGRAM OFFERINGS

Business Information Technology Specialist Diploma Program

600 Clock Hours

7.5 Total Courses

Program 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 Linux+, 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

Program 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 Graphic Design, Content Creation, Web Design, Social Media Advertising, Portfolio Lab 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.

Machine Learning Specialist Professional Diploma Program

600 Clock Hours

7.5 Total courses

Program Description:

The Machine Learning Specialist program offers an extensive and immersive learning experience tailored to prepare students for a successful career in the dynamic field of AI language model engineering. This curriculum encompasses a broad range of critical topics, ensuring a solid foundation in Programming, Natural Language Processing (NLP), Machine Learning, Data Analysis, Data Visualization, API Integration, Version Control, Experimentation and Evaluation, Optimization Techniques, and Software Development Best Practices. Through a combination of theoretical instruction and practical, hands-on exercises, students will develop a comprehensive understanding and skill set in prompt engineering, empowering them to address real-world challenges and excel in their professional endeavors.

Job Titles: Prompt Engineer, AI Prompt Engineer, Senior Machine Learning Engineer, Machine Learning Engineer, AI Data Engineer, Artificial Intelligence and Machine Learning Engineer, Applied Scientist Engineer, AI Engineer, Generative AI Product Manager, Cognitive Technology Leader, AI Senior Backend Engineer, AI Software Engineer, Data and AI Architect, and more.

Full Stack Developer Certificate Program
320 Clock Hours
4 Total Courses

Program Description:

This is a certificate of completion program which includes instruction in Four (4) Information Technology Courses: Python I, Python II, JavaScript I, and JavaScript II.

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

Program 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.

Home Inspection Training Certificate Program
240 Clock Hours
3 Total Courses

Program Description:

The Home Inspection Training program prepares students to become certified home inspectors with a strong foundation in both technical skills and business operations. Through three progressive courses, students learn structural and systems inspection, advanced technologies like drone operations, and how to launch and manage a successful inspection business. Graduates are equipped to offer specialized services and lead in the evolving home inspection industry.

Job Titles:

Home Inspector, Certified Home Inspector, Residential Property Inspector, Building Inspector, Independent Home Inspection Contractor, Real Estate Inspection Consultant, Home Inspection Business Owner, Field Inspector, Property Assessment Specialist, Drone Inspection Technician, Commercial Property Inspector, Inspection Services Manager, Pre-Purchase Inspector, Insurance Risk Assessor, Systems Inspection Specialist, and more.

Technology Professional 2 Certificate Program
80 Clock Hours
1 Total Course

Program 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.

AI Prompt Specialist Certificate Program
80 Clock Hours
1 Total Course

Program Description:

The AI Prompt Specialist Program is delivered over four weeks through instructor-led sessions combining hands-on instruction, guided lectures, live demonstrations, interactive discussions, and applied lab activities. Students participate in practical exercises, prompt development workshops, and real-world simulations using generative AI tools. Sessions emphasize active participation, experimentation, peer feedback, and structured documentation of workflows to ensure mastery of AI prompt design and real-world application.

Job Titles:

AI Prompt Specialist, Prompt Engineer (Entry-Level), AI Content Strategist, Generative AI Specialist, AI Workflow Specialist, AI Automation Assistant, AI Productivity Consultant, AI Research Assistant, AI Content Developer, AI Implementation Specialist, AI Solutions Coordinator, AI Systems Support Specialist, Conversational AI Designer, AI Integration Specialist, Digital Innovation Specialist

Associate of Applied Science in Information Technology Degree Program
64 Semester Credit Hours

Program Description:

The Associate of Applied Science in Information Technology program at DSDT is designed to equip students with the foundational skills and knowledge required for successful careers in the ever-evolving field of information technology. This comprehensive program blends theoretical learning with practical application, ensuring that graduates are well-prepared to tackle the challenges and opportunities presented by modern technology landscapes.

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.

Associate of Applied Science in Magnetic Resonance Imaging (MRI) Technology Degree Program
76 Semester Credit Hours

Program Description:

The Associate of Applied Science in Magnetic Resonance Imaging (MRI) Technology program prepares students for entry-level careers in diagnostic imaging through a combination of classroom instruction, laboratory practice, and supervised clinical experience. Students gain knowledge in anatomy, physiology, patient care, MRI physics, and imaging procedures while developing the technical and professional skills necessary to operate MRI equipment, ensure patient safety, and produce high-quality diagnostic images.

Job Titles:

MRI Technologist, MRI Technician, MRI Specialist, Diagnostic Imaging Technologist – MRI, Radiologic Technologist (MRI emphasis), Medical Imaging Specialist, and more.



TUITION AND FEES

Digital Marketing Professional

Total Program Cost: \$17,995.00

1. Tuition: \$17,783.88
2. Mandatory Fees: \$211.12
 - Instructional Platforms: \$211.12
 - Populi School Information System: Manages student records, enrollment, class schedules, billing, and communication.
 - Microsoft Suite: Collection of productivity tools provided to students, including applications such as Word, Excel, PowerPoint, and Outlook, used for completing coursework, communication, collaboration, and academic assignments.

Payment Information

Students are required to pay the full program cost of \$17,995.00, which includes both tuition and mandatory fees. Payment plans and financial aid options are available. For more information, please contact the Financial Aid office.

Machine Learning Specialist

Total Program Cost: \$17,995.00

1. Tuition: \$17,783.88
2. Mandatory Fees: \$211.12
 - Instructional Platforms: \$211.12
 - Populi School Information System: Manages student records, enrollment, class schedules, billing, and communication.
 - Microsoft Suite: Collection of productivity tools provided to students, including applications such as Word, Excel, PowerPoint, and Outlook, used for completing coursework, communication, collaboration, and academic assignments.

Payment Information

Students are required to pay the full program cost of \$17,995.00, which includes both tuition and mandatory fees. Payment plans and financial aid options are available. For more information, please contact the Financial Aid office.

Business Information Technology Specialist

Total Program Cost: \$17,995.00

1. Tuition: \$17,083.88
2. Mandatory Fees: \$911.12
 - Instructional Platforms: \$911.12
 - Populi School Information System: Manages student records, enrollment, class schedules, billing, and communication.
 - Microsoft Suite: Collection of productivity tools provided to students, including applications such as Word, Excel, PowerPoint, and Outlook, used for completing coursework, communication, collaboration, and academic assignments.
 - Hack The Box: Provides hands-on labs and real-world simulations to help students develop practical IT, cybersecurity, and problem-solving skills.

Payment Information

Students are required to pay the full program cost of \$17,995.00, which includes both tuition and mandatory fees. Payment plans and financial aid options are available. For more information, please contact the Financial Aid office.

Technology Professional 2

Total Program Cost: \$5,000.00

1. Tuition: \$4,148.03

2. Mandatory Fees: \$851.97

- Instructional Platforms: \$851.97
 - Populi School Information System: Manages student records, enrollment, class schedules, billing, and communication.
 - Microsoft Suite: Collection of productivity tools provided to students, including applications such as Word, Excel, PowerPoint, and Outlook, used for completing coursework, communication, collaboration, and academic assignments.
 - Hack The Box: Provides hands-on labs and real-world simulations to help students develop practical IT, cybersecurity, and problem-solving skills.

Payment Information

Students are required to pay the full program cost of \$5,000.00, which includes both tuition and mandatory fees. Payment plans and financial aid options are available. For more information, please contact the Financial Aid office.

Technology Professional 6

Total Program Cost: \$15,000.00

1. Tuition: \$14,129.83

2. Mandatory Fees: \$870.17

- Instructional Platforms: \$870.17
 - Populi School Information System: Manages student records, enrollment, class schedules, billing, and communication.
 - Microsoft Suite: Collection of productivity tools provided to students, including applications such as Word, Excel, PowerPoint, and Outlook, used for completing coursework, communication, collaboration, and academic assignments.
 - Hack The Box: Provides hands-on labs and real-world simulations to help students develop practical IT, cybersecurity, and problem-solving skills.

Payment Information

Students are required to pay the full program cost of \$15,000.00, which includes both tuition and mandatory fees. Payment plans and financial aid options are available. For more information, please contact the Financial Aid office.

Home Inspection Training

Total Program Cost: \$4,500.00

1. Tuition: \$4,354.83

2. Mandatory Fees: \$145.17

- Instructional Platforms: \$145.17
 - Populi School Information System: Manages student records, enrollment, class schedules, billing, and communication.
 - Microsoft Suite: Collection of productivity tools provided to students, including applications such as Word, Excel, PowerPoint, and Outlook, used for completing coursework, communication, collaboration, and academic assignments.

Payment Information

Students are required to pay the full program cost of \$4,500.00, which includes both tuition and mandatory fees. Payment plans and financial aid options are available. For more information, please contact the Financial Aid office.

Full Stack Developer

Total Program Cost: \$16,500.00

1. Tuition: \$16,320.73
2. Mandatory Fees: \$179.27
 - Instructional Platforms: \$179.27
 - Populi School Information System: Manages student records, enrollment, class schedules, billing, and communication.
 - Microsoft Suite: Collection of productivity tools provided to students, including applications such as Word, Excel, PowerPoint, and Outlook, used for completing coursework, communication, collaboration, and academic assignments.

Payment Information

Students are required to pay the full program cost of \$16,500.00, which includes both tuition and mandatory fees. Payment plans and financial aid options are available. For more information, please contact the Financial Aid office.

AI Prompt Specialist

Total Program Cost: \$5,000.00

1. Tuition: \$4,848.03
2. Mandatory Fees: \$151.97
 - Instructional Platforms: \$151.97
 - Populi School Information System: Manages student records, enrollment, class schedules, billing, and communication.
 - Microsoft Suite: Collection of productivity tools provided to students, including applications such as Word, Excel, PowerPoint, and Outlook, used for completing coursework, communication, collaboration, and academic assignments.

Payment Information

Students are required to pay the full program cost of \$5,000.00, which includes both tuition and mandatory fees. Payment plans and financial aid options are available. For more information, please contact the Financial Aid office.

Associate Degree of Applied Science in Information Technology

Total Program Cost: \$24,169.00

1. Tuition: \$20,640
2. Mandatory Fees:
 - Application Fees: \$25 upon enrollment

1st Semester

- Student Services Fee: \$146.00
- Registration Fee: \$275.00
- Technology Fee: \$393.00
- Lab Fee: \$750.00

2nd Semester

- Student Services Fee: \$146.00
- Registration Fee: \$275.00
- Technology Fee: \$393.00

3rd Semester

- Student Services Fee: \$146.00
- Registration Fee: \$275.00
- Technology Fee: \$393.00

4th Semester

- Student Services Fee: \$146.00
- Registration Fee: \$275.00
- Technology Fee: \$393.00

5th Semester

- Student Services Fee: \$146.00
- Registration Fee: \$275.00
- Technology Fee: \$393.00

6th Semester

- Student Services Fee: \$146.00
- Registration Fee: \$275.00
- Technology Fee: \$393.00
- Matriculation Fee: \$125.00 (covers the administrative cost of degree audit & verification, graduation processing, and diploma & diploma cover, shipping)

Payment Information

Students are required to pay the full program cost of \$20,640.00 and mandatory fees per semester. Payment plans and financial aid options are available. For more information, please contact the Financial Aid office.

Associate of Applied Science in Magnetic Resonance Imaging (MRI) Technology

Total Program Cost: \$30,290.00

1. Tuition: \$24,510.00

2. Mandatory Fees:

- Application Fees: \$25 upon enrollment

1st Semester

- Registration Fees: \$275.00
- Student Services Fees: \$146.00
- Technology Fees: \$393.00

2nd Semester

- Registration Fees: \$275.00
- Student Services Fees: \$146.00
- Technology Fees: \$393.00
- Lab Fees: \$1,585.00

3rd Semester

- Registration Fees: \$275.00
- Student Services Fees: \$146.00
- Technology Fees: \$393.00

4th Semester

- Registration Fees: \$275.00
- Student Services Fees: \$146.00
- Technology Fees: \$393.00

5th Semester

- Registration Fees: \$275.00
- Student Services Fees: \$146.00
- Technology Fees: \$393.00
- Matriculation Fee: \$125.00 (covers the administrative cost of degree audit & verification, graduation processing, and diploma & diploma cover, shipping)

Payment Information

Students are required to pay the full program cost of \$24,510.00 and mandatory fees per semester. Payment plans and financial aid options are available. For more information, please contact the Financial Aid office.



Cost of Attendance

| 2025-2026 Cost of Attendance Credit Hour Program | Associate of Applied Science in Magnetic Resonance Imaging (MRI) | |
|--|---|--------------|
| | w/parent | not w/parent |
| tuition | 8385 | 8385 |
| and fees- books, course materials, supplies, and equipment | | |
| (2)Lab Fees | 1585 | 1585 |
| food and housing (3) | 1171.00 | 1545.04 |
| Transportation (5) | 985.00 | 1187.65 |
| Personal/ Misc (4) | 391.58 | 13219.00 |
| Registration Fee | 550 | 550 |
| Application Fee | 25 | 25 |
| Technology Fees | 786 | 786 |
| Student Services Fees | 292 | 292 |

Total Fall/ Winter/Summer (year 1) Cost of Attendance (5) 14170.583 27574.6875

- 1 Tuition estimate is for full time enrollment. Tuition is charged per credit hour at 322.50/ credit hour
- 2 Living expenses includes both an amount for housing and food, calculated at three meals per day.
- 3 Personal Miscellaneous Expenses includes amounts for clothing, personal hygiene, healthcare, and personal communications.
- 4 Transportation reflects travel to and from school, home and/or work.
- 5 47 weeks per academic year (2 semesters) 90 weeks in total (5 total semesters)

| 2025-2026 Cost of Attendance Credit Hour Program | Associate of Applied Science in Magnetic Resonance Imaging (MRI) | |
|--|---|--------------|
| | w/parent | not w/parent |
| Tuition | 16125 | 16125 |
| and fees- books, course materials, supplies, and equipment | | |
| (2)Lab Fees | 0 | 0 |
| Food and housing (3) | 14100 | 18588.5 |
| Transportation (5) | 11868 | 14299.75 |
| Personal/ Misc (4) | 4747 | 13219 |
| Registration Fee | 825 | 825 |
| Application Fee | 0 | 0 |
| Technology Fees | 1179 | 1179 |
| Student Services Fees | 438 | 438 |
| Matriculation Fee | 125 | 125 |

Total Fall/ Winter/Summer (year 2) Cost of Attendance (5) 49407 64799.25

- 1 Tuition estimate is for full time enrollment. Tuition is charged per credit hour at 322.50/ credit hour
- 2 Living expenses includes both an amount for housing and food, calculated at three meals per day.
- 3 Personal Miscellaneous Expenses includes amounts for clothing, personal hygiene, healthcare, and personal communications.
- 4 Transportation reflects travel to and from school, home and/or work.
- 5 47 weeks per academic year (3 semesters) 90 weeks in total (5 total semesters)



2025-2026 Cost of Attendance

| Clock Hour Programs | Digital Marketing- Detroit, Michigan | | Machine Learning Specialist- Detroit, Michigan | | Business Information Technology Specialist- Detroit, Michigan | |
|--|--------------------------------------|--------------|--|--------------|---|-----------------|
| | w/parent | not w/parent | w/parent | not w/parent | w/parent | not w/parent |
| tuition and fees | 17995 | 17995 | 17995 | 17995 | 17995 | 17995 |
| books, course materials, supplies, and equipment | 0 | 0 | 0 | 0 | 266.59 | 266.59 |
| food and housing | 9000 | 12810 | 9000 | 12810 | 9000 | 12810 |
| Transportation | 6832.5 | 8955 | 6832.5 | 8955 | 6832.5 | 8955 |
| Personal/ Misc | 3030 | 10267 | 3030 | 10267 | 3030 | 10267 |
| Total Cost of Attendance | 36857.5 | 50027 | 36857.5 | 50027 | 37124.09 | 50293.59 |

2025-2026 Cost of Attendance

| Credit Hour Program | Associate of Applied Science in Information Technology (1) | |
|---|--|-----------------|
| | w/parent | not w/parent |
| tuition | 10320 | 10320 |
| and fees- books, course materials, supplies, and equipment | | |
| (2) Lab Fees | 1016.59 | 1016.59 |
| food and housing (3) | 14100 | 18588.5 |
| Transportation (5) | 11868 | 14299.75 |
| Personal/ Misc (4) | 4747 | 13219 |
| Registration Fee | 825 | 825 |
| Application Fee | 25 | 25 |
| Technology Fees | 1179 | 1179 |
| Student Services Fees | 438 | 438 |
| Matriculation Fee | 125 | 125 |
| Total Fall/ Winter/Summer (1 year) Cost of Attendance (5) | 44643.59 | 60035.84 |

- 1 Associate of Applied Science in Information Technology is 100% online
- 2 Tuition estimate is for full time enrollment. Tuition is charged per credit hour at 322.50/ credit hour
- 3 Living expenses includes both an amount for housing and food, calculated at three meals per day.
- 4 Personal Miscellaneous Expenses includes amounts for clothing, personal hygiene, healthcare, and personal communications.
- 5 Transportation reflects travel to and from school, home and/or work.
- 6 47 weeks per academic year (3 semesters) 94 weeks in total (6 total semesters)
- 7 Adjusted based on SSA published 2026 COLA of 2.8% <https://www.ssa.gov/cola/>

PROGRAMS

ASSOCIATE OF APPLIED SCIENCE IN INFORMATION TECHNOLOGY

PROGRAM DESCRIPTION:

The Associate of Applied Science in Information Technology program at DSDT is designed to equip students with the foundational skills and knowledge required for successful careers in the ever-evolving field of information technology. This comprehensive program blends theoretical learning with practical application, ensuring that graduates are well-prepared to tackle the challenges and opportunities presented by modern technology landscapes.

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.

SUMMARY

The Associate of Applied Science in Information Technology introduces students to information technology concepts and principles in programming, data analytics, cybersecurity, and networking. Students learn the essential foundation of technical skills and modern languages necessary for additional skill building as they enter the IT field.

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 degree program based on current industry/academic expectations. The Associate of Applied Science in Information Technology Degree Program will provide students with a roadmap to gainful employment upon successful completion of 64 semester credit hours.

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 session

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

SOFTWARE

Python, TensorFlow, Flask, Google Colab, Databricks, Jupyter Notebooks, Visual Studio Code, Github, Scikit-Learn, Matplotlib, Seaborn, Optuna, Pandas, Keras, Numpy, SQL, Kaggle, Google Sheets, CompTIA, Microsoft Office 365, Populi, Hack the Box Labs

ATTENDANCE

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.

| MODALITIES | | Course Number | Course Title | Pre-Reqs | Theory / Lab / Extern Hours | Sem Cr Hours |
|--|-------|---------------|--|----------|-----------------------------|--------------|
| Day | Night | | | | | |
| DL | DL | SPC-131 | Digital Literacy and Society | None | 60 / 0 / 0 | 4.0 Credits |
| DL | DL | PSY-131 | Intro to Psychology | None | 60 / 0 / 0 | 4.0 Credits |
| DL | DL | MATH-100 | College Mathematics | None | 60 / 0 / 0 | 4.0 Credits |
| DL | DL | ENG-131 | Introduction to College Writing | None | 60 / 0 / 0 | 4.0 Credits |
| DL | DL | CIS-130 | Project Management in Information Technology | None | 45 / 30 / 0 | 4.0 Credits |
| DL | DL | CIS-100 | Principles of Information Systems | None | 45 / 30 / 0 | 4.0 Credits |
| DL | DL | CIS-101 | Networking Infrastructure | None | 45 / 30 / 0 | 4.0 Credits |
| DL | DL | CIS-121 | Python I | None | 45 / 30 / 0 | 4.0 Credits |
| DL | DL | CIS-125 | Python II | None | 45 / 30 / 0 | 4.0 Credits |
| DL | DL | CIS-102 | Information Security | None | 45 / 30 / 0 | 4.0 Credits |
| DL | DL | CIS-103 | Cybersecurity | None | 45 / 30 / 0 | 4.0 Credits |
| DL | DL | CIS-106 | Ethical Hacking | None | 45 / 30 / 0 | 4.0 Credits |
| DL | DL | CIS-104 | Linux Operating System Principles | None | 45 / 30 / 0 | 4.0 Credits |
| DL | DL | CIS-105 | Cloud System Infrastructure | None | 45 / 30 / 0 | 4.0 Credits |
| DL | DL | CIS-107 | Comprehensive Web Development | None | 45 / 30 / 0 | 4.0 Credits |
| DL | DL | CIS-140 | AI Fundamentals | None | 45 / 30 / 0 | 4.0 Credits |
| DL | DL | CIS-141 | Introduction to Data Science and AI | None | 45 / 30 / 0 | 4.0 Credits |
| DL | DL | CIS-142 | Machine Learning and AI Essentials | None | 45 / 30 / 0 | 4.0 Credits |
| Totals | | | | | 780 / 360 / 0 | 64.0 Credits |
| Total Credit Hours: 64 Estimated Completion Time: 2 years or 6 semesters DL = Distance Learning; TL = Traditional Learning | | | | | | |

COURSE DESCRIPTIONS

SPC-131 Digital Literacy and Society

4 Credit Hours: Theory 60 / Laboratory 0/ Externship 0

Prerequisite: None

The "Digital Literacy and Society" course is structured to provide students with a comprehensive understanding of the pervasive impact of digital technology on modern society. Beginning with an introduction to computer concepts, the course journeys through the multifaceted roles technology plays in our daily lives, emphasizing its significance in personal, professional, and civic domains. Students will explore the web's integral role, including e-commerce and online research, gain familiarity with computer hardware, operating systems, and file management to enhance productivity. The curriculum delves into the application and development of software and apps, underscoring the critical importance of security and safety in digital spaces. Modules on digital media, web development, and networking offer hands-on experiences in creating, managing, and connecting in the digital realm. The course also addresses contemporary topics such as cloud computing, e-commerce, artificial intelligence, and the vital role of databases in informed decision-making. Finally, students will engage with digital ethics, learning to navigate the digital world responsibly. Through lectures, interactive workshops, online research, and practical applications, students will develop a robust digital literacy foundation, preparing them for responsible participation and innovation in a technology-driven world.

PSY-131 Intro to Psychology

4 Credit Hours: Theory 60 / Laboratory 0/ Externship 0

Prerequisite: None

This introductory psychology course explores the fascinating journey into the human mind, its functions, and its profound impact on behavior. Through a comprehensive curriculum that spans fourteen chapters, students will delve into the scientific study of psychology, examining both foundational concepts and applied aspects of the field. Starting with an exploration of psychology as a science, the course provides a solid foundation for understanding the methods and principles underlying psychological research.

MATH-100 College Mathematics

4 Credit Hours: Theory 60 / Laboratory 0/ Externship 0

Prerequisite: None

This dynamic "College Mathematics: Algebra and Beyond" course is expertly crafted to guide post-secondary students through an exploration of algebraic concepts and their applications. Throughout the semester, learners will delve into the intricacies of real numbers, exponents, equations, and inequalities, culminating in an examination of sequences, series, and probability. This course emphasizes the development of analytical skills, critical thinking, and problem-solving abilities that are essential for academic and professional success in various fields.

ENG-131 Introduction to College Writing

4 Credit Hours: Theory 60 / Laboratory 0/ Externship 0

Prerequisite: None

The College Writing course is structured around The Essentials of Writing: Ten Core Concepts, designed to develop students' writing skills for academic, workplace, and personal contexts. This course emphasizes writing as a process of discovery, learning, and engagement with the world. Through exploring the ten core concepts for effective writing, students will enhance their ability to craft compelling, coherent, and contextually appropriate texts. The course includes practical applications of these concepts in various writing situations, from analytical writing to argument construction, and culminates in mastering research and citation practices, particularly MLA style.

CIS-130 Project Management in Information Technology**4 Credit Hours: Theory 45 / Laboratory 30/ Externship 0****Prerequisite: None**

This course is designed to equip students with the knowledge and skills necessary to manage information technology projects effectively. Covering foundational concepts to advanced practices, the curriculum integrates principles from the Project Management Institute (PMI) with specific challenges and opportunities found in IT project management. Through lectures, case studies, discussions, and hands-on activities, students will learn to navigate the complexities of managing IT projects, from inception through completion.

CIS-100 Principles of Information Systems**4 Credit Hours: Theory 45 / Laboratory 30/ Externship 0****Prerequisite: None**

This Principles of Information Systems course is meticulously designed to equip learners with the fundamental skills and knowledge required for a successful career in IT support and operations. Over four weeks, students will engage in an intensive exploration of computer hardware, operating systems, networking, mobile devices, security, and troubleshooting techniques. The curriculum is divided into 21 modules, each focusing on critical aspects of IT support, from assembling and disassembling computers to securing and troubleshooting networks and devices.

CIS-101 Networking Infrastructure**4 Credit Hours: Theory 45 / Laboratory 30/ Externship 0****Prerequisite: None**

The Networking Infrastructure course is designed to provide students with a thorough understanding of networking concepts and practices. Over the course of four weeks, participants will learn the fundamentals of network design, implementation, management, and security. The curriculum is structured to address the skills necessary for a networking professional, ensuring that students gain practical knowledge through virtual labs and hands-on exercises. The program concludes with a final exam to equip students for the official CompTIA Network+ certification exam.

CIS-121 Python I**4 Credit Hours: Theory 45 / Laboratory 30/ Externship 0****Prerequisite: None**

The Python Programming 1 Course at DSDT is designed for individuals interested in starting their journey in software development. This course offers a deep dive into Python programming fundamentals, covering topics from basic syntax and data structures to more complex concepts such as functions, modules, and file operations. Through a blend of lectures, simulation labs, and real-world scenarios, students will develop proficiency in writing Python code for various applications.

CIS-125 Python II**4 Credit Hours: Theory 45 / Laboratory 30/ Externship 0****Prerequisite: None**

Python Programming II at DSDT advances the skills acquired in Python 1, focusing on intermediate to advanced programming techniques. Students will explore object-oriented programming, web development with Python frameworks, and an introduction to data manipulation and analysis. The course combines theoretical knowledge with practical application, preparing students for professional programming tasks and projects.

CIS-102 Information Security**4 Credit Hours: Theory 45 / Laboratory 30/ Externship 0****Prerequisite: None**

The Information Security course is an expertly structured program aimed at equipping students with a thorough understanding of organizational security. Covering fundamental concepts through advanced security protocols, the curriculum is segmented into five pivotal parts, encompassing the essentials of security fundamentals, endpoint security, cryptography, network security, and enterprise security.

CIS-103 Cybersecurity**4 Credit Hours: Theory 45 / Laboratory 30/ Externship 0****Prerequisite: None**

This Cyber Security course prepares students to become proficient cybersecurity analysts, focusing on applying behavioral analytics to networks and devices to prevent, detect, and combat cybersecurity threats through continuous security monitoring. The course is divided into five comprehensive parts covering a broad spectrum of cybersecurity concepts from identifying vulnerabilities to incident response and compliance.

CIS-106 Ethical Hacking**4 Credit Hours: Theory 45 / Laboratory 30/ Externship 0****Prerequisite: None**

The Ethical Hacking Course at DSDT is tailored for IT professionals seeking to become proficient in penetration testing and vulnerability assessment. This course is ideal for those with some background in cybersecurity who aim to specialize in ethical hacking.

CIS-104 Linux Operating System Principles**4 Credit Hours: Theory 45 / Laboratory 30/ Externship 0****Prerequisite: None**

The Linux Operating System Principles course offers a comprehensive dive into the world of Linux, a powerful open-source operating system that powers a significant portion of the internet, corporate servers, and personal devices alike. Designed for both beginners and those with prior Linux experience, this course takes students on a journey through Linux's architecture, system operations, and management tasks.

CIS-105 Cloud System Infrastructure**4 Credit Hours: Theory 45 / Laboratory 30/ Externship 0****Prerequisite: None**

The Cloud System Infrastructure Course at DSDT is designed to provide students with the essential knowledge and skills required to excel in cloud computing environments. This course is suitable for IT professionals who are looking to specialize in cloud technologies and services.

CIS-107 Comprehensive Web Development**4 Credit Hours: Theory 45 / Laboratory 30/ Externship 0****Prerequisite: None**

This comprehensive course is designed to provide students with the knowledge and skills required to become proficient web developers. Throughout the 17-week course, students will learn how to design, develop, and deploy dynamic and responsive web applications using a variety of modern web technologies and frameworks.

CIS-140 AI Fundamentals**4 Credit Hours: Theory 45 / Laboratory 30/ Externship 0****Prerequisite: None****Elective**

Embark on the first step of a transformative journey into the realm of artificial intelligence with "AI Fundamentals," a course meticulously crafted for post-secondary students at the dawn of their AI exploration. Over the span of four weeks, students will immerse themselves in the multifaceted world of AI, starting from the ground up by understanding what AI is, its myriad applications, and the types of problems it can solve. This course serves as the cornerstone of a larger AI Certification Program, setting the stage for a deep and comprehensive understanding of the field. Students will learn to identify viable AI projects, articulate clear goals, and establish success metrics, ensuring a solid foundation for any AI endeavor they undertake.

CIS-141 Introduction to Data Science and AI**4 Credit Hours: Theory 45 / Laboratory 30/ Externship 0****Prerequisite: None****Elective**

Dive into the foundational elements of AI with "Introduction to Data Science and AI" a comprehensive course tailored for post-secondary students at the outset of their tech careers. Over a focused four-week period, students will embark on a journey through the essential processes that form the backbone of artificial intelligence. The course kicks off with an exploration of data collection methods, equipping students with the knowledge to discern when to harness existing datasets and when to pioneer new ones. As the course progresses, learners will delve into the meticulous assessment of data quality, grappling with real-world challenges such as missing information and corrupt data. With hands-on activities and interactive workshops, students will not only learn the theory but also apply it, developing the critical skills necessary to ensure data integrity and reliability.

CIS-142 Machine Learning and AI Essentials**4 Credit Hours: Theory 45 / Laboratory 30/ Externship 0****Prerequisite: None****Elective**

The "Machine Learning & AI Essentials" course is designed to introduce post-secondary students to the foundational concepts, algorithms, and tools used in machine learning (ML) and artificial intelligence (AI). This course covers the spectrum from understanding data and its importance in AI, through various machine learning models, to deploying AI solutions in real-world applications. Through a blend of theoretical knowledge and hands-on practice, students will learn to design, implement, and assess ML models to solve diverse problems.

ASSOCIATE OF APPLIED SCIENCE IN MAGNETIC RESONANCE IMAGING (MRI) TECHNOLOGY

PROGRAM DESCRIPTION:

The Associate of Applied Science in Magnetic Resonance Imaging (MRI) Technology program prepares students for entry-level careers in diagnostic imaging through a combination of classroom instruction, laboratory practice, and supervised clinical experience. Students gain knowledge in anatomy, physiology, patient care, MRI physics, and imaging procedures while developing the technical and professional skills necessary to operate MRI equipment, ensure patient safety, and produce high-quality diagnostic images.

JOB TITLES:

MRI Technologist, MRI Technician, MRI Specialist, Diagnostic Imaging Technologist – MRI, Radiologic Technologist (MRI emphasis), Medical Imaging Specialist, and more.

SUMMARY

The Associate of Applied Science in Magnetic Resonance Imaging (MRI) Technology program provides students with the knowledge and hands-on training needed to perform MRI procedures in clinical settings. The curriculum emphasizes patient care, anatomy, MRI physics, safety practices, and imaging techniques, preparing graduates to produce high-quality diagnostic images and contribute effectively as healthcare professionals.

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 degree program based on current industry/academic expectations. The Associate of Applied Science in Magnetic Resonance Imaging (MRI) Technology program will provide students with a roadmap to gainful employment upon successful completion of 76 semester credit hours.

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 session

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

SOFTWARE

Populi, ScanLab, Microsoft Office 365

ATTENDANCE

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.

| MODALITIES | | Course Number | Course Title | Pre-Reqs | Sem Cr Hours |
|---|-------|---------------|---|----------|--------------|
| Day | Night | | | | |
| DL | DL | COM-100 | Introduction to Communication | None | 4.0 Credits |
| DL | DL | PSY-100 | Introduction to Psychology | None | 4.0 Credits |
| DL | DL | MAT-100 | College Algebra | None | 4.0 Credits |
| DL | DL | ENC-100 | English Composition | None | 4.0 Credits |
| DL | DL | ENV-100 | Environmental Science | None | 4.0 Credits |
| DL | DL | MRI-100 | Patient Care and MRI Safety | None | 3.0 Credits |
| DL | DL | MRI-102 | Medical Terminology | None | 3.0 Credits |
| DL | DL | MRI-103 | Anatomy and Physiology | None | 3.0 Credits |
| DL | DL | MRI-200 | Fundamentals of MRI Physics | None | 3.0 Credits |
| DL | DL | MRI-203 | Pulse Sequence Design and Parameters | None | 3.0 Credits |
| DL | DL | MRI-300 | MRI Procedures | None | 3.0 Credits |
| DL | DL | LAB-100 | MRI Scanning Lab | None | 3.0 Credits |
| DL | DL | MRI-402 | Medical Ethics, Law, and Cultural Diversities | None | 3.0 Credits |
| DL | DL | MRI-201 | Sectional Anatomy | None | 3.0 Credits |
| DL | DL | MRI-301 | MR Equipment and Image Acquisition | None | 3.0 Credits |
| DL | DL | MRI-401 | Troubleshooting MRI Artifacts | None | 3.0 Credits |
| DL | DL | MRI-400 | MRI Procedures II | None | 3.0 Credits |
| DL | DL | MRI-501 | Clinical Externship I | None | 6.0 Credits |
| DL | DL | MRI-502 | Clinical Externship II | None | 6.0 Credits |
| DL | DL | MRI-503 | Clinical Externship III | None | 8.0 Credits |
| Totals | | | | | 76.0 Credits |
| <p>Total Credit Hours: 76 Estimated Completion Time: 2 years or 6 semesters DL = Distance Learning; TL = Traditional Learning</p> | | | | | |

COURSE DESCRIPTIONS

COM-100 Introduction to Communication

4 Credit Hours

Prerequisite: None

This course is an introduction to the field of communication with emphasis on the history of communication study, concepts important to all areas of communication, the contexts in which communication occurs, and the issues that must be faced by students of communication. The course serves as an introduction to the strands of communication: interpersonal, small groups and teams, mass communication, organizational, intercultural, and rhetoric.

PSY-100 Introduction to Psychology

4 Credit Hours

Prerequisite: None

This course introduces the study of behavior and mental processes. Topics include brain and neuroscience, behavioral genetics, cognition, social and emotional development, perception, learning, memory, decision-making, language, consciousness, emotions, motivation, psychological disorders, social identity, interpersonal interactions, and cultural processes.

MAT-100 College Algebra

4 Credit Hours

Prerequisite: None

This course bridges the gap between high school mathematics and college-level mathematics and science courses. Topics include equations (linear, quadratic, conic, polynomial, exponential, logarithmic, and rational); graphing (inequalities, equations, functions, and relations); calculator use (scientific and graphing); and trigonometric functions and their applications.

ENC-100 English Composition

4 Credit Hours

Prerequisite: None

This course introduces students to professional writing, English diction, sentence structure, and rhetoric with emphasis on thesis or claim development. Students will study writing skills and methods used in professional environments such as healthcare, focusing on academic texts, appropriate research, and documentation. The course prepares students to develop ideas through invention and express them clearly, creatively, and persuasively. It emphasizes the relationship between reading and writing in academic contexts, the application of Standard American English rules, and the ability to work cooperatively in academic and healthcare-related writing tasks.

ENV-100 Environmental Science

4 Credit Hours

Prerequisite: None

This course is an interdisciplinary study of how humans interact with the environment. Topics include ecosystems, biodiversity, energy use, environmental policies, and sustainable practices. Students will examine environmental issues from scientific, social, and economic perspectives, with an emphasis on problem-solving and critical thinking.

MRI-100 Patient Care and MRI Safety**3 Credit Hours****Prerequisite: None**

This course provides an introduction to healthcare for MRI professionals. Students will learn basic medical care practices, infection control fundamentals, and MRI safety principles. The course prepares students for real-life patient interactions.

MRI-102 Medical Terminology**3 Credit Hours****Prerequisite: None**

This course develops students' understanding of medical terminology in relation to the human body. Students will learn to recognize, understand, and correctly use medical terms through reinforcement exercises and clear explanations.

MRI-103 Anatomy and Physiology**3 Credit Hours****Prerequisite: None**

This course develops students' understanding of the structure and function of the human body, including cells, tissues, and organs, with a focus on the skeletal, muscular, nervous, sensory, cardiovascular, digestive, urinary, and reproductive systems. Emphasis is placed on interrelationships among systems and regulation of physiological functions to maintain homeostasis.

MRI-200 Fundamentals of MRI Physics**3 Credit Hours****Prerequisite: None**

This course focuses on the fundamental principles of MRI physics, providing a foundation for understanding the physical properties of magnetic fields, electrical currents, and relaxation times.

MRI-203 Pulse Sequence Design and Parameters**3 Credit Hours****Prerequisite: None**

This course provides a comprehensive overview of the hardware and software components of the MRI unit. Students will develop knowledge of mechanical processes and understand how raw data is transformed into diagnostic MRI images for interpretation by a radiologist.

MRI-300 MRI Procedures**3 Credit Hours****Prerequisite: None**

This course provides an in-depth overview of imaging each body part according to generalized MRI protocols and clinician focus. Students develop knowledge of scan angulations, relevant anatomy, and adjustments for anatomical anomalies to optimize image quality and diagnostic accuracy.

LAB-100 MRI Scanning Lab**3 Credit Hours****Prerequisite: None**

This course utilizes the ScanLab simulator, allowing instructors to virtually train students on best practices for accurate slice alignment, contrast adjustment, and image sharpness through the resolution lab. Students will work on a virtual scanner console to apply knowledge gained in previous courses, gaining hands-on experience with simulated MRI scans.

MRI-402 Medical Ethics, Law, and Cultural Diversities**3 Credit Hours****Prerequisite: None**

This course introduces medical ethics, law, and cultural diversity for healthcare personnel. Students will explore criminal and civil law, contracts, negligence, ethical principles, patient rights, and cultural competence as they relate to medical imaging practice.

MRI-201 Sectional Anatomy**3 Credit Hours****Prerequisite: None**

This course provides a comprehensive, easy-to-understand approach to sectional anatomy of the human body. Students advance from general anatomy and physiology to cross-sectional imaging, developing the ability to identify anatomical structures in planes commonly used in MRI.

MRI-301 MR Equipment and Image Acquisition**3 Credit Hours****Prerequisite: MRI 200, MRI 203**

This course provides a comprehensive overview of the hardware and software components of the MRI unit. Students will develop knowledge of mechanical processes and understand how raw data is transformed into diagnostic MRI images for interpretation by a radiologist.

MRI-401 Troubleshooting MRI Artifacts**3 Credit Hours****Prerequisite: MRI 203, MRI 301**

This course focuses on MRI artifacts and the underlying physics. Students will identify, analyze, and discuss common artifacts seen in MR imaging. Emphasis is placed on understanding causes, operator-controlled variables, and techniques to minimize or eliminate artifacts to optimize image quality.

MRI-400 MRI Procedures II**3 Credit Hours****Prerequisite: MRI 200, MRI 103**

This course provides a concise introduction to the fundamentals of pathophysiology, focusing on essential major organs, diseases, and disorders within the human body. Students will understand how diseases affect organ system functions and the overall human body, preparing them to recognize pathological conditions relevant to MRI practice.

MRI-501 Clinical Externship I**6 Credit Hours****Prerequisite: None**

This course requires in-person attendance at clinical sites partnered with DSDT College. Students will work directly with patients under the supervision of licensed and registered MRI technologists. The course includes a minimum of 200 in-person clinical hours and 70 simulation hours delivered asynchronously, for a total of 270 clinical hours. Students must follow all clinical site policies and procedures, which may include site orientation and proof of COVID-19 vaccination.

MRI-502 Clinical Externship II**6 Credit Hours****Prerequisite: None**

This clinical externship requires onsite attendance at affiliate imaging centers and hospitals. Students will participate in hands-on MRI training under the supervision of licensed MRI technologists. A minimum of 200 in-person hours and 70 simulation hours (totaling 270 clinical hours) is required, including at least 16 hours per week onsite. Students must follow all clinical site policies, which may include site orientation and COVID-19 vaccination requirements.

MRI-503 Clinical Externship III**8 Credit Hours****Prerequisite: None**

This clinical externship requires onsite attendance at affiliate imaging centers and hospitals. Students will participate in hands-on MRI training under the supervision of licensed MRI technologists. A minimum of 260 in-person hours and 100 simulation hours (totaling 360 clinical hours) is required, including at least 16 hours per week onsite. Students must follow all clinical site policies, which may include site orientation and COVID-19 vaccination requirements.

DIPLOMA PROGRAMS

BUSINESS INFORMATION TECHNOLOGY SPECIALIST

PROGRAM DESCRIPTION:

The Business Information Technology Specialist Diploma Program consists of 7.5 courses designed to prepare students for careers in today's technology driven workplace. The program provides comprehensive training in essential information technology disciplines, including networking, cybersecurity, server administration, cloud computing, Linux systems, and penetration testing.

Students begin by building a strong foundation in core IT concepts and technical fundamentals. Instruction then progresses into more specialized areas, allowing students to develop practical, hands on skills aligned with current industry standards and workforce expectations. In addition to technical training, the program includes Health and Safety and Job Readiness to support professional development and workplace readiness.

Graduates complete the program prepared to pursue industry recognized certification examinations and to enter the workforce with the technical competencies, critical thinking skills, and professional habits necessary for success in a variety of IT roles.

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.

SUMMARY

The Business Information Technology Specialist Diploma Program provides foundational and specialized training in networking, cybersecurity, cloud computing, and related IT disciplines. Students graduate prepared to pursue industry certification examinations and to obtain entry level to mid-level employment in the information technology field.

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.

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 session

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

SOFTWARE

CompTIA, Microsoft Office 365, Populi, Hack the Box Labs

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.

| MODALITIES | | Course Number | Course Title | Pre-Reqs | Theory / Lab / Extern Hours |
|--|-------|---------------|---|---|-----------------------------|
| Day | Night | | | | |
| DL/TL | DL/TL | CTA-101 | CompTIA A+ | None | 50 / 30 / 0 |
| DL/TL | DL/TL | CTN-102 | CompTIA Net+ | CTA-101 | 50 / 30 / 0 |
| DL/TL | DL/TL | SYO-701 | CompTIA Sec+ | CTA-101, CTN-102 | 50 / 30 / 0 |
| DL/TL | DL/TL | CS0-002 | CompTIA CYSA+ | CTA-101, CTN-102, SYO-701 | 50 / 30 / 0 |
| DL/TL | DL/TL | SK0-005 | CompTIA Linux+ | CTA-101, CTN-102, SYO-701, CS0-002 | 50 / 30 / 0 |
| DL/TL | DL/TL | CV0-003 | CompTIA Cloud+ | CTA-101, CTN-102, SYO-701, CS0-002, SK0-005 | 50 / 30 / 0 |
| DL/TL | DL/TL | PT0-002 | CompTIA Pentest+ | CTA-101, CTN-102, SYO-701, CS0-002, SK0-005, PT0-002 | 50 / 30 / 0 |
| DL/TL | DL/TL | HAS-201 | IT Fundamentals/ Health and Safety with Job Skill Readiness | None | 40 / 0 / 0 |
| Totals | | | | | 390 / 210 / 0 |
| Total Clock Hours: 600 Estimated Completion Time: 28 weeks or 7 months DL = Distance Learning; TL = Traditional Learning | | | | | |

COURSE DESCRIPTIONS

CTA-101 CompTIA A+

80 Total Hours: Theory 50 / Laboratory 30/ Externship 0

Prerequisite: None

This course equips students for the CompTIA A+ certification, delving into key areas such as computer hardware, operating systems, network principles, and problem-solving strategies. The program incorporates daily tasks, immersive virtual labs, and culminates with a final exam, all designed to thoroughly prepare students for the certification test.

CTN-102 CompTIA Network+

80 Total Hours: Theory 50 / Laboratory 30/ Externship 0

Prerequisite: None

This course is aimed at equipping students with essential networking skills. Beginning with an exploration of fundamental networking concepts, the curriculum delves into intricate areas such as network infrastructure, network security, and network troubleshooting. Learners are exposed to a variety of real-world scenarios through virtual labs and practical assignments, enhancing their hands-on experience with network management tools and protocols. The course culminates in a comprehensive final exam, designed to prepare students for the official CompTIA Network+ certification exam. This program is a valuable steppingstone for anyone aspiring to advance in IT networking roles.

SYO-701 CompTIA Security+

80 Total Hours: Theory 50 / Laboratory 30/ Externship 0

Prerequisite: CTA-101 or CTN-102

This course prepares students for the CompTIA Security+ certification, a globally recognized credential in the field of IT security. The curriculum delves into critical areas including network security, compliance and operational security, threats and vulnerabilities, application, data, and host security, access control and identity management, and cryptography. Incorporating a mix of theoretical instruction, practical exercises, and simulation labs, the course culminates with a final exam, designed to fully prepare students for the Security+ certification test.

CS0-002 CompTIA CySA+

80 Total Hours: Theory 50 / Laboratory 30/ Externship 0

Prerequisite: CTA-101 or CTN-102, SYO-601

This course is aimed at equipping students with the critical knowledge and skills required to apply behavior analytics to networks and devices, effectively thwarting cybersecurity threats. The course dives into essential areas such as threat management, vulnerability management, cyber-incident response, and security architecture. With a balanced blend of theoretical concepts and hands-on practical exercises, the curriculum prepares students for the real-world challenges of cybersecurity. Each week is focused on distinct topics, culminating in a comprehensive final exam designed to ensure readiness for the official CompTIA CySA+ certification exam.

SK0-005 CompTIA Linux+**80 Total Hours: Theory 50 / Laboratory 30/ Externship 0****Prerequisite: CTA-101 or CTN-102, SY0-601, CS0-002**

This course offers a comprehensive dive into the world of Linux, a powerful open-source operating system that powers a significant portion of the internet, corporate servers, and personal devices alike. Designed for both beginners and those with prior Linux experience, this course takes students on a journey through Linux's architecture, system operations, and management tasks. This course prepares students for the CompTIA Linux+ certification exam.

CV0-003 CompTIA Cloud+**80 Total Hours: Theory 50 / Laboratory 30/ Externship 0****Prerequisite: CTA-101 or CTN-102, SY0-601, CS0-002, SK0-005**

This course provides a comprehensive understanding of cloud concepts and services. It begins with the fundamentals of cloud computing, followed by a deep dive into different cloud models and infrastructure. The course also delves into security, performance, and management aspects of the cloud, equipping students with necessary skills for troubleshooting and optimization. Through daily assignments, practical labs, and a final exam, this program prepares students for the CompTIA Cloud+ certification, fostering their proficiency in implementing and maintaining cloud technologies.

PT0-002 CompTIA PenTEST+**80 Total Hours: Theory 50 / Laboratory 30/ Externship 0****Prerequisite: CTA-101 or CTN- 102, SY0-601, CS0-002, SK0-005, CV0-003**

This course primes students for the CompTIA Pentest+ certification, a sought-after credential in the field of cybersecurity. The course is structured to deliver in-depth knowledge about penetration testing, vulnerability assessment and management, and cybersecurity resilience, thereby enhancing students' proficiency in these key areas. Learners delve into vital topics such as planning and scoping, information gathering and vulnerability identification, attacks and exploits, penetration testing tools, and reporting and communication. The curriculum is designed to engage students in both theoretical lessons and practical exercises. This course ensures learners are thoroughly prepared for the CompTIA Pentest+ certification exam.

HAS-201 Health and Safety / Job Readiness / IT Fundamentals**40 Total Hours: Theory 40 / Laboratory 0/ Externship 0****Prerequisite: None**

This course offers a comprehensive introduction to Health and Safety practices, Job Readiness, and IT Fundamentals. It emphasizes the crucial role of workplace safety, preparing students for job application and interview processes, and providing them with a foundational understanding of IT. The course blends theoretical knowledge with practical exercises, ensuring students are well-equipped to enter the modern workplace, particularly in IT-related roles. The curriculum is designed to foster skills that increase employability and readiness for the professional environment.

DIGITAL MARKETING PROFESSIONAL

PROGRAM DESCRIPTION

The Digital Marketing Professional program is offered via traditional delivery and distance education delivery. 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 Graphic Design, Content Creation, Web Design, Social Media Advertising, Portfolio Lab 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.

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 Graphic Design, Content Creation, Web Design, Social Media Advertising, Portfolio Lab 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 Certificate of Completion 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.

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

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

SOFTWARE

Facebook, Linkedin, Google, Wordpress, Instapage, Wix, Streamyard, Reason+, Photoshop, Microsoft Office 365, AWeber, Mailchimp, Buffer, Adobe, and Populi

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.

| MODALITIES | | Course Number | Course Title | Pre-Reqs | Theory / Lab / Extern Hours |
|---|-------|---------------|----------------------------------|----------|-----------------------------|
| Day | Night | | | | |
| DL/TL | DL/TL | GRD-101 | Graphic Design | None | 50 / 30 / 0 |
| DL/TL | DL/TL | WEB-101 | Web Design | None | 50 / 30 / 0 |
| DL/TL | DL/TL | DCC-101 | Content Creation I | None | 50 / 30 / 0 |
| DL/TL | DL/TL | DCC-102 | Content Creation II | DCC-101 | 50 / 30 / 0 |
| DL/TL | DL/TL | MKT-101 | Social Media Advertising I | None | 50 / 30 / 0 |
| DL/TL | DL/TL | MKT-102 | Social Media Advertising II | MKT-101 | 50 / 30 / 0 |
| DL/TL | DL/TL | PTL-101 | Portfolio Lab | None | 0 / 80 / 0 |
| DL/TL | DL/TL | HAS-101 | Health and Safety/ Job Readiness | None | 40 / 0 / 0 |
| Totals | | | | | 340 / 260 / 0 |
| Total Clock Hours: 600 | | | | | |
| Estimated Completion Time: 28 weeks or 7 months | | | | | |
| DL = Distance Learning; TL = Traditional Learning | | | | | |

COURSE DESCRIPTIONS

GRD-101 Graphic Design

80 Total Hours: Theory 50 / Laboratory 30/ Externship 0

Prerequisite: None

This 4-week Graphic Design course is an intensive training program designed to introduce learners to the dynamic world of visual communication. Students will explore the fundamental principles of design, familiarize themselves with digital design tools, and harness creativity to produce compelling graphic materials.

WEB-101 Web Design

80 Total Hours: Theory 50 / Laboratory 30/ Externship 0

Prerequisite: None

This course is a comprehensive four-week program designed to equip participants with the essential skills and knowledge to create visually appealing and functional websites. Throughout the course, students will dive into the principles of web design, explore industry-standard tools, and develop hands-on experience in designing and building websites from scratch.

DCC-101 Content Creation I

80 Total Hours: Theory 50 / Laboratory 30/ Externship 0

Prerequisite: None

Content Creation I is a comprehensive four-week course designed to provide participants with the foundational skills and knowledge needed to create compelling and engaging content for various platforms. This course focuses on the essential elements of content creation, including storytelling, writing techniques, and content planning. Participants will learn how to captivate audiences, structure their content effectively, and develop a solid understanding of different content formats.

DCC-102 Content Creation II

80 Total Hours: Theory 50 / Laboratory 30/ Externship 0

Prerequisite: Content Creation I

Content Creation II is a comprehensive four-week course, building upon the foundations established in Content Creation I. This course focuses on advanced content creation strategies, optimization techniques, and content distribution. Participants will gain in-depth knowledge of SEO, audience engagement, multimedia content, and measuring content performance.

MKT-101 Social Media Advertising I

80 Total Hours: Theory 50 / Laboratory 30/ Externship 0

Prerequisite: None

Social Media Advertising I is the first of a two comprehensive four-week courses designed to provide participants with a solid foundation in social media advertising. This course focuses on the fundamental principles of social media advertising, including ad formats, targeting options, and campaign planning. Participants will learn how to develop effective social media advertising strategies and optimize campaigns to reach their target audience effectively.

MKT-102 Social Media Advertising II**80 Total Hours: Theory 50 / Laboratory 30/ Externship 0****Prerequisite: MKT-101**

Social Media Advertising II is the second of two four-week courses, building upon the foundations established in Social Media Advertising I. This course delves into advanced tactics and strategies for social media advertising, including retargeting, A/B testing, and measurement. Participants will gain in-depth knowledge of optimizing ad performance and leveraging data for campaign success.

PTL-101 Portfolio Lab**80 Total Hours: Theory 0 / Laboratory 80/ Externship 0****Prerequisite: None**

Portfolio Lab is a four-week capstone designed to help students consolidate and showcase their best work from the Digital Marketing Professional Program. This lab-style course focuses entirely on assembling a professional, employer-ready portfolio. Students will select and refine four projects across the disciplines covered in the program—audio, video, photography, graphic design, web design, and social media.

HAS-101 Health and Safety / Job Readiness**40 Total Hours: Theory 40 / Laboratory 0/ Externship 0****Prerequisite: None**

This course is an intensive two-week course designed to provide digital marketing professionals with essential knowledge and skills related to health and safety in the workplace and job readiness. Participants will gain a comprehensive understanding of health and safety regulations, best practices, and strategies to ensure a safe and healthy working environment. Additionally, they will develop the necessary skills and tools to enhance their job readiness, including professional communication, teamwork, and time management.

MACHINE LEARNING SPECIALIST

PROGRAM DESCRIPTION

The Machine Learning Specialist program is offered via traditional delivery and distance education delivery. The Machine Learning Specialist program offers an extensive and immersive learning experience tailored to prepare students for a successful career in the dynamic field of AI language model engineering. This curriculum encompasses a broad range of critical topics, ensuring a solid foundation in Programming, Natural Language Processing (NLP), Machine Learning, Data Analysis, Data Visualization, API Integration, Version Control, Experimentation and Evaluation, Optimization Techniques, and Software Development Best Practices. Through a combination of theoretical instruction and practical, hands-on exercises, students will develop a comprehensive understanding and skill set in data science, empowering them to address real-world challenges and excel in their professional endeavors.

JOB TITLES

Prompt Engineer, AI Prompt Engineer, Entry Level Data Associate, Junior Data Analyst, Junior Data Engineer, and Junior Data Scientist, and more.

SUMMARY

The Machine Learning Specialist program offers an extensive and immersive learning experience tailored to prepare students for a successful career in the dynamic field of AI language model engineering. This curriculum encompasses a broad range of critical topics, ensuring a solid foundation in Programming, Natural Language Processing (NLP), Machine Learning, Data Analysis, Data Visualization, API Integration, Version Control, Experimentation and Evaluation, Optimization Techniques, and Software Development Best Practices. Through a combination of theoretical instruction and practical, hands-on exercises, students will develop a comprehensive understanding and skill set in prompt engineering, empowering them to address real-world challenges and excel in their professional endeavors.

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 Certificate of Completion program based on current industry/academic expectations. The Machine Learning Specialist Program will provide students with a roadmap to gainful employment by instruction in 7.5 courses.

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

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

Python, TensorFlow, Flask, Google Colab, Databricks, Jupyter Notebooks, Visual Studio Code, Github, Scikit-Learn, Matplotlib, Seaborn, Optuna, Pandas, Keras, Numpy, SQL, Kaggle, Google Sheets, Microsoft Office 365, and Populi

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.

| MODALITIES | | Course Number | Course Title | Pre-Reqs | Theory / Lab / Extern Hours |
|--|-------|---------------|--|------------------------------------|-----------------------------|
| Day | Night | | | | |
| DL/TL | DL/TL | MLS-100 | AI Programming I | None | 50 / 30 / 0 |
| DL/TL | DL/TL | MLS -101 | AI Programming II | MLS- 100 | 50 / 30 / 0 |
| DL/TL | DL/TL | MLS -102 | Machine Learning Fundamentals I | MLS-100, MLS-101 | 50 / 30 / 0 |
| DL/TL | DL/TL | MLS -103 | Data Science | MLS-100, MLS-101 | 50 / 30 / 0 |
| DL/TL | DL/TL | MLS -104 | Machine Learning Fundamentals I | MLS-100, MLS-101, MLS-102, MLS-103 | 50 / 30 / 0 |
| DL/TL | DL/TL | MLS -105 | Advanced Machine Learning | MLS-100, MLS-101, MLS-102, MLS-103 | 50 / 30 / 0 |
| DL/TL | DL/TL | MLS - 106 | Practical AI | MLS-100, MLS-101, MLS-102, MLS-103 | 50 / 30 / 0 |
| DL/TL | DL/TL | HAS-103 | Health & Safety / Job Readiness Training | None | 40 / 0 / 0 |
| Totals | | | | | 390 / 210 / 0 |
| Total Clock Hours: 600 Estimated Completion Time: 28 weeks or 7 months DL = Distance Learning; TL = Traditional Learning | | | | | |

COURSE DESCRIPTIONS

MLS-100 AI Programming I

80 Total Hours: Theory 50 / Laboratory 30/ Externship 0

Prerequisite: None

The AI Programming I course is designed to provide students with an introductory understanding of Machine Learning, as well as how to write in computer programming language for writing scripts that are supplemental to artificial intelligence. Over the course of four weeks, participants will learn the fundamentals of how we create AI models, with a particular focus on how to write Python scripts to automate various tasks with AI. The curriculum is structured to address the skills necessary for a machine learning professional, ensuring that students gain practical knowledge through virtual labs and hands-on exercises.

MLS-101 AI Programming II

80 Total Hours: Theory 50 / Laboratory 30/ Externship 0

Prerequisite: MLS-100

The AI Programming II course is designed to continue student understanding of computer programming for writing scripts that are supplemental to artificial intelligence. Over the course of four weeks, participants will gain a deeper understanding of how to write more complex Python scripts to automate various tasks with AI. The curriculum is structured to address the skills necessary for a machine learning professional, ensuring that students gain practical knowledge through virtual labs and hands-on exercises.

MLS-102 Machine Learning Fundamentals I

80 Total Hours: Theory 50 / Laboratory 30/ Externship 0

Prerequisite: MLS-100, MLS-101

The Machine Learning Fundamentals I course is designed to introduce students to the utilization of Machine Learning rather than just traditional programming. Over the course of four weeks, participants will gain a deeper understanding of how to effectively plan a script to create and train a machine learning model when traditional scripting is insufficient. The curriculum is structured to address the skills necessary for a machine learning professional, ensuring that students gain practical knowledge through virtual labs and hands-on exercises.

MLS-103 Data Science

80 Total Hours: Theory 50 / Laboratory 30/ Externship 0

Prerequisite: MLS-100, MLS-101

The Data Science course is designed to introduce students to the importance of and implementation of data engineering techniques. Over the course of four weeks, participants will gain a deeper understanding of how to effectively collect, evaluate, and transform data for use in training a ML model. The curriculum is structured to address the skills necessary for a machine learning professional, ensuring that students gain practical knowledge through virtual labs and hands-on exercises.

MLS-104 Machine Learning Fundamentals II

80 Total Hours: Theory 50 / Laboratory 30/ Externship 0

Prerequisite: MLS-100, MLS-101, MLS-102, MLS-103

The Machine Learning Fundamentals II course is designed to introduce students to the implementation of Machine Learning. Over the course of four weeks, participants will gain a deeper understanding of how to

effectively write a script to create and train a machine learning model when traditional scripting is insufficient. The curriculum is structured to address the skills necessary for a machine learning professional, ensuring that students gain practical knowledge through virtual labs and hands-on exercises.

MLS-105 Advanced Machine Learning

80 Total Hours: Theory 50 / Laboratory 30/ Externship 0

Prerequisite: MLS-100, MLS-101, MLS-102, MLS-103

The Advanced Machine Learning course is designed to introduce students to the utilization and implementation of Artificial Neural Networks for Deep Learning. Over the course of four weeks, participant will gain a deeper understanding of how to effectively write a script to create and train a deep learning model when traditional scripting is insufficient and traditional algorithms are inefficient. The curriculum is structured to address the skills necessary for a machine learning professional, ensuring that students gain practical knowledge through virtual labs and hands-on exercises.

MLS-106 Practical AI

80 Total Hours: Theory 50 / Laboratory 30/ Externship 0

Prerequisite: MLS-100, MLS-101, MLS-102, MLS-103

The Practical AI course is designed to round out student understanding of how AI models are implemented in production. Over the course of four weeks, participants will gain a hands on understanding of how to design a functional database, how an ETL (data) pipeline works in practice, how data should be pre-processed in practice before finally being used to train the model, security considerations for AI, and how deploy a ML model to the web. The curriculum is structured to address the skills necessary for a machine learning professional, ensuring that students gain practical knowledge through virtual labs and hands-on exercises.

HAS-103 Job-Readiness, Soft Skills, and Health & Safety for Machine Learning Specialists

40 Total Hours: Theory 40 / Laboratory 0/ Externship 0

Prerequisite: None

The course focuses on job-readiness skills, professional soft skills, and health & safety practices. It ensures that students not only excel technically in their roles but also understand how to navigate the job market, maintain a professional work attitude, communicate effectively, and prioritize their health and safety in a workplace setting.



CERTIFICATE OF COMPLETION PROGRAMS

AI PROMPT SPECIALIST

PROGRAM DESCRIPTION

The AI Prompt Specialist Program is a four-week, hands-on training designed to prepare students to effectively design, refine, and optimize prompts for generative artificial intelligence platforms such as ChatGPT, Claude, Gemini, and other multimodal AI tools.

JOB TITLES

AI Prompt Specialist, Prompt Engineer (Entry-Level), AI Content Strategist, Generative AI Specialist, AI Workflow Specialist, AI Automation Assistant, AI Productivity Consultant, AI Research Assistant, AI Content Developer, AI Implementation Specialist, AI Solutions Coordinator, AI Systems Support Specialist, Conversational AI Designer, AI Integration Specialist, Digital Innovation Specialist

SUMMARY

This program prepares students to effectively use AI for productivity, research, creative work, and workplace problem-solving. Through practical exercises and a capstone project, students develop skills in prompt development, output evaluation, bias detection, and responsible AI implementation across industries.

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 certificate program based on current industry/academic expectations. The AI Prompt Specialist Program will provide students with a roadmap to gainful employment by instruction in 1 course.

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

The AI Prompt Specialist Program is delivered over four weeks through instructor-led sessions combining hands-on instruction, guided lectures, live demonstrations, interactive discussions, and applied lab activities. Students participate in practical exercises, prompt development workshops, and real-world simulations using generative AI tools. Sessions emphasize active participation, experimentation, peer feedback, and structured documentation of workflows to ensure mastery of AI prompt design and real-world application. Instruction is primarily in-person, with virtual check-ins provided when necessary.

ASSIGNMENTS

Students complete weekly exercises designed to build foundational through advanced skills in AI prompting, including problem definition, multimodal prompt creation, prompt iteration, and ethical evaluation of AI outputs. Assignments include text, image, audio, and workflow-based tasks, with reflection and evaluation components. The program culminates in a capstone project, where students identify a real-world problem, select AI tools, refine prompts through multiple iterations, evaluate outputs, and document their process and insights.



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

SOFTWARE

ChatGPT, Claude, Gemini, AI text generators, AI image generators, AI audio tools, AI workflow automation tools, prompt templates, iteration frameworks, reflection worksheets, Microsoft Teams, Populi

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.

| MODALITIES | | Course Number | Course Title | Pre-Reqs | Theory / Lab / Extern Hours |
|---|-------|---------------|---|----------|-----------------------------|
| Day | Night | | | | |
| DL/TL | DL/TL | APS-100 | Advanced Techniques in AI Prompt Design | None | 50/30/0 |
| Totals | | | | | 50/30/0 |
| Total Clock Hours: 80 | | | | | |
| Estimated Completion Time: 4 weeks or 1 month | | | | | |
| DL = Distance Learning; TL = Traditional Learning | | | | | |

COURSE DESCRIPTIONS

APS-100 Advanced Techniques in AI Prompt Design

80 Total Hours: Theory 50 / Laboratory 30/ Externship 0

Prerequisite: None

This course is a four-week, instructor-led course within the AI Prompt Specialist program. Students learn to design, refine, and optimize prompts for generative AI tools such as ChatGPT, Claude, and Gemini. The course emphasizes hands-on practice, structured problem-solving, multimodal prompt creation, ethical AI use, and iterative evaluation of AI outputs. Through practical exercises and a capstone project, students develop the skills needed to effectively apply AI tools for creative, professional, and productivity-focused solutions across industries.



FULL STACK DEVELOPER

PROGRAM DESCRIPTION

The Full Stack Developer program is offered via traditional delivery and distance education delivery. This is a certificate of completion program which includes instruction in Four (4) Information Technology Courses: Python I, Python II, JavaScript I, and JavaScript II.

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.

SUMMARY

This is a certificate of completion program which includes instruction in Four (4) Information Technology Courses: Python I, Python II, JavaScript I, and JavaScript II.

The Python I and II courses starts with an introduction to Python scripting language. The purpose of these courses is to prepare students for building scripts that control a sequence of program steps such as those used in developing testing and deploying software. Python I begins with an introduction to basic techniques in scripting using Python and then builds upon those techniques in Python II. Python II builds upon the fundamentals by adding curriculum designed to test applications, constructing web scraping scripts, networking to manage applications and automation. 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.

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 Full Stack Developer Program will provide students with a roadmap to gainful employment by instruction in 4 courses.

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*

SOFTWARE

Practice-Labs, Microsoft Azure, Populi, JavaScript, Python, 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.

| MODALITIES | | Course Number | Course Title | Pre-Reqs | Theory / Lab / Extern Hours |
|---|-------|---------------|---------------|--------------|-----------------------------|
| Day | Night | | | | |
| DL/TL | DL/TL | PYT-101 | Python I | None | 50/30/0 |
| DL/TL | DL/TL | PYT-102 | Python II | Python I | 50/30/0 |
| DL/TL | DL/TL | JAS-101 | JavaScript I | None | 50/30/0 |
| DL/TL | DL/TL | JAS-102 | JavaScript II | JavaScript I | 50/30/0 |
| Totals | | | | | 200/120/0 |
| Total Clock Hours: 320 | | | | | |
| Estimated Completion Time: 16 weeks or 4 months | | | | | |
| DL = Distance Learning; TL = Traditional Learning | | | | | |

COURSE DESCRIPTIONS

JAS-101 JavaScript I

80 Total Hours: Theory 50 / Laboratory 30/ Externship 0

Prerequisite: PYT-101, PYT-102

Transitioning to front-end development, JavaScript I introduces students to JavaScript fundamentals. From basic syntax and data structures to DOM manipulation and event handling, students will learn how to create dynamic and interactive web content. The course also explores JavaScript libraries and frameworks, aiding students in creating user-friendly interfaces. By the end of JavaScript I, students will be capable of developing interactive web pages and simple single-page applications.

JAS-102 JavaScript II

80 Total Hours: Theory 50 / Laboratory 30/ Externship 0

Prerequisite: PYT-101, PYT-102, JAS-101

JavaScript II with React is the concluding course in our Full Stack Developer program. Over four weeks, this course delves into advanced JavaScript, focusing on Object- Oriented Programming (OOP) and the React library. Students will master OOP concepts in JavaScript, set up React projects, manage state and routing in React applications, and integrate external libraries and APIs. The course culminates with an exploration of advanced JavaScript and React topics, equipping students with the skills to build complex, dynamic web applications.

**PYT-101 Python I****80 Total Hours: Theory 50 / Laboratory 30/ Externship 0****Prerequisite: None**

This introductory course exposes you to the fundamental principles of Python programming. Focusing on the syntax, data types, and basic control flow constructs of Python, students will also get their first taste of problem-solving using this versatile language. By the end of Python I, students will have a firm understanding of Python basics, allowing them to create simple programs and set the stage for more complex applications in the following courses.

PYT-102 Python II**80 Total Hours: Theory 50 / Laboratory 30/ Externship 0****Prerequisite: PYT-101**

This course builds upon the foundational skills established in Python I. This course delves deeper into advanced Python concepts, including object-oriented programming, file operations, and exception handling. Students will also start working with libraries and frameworks that enhance Python's functionality, enabling them to create more sophisticated applications. By the end of Python II, students will be well-versed in the use of Python for complex problem-solving, data manipulation, and web development.



TECHNOLOGY PROFESIONAL 2

PROGRAM DESCRIPTION

The Technology Professional 2 program is offered via traditional delivery only. 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.

SUMMARY

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

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.

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*

SOFTWARE

CompTIA, Microsoft Office 365, Populi, Hack the Box Labs

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.



| MODALITIES | | Course Number | Course Title | Pre-Req | Theory / Lab / Extern Hours |
|---|-------|---------------|--------------|---------|-----------------------------|
| Day | Night | | | | |
| TL | TL | CTA-101 | CompTIA A+ | None | 50 / 30 / 0 |
| | | | | Totals | 50 / 30 / 0 |
| Total Clock Hours: 80 Estimated Completion Time: 4 weeks or 1 month TL = Traditional Learning | | | | | |

COURSE DESCRIPTIONS

CTA-101 CompTIA A+

80 Total Hours: Theory 50 / Laboratory 30/ Externship 0

Prerequisite: None

This course equips students for the CompTIA A+ certification, delving into key areas such as computer hardware, operating systems, network principles, and problem-solving strategies. The program incorporates daily tasks, immersive virtual labs, and culminates with a final exam, all designed to thoroughly prepare students for the certification test.



TECHNOLOGY PROFESSIONAL 6

PROGRAM DESCRIPTION

The Technology Professional 6 program is offered via traditional delivery and distance education delivery. 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.

SUMMARY

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

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.

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*

SOFTWARE

CompTIA, Microsoft Office 365, Populi, Hack the Box Labs

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.



| MODALITIES | | Course Number | Course Title | Pre-Reqs | Theory / Lab / Extern Hours |
|--|-------|---------------|---------------|-----------------------------|-----------------------------|
| Day | Night | | | | |
| DL/TL | DL/TL | CTN-102 | CompTIA Net+ | None | 50 / 30 / 0 |
| DL/TL | DL/TL | SYO-701 | CompTIA Sec+ | CTA-101 or CTN-102 | 50 / 30 / 0 |
| DL/TL | DL/TL | CS0-002 | CompTIA CYSA+ | CTA-101 or CTN-102, SY0-601 | 50 / 30 / 0 |
| Totals | | | | | 150 / 90 / 0 |
| Total Clock Hours: 240 Estimated Completion Time: 12 weeks or 3 months DL = Distance Learning; TL = Traditional Learning | | | | | |

COURSE DESCRIPTIONS

CTN-102 CompTIA Network+

80 Total Hours: Theory 50 / Laboratory 30/ Externship 0

Prerequisite: None

This course is aimed at equipping students with essential networking skills. Beginning with an exploration of fundamental networking concepts, the curriculum delves into intricate areas such as network infrastructure, network security, and network troubleshooting. Learners are exposed to a variety of real-world scenarios through virtual labs and practical assignments, enhancing their hands-on experience with network management tools and protocols. The course culminates in a comprehensive final exam, designed to prepare students for the official CompTIA Network+ certification exam. This program is a valuable steppingstone for anyone aspiring to advance in IT networking roles.

SYO-701 CompTIA Security+

80 Total Hours: Theory 50 / Laboratory 30/ Externship 0

Prerequisite: CTA-101 or CTN-102

This course prepares students for the CompTIA Security+ certification, a globally recognized credential in the field of IT security. The curriculum delves into critical areas including network security, compliance and operational security, threats and vulnerabilities, application, data, and host security, access control and identity management, and cryptography. Incorporating a mix of theoretical instruction, practical exercises, and simulation labs, the course culminates with a final exam, designed to fully prepare students for the Security+ certification test.

CS0-002 CompTIA CySA+

80 Total Hours: Theory 50 / Laboratory 30/ Externship 0

Prerequisite: CTA-101 or CTN-102, SY0-601

This course is aimed at equipping students with the critical knowledge and skills required to apply behavior analytics to networks and devices, effectively thwarting cybersecurity threats. The course dives into essential areas such as threat management, vulnerability management, cyber-incident response, and security architecture. With a balanced blend of theoretical concepts and hands-on practical exercises, the curriculum prepares students for the real-world challenges of cybersecurity. Each week is focused on distinct topics, culminating in a comprehensive final exam designed to ensure readiness for the official CompTIA CySA+ certification exam.



HOME INSPECTION TRAINING

PROGRAM DESCRIPTION

JOB TITLES

SUMMARY

This is a certificate of completion program which includes instruction in Three (3) Home Inspection Training Courses: Home Inspection Fundamentals & Business Foundation, Advanced Systems Inspection & Business Launch Preparation, and Business Management, Drone Operations & Professional.

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 Home Inspection Training Program will provide students with a roadmap to gainful employment by instruction in 3 courses.

REQUIRED MATERIAL

- Personal Computer with stable access to internet
- Notebook and/or sketch book

COURSE FORMAT

- Courses are delivered asynchronously through the institution's Learning Management System (LMS), allowing students to access materials at any time.
- Students must complete modules in sequential order; each module unlocks only after completing the prior module's requirements.
- Instructional content includes videos, readings, quizzes, assignments, discussion forums, and interactive activities.
- Instructors are available for academic support through LMS messaging, virtual office hours, and scheduled check-ins.
- All coursework is designed to meet clock hour requirements and is monitored using LMS time-tracking and completion records.

STUDENT ASSESMENT AND GRADING

- Students are assessed through quizzes, written assignments, projects, and discussion forum participation submitted via the LMS.
- A minimum cumulative GPA of 2.0 (70%) must be maintained to meet the qualitative standard of academic progress.
- Each assignment or exam must be completed as scheduled to remain on pace and eligible for module progression.
- Final course grades are calculated based on the cumulative performance of all required academic activities.
- Instructors evaluate and provide feedback on student submissions to support ongoing academic development.

SOFTWARE

Populi, Pro Nitro, Cisco NetAcad, Microsoft Office 365

ATTENDANCE

- Attendance in asynchronous courses is defined by documented academic engagement, not physical presence.
- Students are expected to complete approximately 20 hours of instructional activities per week.
- Acceptable engagement includes completing assignments, viewing instructional materials, and participating in virtual check-ins or discussion forums.
- Participation data is tracked using the LMS analytics and instructor verification of academic activity.
- Students must complete at least 67% of scheduled hours within each 4-week course period to remain in good standing.
- Course modules are completed in sequential order and require the prior module's academic requirements and time commitments to be fulfilled before unlocking the next.



| MODALITIES | | Course Number | Course Title | Pre-Reqs | Theory / Lab / Extern Hours |
|---|-------|---------------|---|-------------------|-----------------------------|
| Day | Night | | | | |
| DL/TL | DL/TL | HIN-101 | Home Inspection Fundamentals & Business Foundation | None | 65 / 15 / 0 |
| DL/TL | DL/TL | HIN-102 | Advanced Systems Inspection & Business Launch Preparation | HIN 101 | 65 / 15 / 0 |
| DL/TL | DL/TL | HIN-103 | Business Management, Drone Operations & Professional | HIN 101 & HIN 102 | 65 / 15 / 0 |
| Totals | | | | | 195 / 45 / 0 |
| Total Clock Hours: 240 | | | | | |
| Estimated Completion Time: 12 weeks or 3 months | | | | | |
| DL = Distance Learning; TL = Traditional Learning | | | | | |

COURSE DESCRIPTIONS

HIN-101 Home Inspection Fundamentals & Business Foundation

80 Total Hours: Theory 65 / Laboratory 15/ Externship 0

Prerequisite: None

This course prepares students for entry into the home inspection field by covering key structural, exterior, and interior components of residential buildings. Students learn industry standards, professional ethics, inspection tools, and basic legal and business practices. The course also integrates Cisco NetAcad's Discovering Entrepreneurship to support business development skills essential for independent practice. Upon completion, students will be equipped with both technical knowledge and foundational business readiness for advanced training and certification.

HIN-102 Advanced Systems Inspection & Business Launch Preparation

80 Total Hours: Theory 65 / Laboratory 15/ Externship 0

Prerequisite: HIN- 101

This course provides in-depth training in plumbing, electrical, and HVAC systems—the most complex areas of home inspection. Students gain hands-on experience with modern diagnostic tools, learning to identify system components, assess safety issues, and recognize code violations. Building on prior business coursework, students also develop full business launch plans, including marketing, operations, and financial strategies. The course integrates Cisco NetAcad's Launching a Business Venture curriculum to ensure graduates are prepared for both advanced inspections and independent practice.

HIN-103 Business Management, Drone Operations & Professional

80 Total Hours: Theory 65 / Laboratory 15/ Externship 0

Prerequisite: HIN- 101 and HIN- 102

This course serves as the capstone of the home inspection certification program, focusing on advanced business operations, specialized inspection services, and professional readiness. Students receive training in commercial drone use for inspections and prepare for FAA Part 107 certification, while also exploring advanced topics like pool/spa, septic, and commercial property inspections. The course incorporates Cisco NetAcad's Managing Finances to strengthen financial and operational planning. Through hands-on projects, case studies, and portfolio development, students refine their expertise and prepare for long-term success and leadership in the home inspection industry.

CAREER OPPORTUNITIES AND HEALTH AND SAFETY INFORMATION

DSDT College prepares students for a variety of career paths across multiple industries. Graduates may find opportunities in fields such as healthcare, technology, digital marketing, and imaging, among others. Entry-level positions, salary ranges, and advancement opportunities vary depending on the program of study, geographic location, employer policies, and individual effort and performance. Career growth is influenced by your commitment to developing skills, pursuing continuing education, and gaining professional experience.

Before entering any new career, students should be aware of potential physical and mental demands related to their chosen field. Certain programs may require extended periods of standing or sitting, repetitive motion, or use of specialized equipment. Proper ergonomics, footwear, and posture are important to maintain long-term health. Students with existing physical conditions, such as back problems or repetitive strain injuries, should consider the demands of their chosen program. Similarly, students with learning differences may experience additional challenges and are encouraged to seek guidance or observe program requirements in advance.

During your time at DSDT College, you will interact with people from diverse backgrounds and life experiences. Respect, professionalism, and fair treatment are expected at all times. Students may encounter individuals with varying health conditions or illnesses. Programs include training on health and safety protocols, including recognizing and responding to potential health risks, both on campus and in workplace settings. Familiarity with these procedures helps ensure your safety and the safety of others.

DSDT College maintains a job board with postings and career resources for students. Students are encouraged to explore opportunities and engage with potential employers to support career development.

Any questions not addressed in this catalog may be directed to the School Director at 888-688-4234 or on campus. Students and members of the public may file complaints with the Michigan Department of Education (LARA) Division. DSDT College is not currently in bankruptcy, has not filed for bankruptcy within the preceding five years, and has not been subject to bankruptcy reorganization under Chapter 11 of the United States Bankruptcy Code within the past five years.

RECRUITING ACTIVITIES

All employees at DSDT College are committed to ethical recruiting practices and have been trained by the Director of Administration and Admissions to ensure compliance across all programs offered. Admissions Representatives are fully informed about the academic programs and support services available to effectively serve students and meet their needs. Students are provided with advisement materials and have the opportunity to meet with Student Services for any advisory needs to support their success in their chosen programs. All recruiting activities and materials clearly convey DSDT College's mission, the occupational programs offered, student performance reports, completion requirements, tuition, and instructional outcomes.

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 school director. The student must make a request within 3 working days of the incident.

Stage 3: the grievance meeting- the director of administration at the main location 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 within 5 working days-notice of the 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 school director 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 school director 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. 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. 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.

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



TECHNICAL INFRASTRUCTURE PLAN

Overview and Purpose

The institution maintains a comprehensive Technical Infrastructure Plan to support instructional delivery, administrative operations, and student services. This plan also encompasses distance education infrastructure, ensuring that both physical and virtual learning environments are fully supported. The plan is reviewed annually and revised as necessary to reflect institutional goals, advances in technology, and regulatory compliance.

Management and Oversight

All technical systems and services, including on-campus and distance education platforms, are overseen by the institution's Infrastructure Manager. This role is responsible for managing networks, IT equipment, software systems, cybersecurity protocols, and support services both online and in person. The Infrastructure Manager also ensures seamless integration and performance of cloud-based learning and administrative platforms used by the institution.

Core Technology Platforms

The institution utilizes Populi as the primary learning management system for both in-person and online course delivery. Populi is used for assigning coursework, distributing resources, managing grades, tracking attendance, maintaining student records, and communication. In synchronous programs, Microsoft Teams is used for live lectures. Hack The Box provides digital content and integrated learning tools specifically for IT programs, while ScanLab is used exclusively for the MRI program. All platforms are cloud-based, accessible remotely, and regularly updated to ensure consistent and reliable experience for students and staff.

Distance Education Infrastructure

The institution's distance education infrastructure is designed to ensure accessibility, continuity, and student engagement. Populi serves as the primary platform for delivering course content, hosting assignments and discussions, and managing grades. In synchronous programs, Microsoft Teams is used to conduct live lectures. Hack The Box and ScanLab integrate directly with Populi to provide adaptive learning tools. Populi also supports the administrative needs of online learners by providing access to grades, transcripts, communication tools, and payment processing.

To support this infrastructure, the institution ensures that students and faculty have access to technical support and training resources. System performance is monitored to maintain high availability, and contingency protocols are in place for backup access or recovery in case of system failure. Bandwidth capacity, platform compatibility, and usability are routinely evaluated to ensure all users can participate fully in the educational experience.

System Reliability and Maintenance

The Infrastructure Manager conducts regular functionality checks and preventative maintenance to ensure uninterrupted access to all systems. Monitoring tools are used to detect issues early, and service-level agreements with platform providers ensure timely resolution of any disruptions. Scheduled maintenance is communicated in advance to minimize impact. Hardware and software systems are upgraded as needed to support optimal performance.

Adequacy and Continuous Improvement

The technical infrastructure is assessed periodically for adequacy based on changes in enrollment, staffing, curriculum, and delivery formats. Feedback from faculty, staff, and students informs decisions on hardware procurement, system upgrades, and software adoption. Improvements are prioritized according to need and budget capacity. The Infrastructure Manager collaborates with institutional leadership to align infrastructure development with strategic planning and instructional goals.

Data Privacy, Security, and Protection

The institution upholds strong data privacy and cybersecurity standards. All data stored or transmitted through Microsoft Teams, Hack the Box, ScanLab and Populi is protected using encryption, multi-factor authentication, and access controls. Backup protocols are enforced to preserve institutional records, student coursework, and assessment data. The Infrastructure Manager is responsible for ensuring that data security practices meet FERPA and applicable federal and state regulations.

Support for Student Access and Equity

The institution ensures that all students, including those enrolled in distance education programs, have equitable access to instructional technology. Learning platforms are regularly tested for compatibility with a range of devices and browsers. Technical support is available through campus staff or platform help desks. Where appropriate, the institution works to reduce barriers by offering guidance on minimum technology requirements and facilitating access to resources.

Protection of Student Work and Institutional Records

Student work, test data, and institutional records are preserved and protected across all systems. Populi, ScanLab and Hack the Box securely store course materials, student submissions, and feedback. Populi also maintains official academic records, transcripts, and communications. Backup schedules and retention protocols ensure that data is recoverable in the event of loss or system failure. All access to these records is limited to authorized personnel in compliance with institutional policy and legal requirements.

Annual Evaluation and Accessibility of the Plan

The Technical Infrastructure Plan is reviewed annually by the Infrastructure Manager in collaboration with administrative and instructional staff. This evaluation considers system performance, incident reports, student and staff feedback, and the adequacy of current infrastructure to meet projected needs. Updates are made to ensure the plan remains relevant and effective. Summarized results of the annual review are made available to faculty and staff to promote transparency and institutional improvement.

HEALTH & SAFETY PLAN SECTIONS

Overview

DSDT faculty and staff are 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 (LARA) Post-Secondary School policy and procedures are implemented at the Detroit main campus to fulfill the goal of a safe and healthy environment. DSDT's policies, processes, and procedures relating to health and safety issues are in place, implemented, regularly evaluated and revised with input from employees and students. In addition, all staff follow a system for reporting and investigating accidents or injuries. DSDT has developed and promotes a comprehensive program to ensure the safety of its employees, students, and visitors. The safety program includes guidelines and procedures for responding to emergencies, activities and to help reduce the frequency of accidents and injuries. To prevent or minimize injuries to staff and students and protect and conserve DSDT'S equipment, employees must comply with the following requirements:

- Observe all safety rules located in DSDT's emergency response and evacuation plan for fire evacuation, incident plans/procedures, and emergency preparedness protocols.
- Always keep work areas clean and orderly and immediately report all accidents to the Campus Security Authority at the branch or main location.
- Operate instructional material/equipment only after proper training has been administered and under the supervision of an instructor.
- All employees must wear business casual clothing while on campus or must have appropriate DSDT T-shirt, jeans/slacks, and closed-toe shoes.

Employees with questions or concerns relating to the safety programs and issues should contact the Campus Security Authority at the respective campus or local emergency personnel. Local numbers are posted on the evacuation plan plaque displayed in every room and hallway at the respective campus and in the student handbook and catalog made available to every student prior to enrollment.

All visitors are required to enter the facility through the main entrance. All secondary doors must be closed and secured at all times. School visitors must provide DSDT staff with their reason for visiting and the staff member will deem if their visit is appropriate and necessary. 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 Resource Center must receive prior authorization from their instructor or the school director prior to access being granted. Employees who observe an unauthorized individual on DSDT premises should immediately direct him/her to the Campus Security Authority or his/her designee. All nighttime visitors must follow the same procedures required for entry into the building. 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 Campus Security Authority or his/her designee at the respective campus who shall turn the weapon over to the proper authorities.

Bullying and Harassment

DSDT mandates that all students and employees have an educational setting that is safe, secure, and free from harassment and bullying of any kind. DSDT will not tolerate bullying or 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 and 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:

- Receive timely and appropriate medical care for injuries sustained during, or arising out of, your employment.
- Receive timely and understandable information concerning your treatment including available

alternatives and their effectiveness.

- 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:

- Immediately reporting any injury received on the job to your respective Campus Security Authority or his/her designee, 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 Campus Security Authority or his/her designee, 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 Campus Security Authority or his/her designee.

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

Emergency Care

In the event of an emergency, have someone call 911 or go to the nearest emergency room. Please contact your immediate instructor/supervisor or Campus Security Authority or his/her designee 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 employee must call the Campus Security Authority or his/her designee 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 Campus Security Authority or his/her designee on the sameday. The Campus Security Authority or his/her designee 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 Campus Security Authority or his/her designee that day. The director will then file in a timely manner or within the 24-hr. period.

Accident Investigation System

The Campus Security Authority or his/her designee 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 Injury Report is to be submitted to the Campus Security Authority or his/her designee and will be investigated through department procedures.

Emergency Response and Evacuation Plan

Every DSDT classroom has an emergency evacuation plaque equipped with location awareness, emergency personnel contact information, evacuation routes, etc. 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 Response and Evacuation Plan considers lessons learned from prior school trainings to highlight the importance of preparing for any hazard or emergency. DSDT's Emergency Response and Evacuation Plan is aligned with the emergency planning practices at national, state, and local levels and includes the five phases of emergency preparedness: Prevention, Protection, Mitigation, Response, and Recovery. Part of DSDT's Emergency Response and Evacuation Plan requires both the main and branch locations 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 main campus 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.

Fire Extinguisher Maintenance Plan

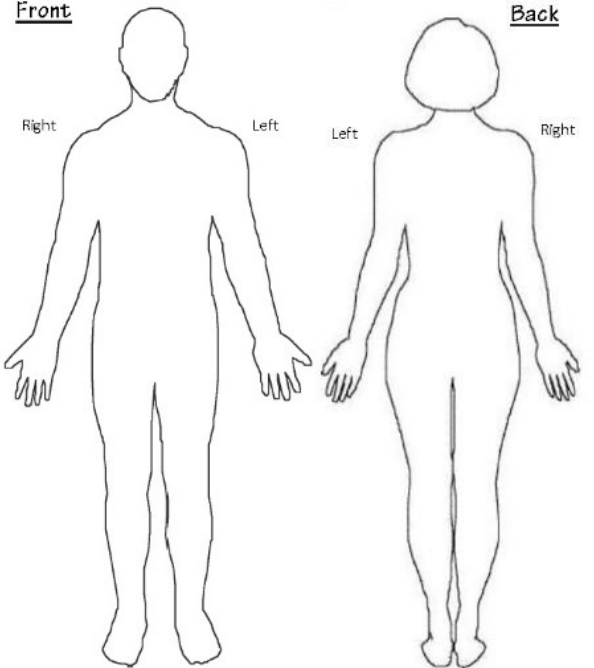
All fire extinguishers are maintained by Fire Systems of Michigan for the main campus Detroit location. All fire extinguishers are checked annually.

Evaluation & Revision

DSDT's written health and safety plan is reviewed annually by DSDT's Institutional and Occupational Advisory Committees, to ensure compliance with LARA 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 to correct hazards before they cause serious injuries. This form shall be completed by students as soon as possible and given to the Campus Security Authority or his/her designee. Always keep work areas clean and orderly, and immediately report all accidents to the Campus Security Authority or his/her designee. Operate instructional material/ equipment only after proper training has been administered and under the supervision of instructor and or School Director. Employees caring for injuries sustained during or arising out of an on campus activity should direct questions or concerns relating to the safety of programs or issues immediately to the Campus Security Authority or his/her designee, or local emergency personnel. Local numbers are posted on the walls of the campus, or in the student handbook and catalog made available to the student prior to enrollment. All visitors are required to enter the facility through the main entrance. 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 Injury Report form. Have the student, Campus Security Authority or his/her designee, or the supervisor who charted the incident acknowledge and sign off on documentation.



| | |
|--|-----------------------------------|
| Today's Date: Incident Report (Indicate which campus) DSDT Main Campus 1759 W. 20 th Street 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: <input type="checkbox"/> Injury <input type="checkbox"/> Illness <input type="checkbox"/> Near Miss | |
| Your Name: | |
| Instructor/Supervisor: | |
| Have you told your instructor/supervisor about this injury? <input type="checkbox"/> Yes <input type="checkbox"/> 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? | |

| | |
|---|---|
| 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? <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| If yes, whom did you see? | Doctor's phone #: |
| Part of body affected:  | Nature of the injury you're reporting: <ul style="list-style-type: none"> <input type="checkbox"/> Abrasion, scrapes <input type="checkbox"/> Amputation <input type="checkbox"/> Broken bone <input type="checkbox"/> Bruise <input type="checkbox"/> Burn (heat) <input type="checkbox"/> Burn (chemical) <input type="checkbox"/> Concussion (to the head) <input type="checkbox"/> Crushing Injury <input type="checkbox"/> Cut, laceration, puncture <input type="checkbox"/> Illness <input type="checkbox"/> Sprain, strain <input type="checkbox"/> Other: |
| Written witness statement: | |
| Number of attachments (photographs, hospital verification, drawings, etc.): | |



Why did the incident happen?

- 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

Other:

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

- Stop this activity
- Redesign school area
- Train/ enforce policy

Other:

Your Signature:

Date:

For administrative use only

Written by:

Date:

Job title:

Names of team investigating:

Reviewed by:

Date:

Job title:

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 event of an emergency or fire.
- Please report all investigations or incidents to the fire department by calling 911 and give the name of the DSDT location: Main Campus: 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.
- DSDT is a smoke free environment. Smoking on or near campus is prohibited. 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.
- Proper Use of First Aid: First aid kit are available throughout the institution at various locations.
- 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 DSDT location, 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:

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. Pull the pin 2. Aim the nozzle | <ol style="list-style-type: none"> 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**:

- | | |
|--|---|
| <ul style="list-style-type: none"> • 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.) | <ul style="list-style-type: none"> • 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 |
|--|---|

VETERAN BENEFIT POLICY

DSDT 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.

DSDT will permit 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 U S Department of Veterans Affairs (VA) Post 9/11, G I Bill® (Ch 33) or Vocational Rehabilitation & Employment (Ch 31) benefits ending on the earlier of the following dates:

1. The date on which the Department of Veterans Affairs provides payment for such course of education to such institution
2. 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility

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 may submit a copy of their Joint Service Transcript (JST) and/or applicable documents to be considered eligible for prior credit.

Attendance Policy: In accordance with Title 38 US Code 3679 subsection (e) DSDT will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or their 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 of funding from the Department of Veterans Affairs. VA students are expected to attend all classes as designated in the enrollment agreement. If circumstances prevent attendance, prior notification is expected.

Attendance is charted daily and evaluated monthly. Attendance must not fall below 67% of scheduled class/floor time. If at an evaluation point a student's attendance falls below 67%, the student will be placed on probation and be counseled based on our probation policy. If, at the end of the probationary period, satisfactory attendance has not been regained, veteran education benefits will be terminated and face possible dismissal from the school. Students whose absences are excused (family emergency, medical, etc), or result from authorized mitigating circumstances, as determined by the school administration, will continue to be certified for veteran education benefits.

Students whose veteran education benefits have been stopped for unsatisfactory attendance may be recertified only after regaining satisfactory attendance. Additionally, for VA students, any absence greater than 14 consecutive class days for any reason (illness, military orders, leave of absence, etc) requires termination of veteran education benefits. Benefits will be restarted on re- enrollment. Re-admittance after termination for unsatisfactory attendance, requires reapplication for admission and scheduling an interview with the school administration.

If a student is using Chapter 33 Veteran benefits, attendance is required to be in-person.

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 criteria 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.

Financial Responsibility: If you are not 100% eligible for Veteran benefits, you will be required to pay the remaining balance. If you decline Title IV funds, you will need to provide a signed statement that you will not be using them to cover the balance.

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.

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.

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

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 bring a 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.

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 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 ENROLLMENT AGREEMENT

SCHOOL INFORMATION

School Name:

Address:

City:

State:

Zip:

Telephone:

E-mail Address:

STUDENT INFORMATION

First Name:

Middle Initial:

Last Name:

Address:

City/State/Zip:

Telephone:

DOB:

Social Security Number:

E-mail Address:

Education Level:

HS Grad year:

(GED, HS Diploma, Some College,
Associates, Bachelors, Masters)

United States Veteran or Military Service Member: Yes No

COURSE AND COURSE COST

Course Name:

Course Schedule:

Course Length:

Tuition: \$

Contact Hours:

Other Expenses (list separately): \$

Course Modality:

Books*[IF APPLICABLE]: \$

Date the training is to begin:

Supplies*: \$

Expected date of completion:

TOTAL COST:

*Fee is estimated and based on current cost and subject to change.

METHOD OF PAYMENT (CHECK ONE)

Financial Aid () Veteran Affairs () Cash () Money Order () Other ()

No interest is charged.

Any holder of this consumer credit contract is subject to all claims and defenses which the debtor could assert against the seller of goods or services obtained pursuant here to or with the proceeds hereof. Recovery here under by the debtor shall not exceed the amounts paid by the debtor here under.

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.

| | |
|--|---|
| <p>Registration Fee:</p> <p>\$ _____</p> | <p>Books/Equipment:</p> <p>\$ _____</p> |
| <p>Financial Aid Payment:</p> <p>\$ _____</p> | <p>MI Works Payment:</p> <p>\$ _____</p> |
| <p>Veteran Affairs Payment:</p> <p>\$ _____</p> | <p>Monthly Payment:</p> <p>\$ _____</p> |
| <p>Less Deposit:</p> <p>\$ _____</p> | <p>Balance Due:</p> <p>\$ _____</p> |

Total Tuition & Fees:

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

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, Degree or Diploma Requirements
- Prerequisites for Employment
- Satisfactory Academic Progress Policy

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

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.

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.