



# DIVERSE MEDIA INSTITUTE

SCHOOL CATALOG

2025 - 2026



# DIVERSE MEDIA INSTITUTE

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This Catalog is accurate as of the date of publication.

This Catalog and other official publications of the Diverse Media Institute are binding upon on all students. DMI reserves the right at any time, to change or modify its schedule of tuition and fees, and to withdraw, cancel, reschedule or modify any course, program of study, requirement or regulation affecting any of the foregoing, provided that such changes conform with official regulations.

Some of the information in this Catalog may change.



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## Institutional Mission Statement

The nonprofit Diverse Media Institute (DMI) is defined by its commitment to find and nurture the genius and creativity of every student despite life challenges or setbacks.

Our institute is built around the recognition that every learner has special talents and strengths, passionate interests, impactful personal experiences, and unique perspectives on the world and learning.

We believe in creating a dynamic educational culture rooted in the arts and creativity that inspires our students to transcend individual barriers to reach success.

## Institutional Goals

- To develop the next generation of creative leaders.
- To foster an academic community steeped in culture and technology, which is enriched with experiential learning opportunities, and promotes lifelong learning.
- To provide HSRA and other high-school graduates solid skillsets to succeed in the industry.



## The Campus and History

Located in close to downtown St. Paul, near the Metro Light Rail station close by, the Diverse Media Institute puts students in the heart of the action, allowing them to take advantage of a classroom that extends way beyond its walls and into every corner of this diverse, exciting and engaging city. Anything that an aspiring audio engineer or music business professional might need for work or play can be found nearby, including recording studios, theaters and some of the best nightlife in Minnesota.

Home of legendary artists like "Prince" or "Soul Asylum", the Twin Cities have long been the creative center for artists and intellectuals, and that tradition continues to this day with a new generation of students and thinkers who come from around the world to share ideas, create art and study at many of the outstanding colleges and universities nearby. World class cuisine, shopping, libraries, museums and recreation can all be found within a short Light Rail or car ride from the campus.

DMI students want to be where the music is, and there is no shortage of places to indulge in any kind of musical experience you can imagine. Large venues like the Excel Energy Center or Target Center for big shows, and hundreds of performance venues, two world class theater districts and the world-famous Mall of America are within a short distance of campus.

The Twin Cities, and beyond that the State of Minnesota have not only metropolitan highlights to offer, there are countless recreational activities available year-round so life here never gets boring.

DMI was designed as an extension to graduates from the High School of Recording Arts in St. Paul Minnesota and for any others that are passionate about content creation, entertainment business, technology and media. DMI was founded in 2018 and received its initial license from the Minnesota Office of Higher Education in January 2019.







& Licenses



### ACCSC (Accrediting Commission of Career Schools and Colleges)

The Diverse Media Institute is an accredited institution, accredited by ACCSC. ACCSC is recognized by the U.S. Federal Department of Education.

### AVIXA (Audiovisual and Integrated Experience Association) Learning Partner

The Diverse Media Institute is a learning partner with AVIXA, offering educational programs leading to eligibility to sit for CTS (Certified Technology Specialist) certification examinations.

### AVID (Pro Tools) Learning Partner

The Diverse Media Institute is an Avid Learning Partner (ALP). DMI is authorized to offer educational programs leading to eligibility to sit for Pro Tools certification examinations.

### Minnesota Office of Higher Education

The Diverse Media Institute is licensed as a private career school with the Minnesota Office of Higher Education pursuant to Minnesota Statutes, sections 136A.821 to 136A.832. Licensure is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

Minnesota Office of Higher Education  
1450 Energy Park Drive, Suite 350  
Saint Paul, MN 55108-5227

## Educational Program

### 60 Credit Diploma Program (Quarter Credits)

- Audio Technologies (AT)



Accrediting Commission of Career Schools and Colleges





A man with dark hair and a beard, wearing a dark blue t-shirt with a red and white splatter pattern, is sitting in a recording studio. He is looking down at a piece of equipment, possibly a mixing console or a computer screen. The background is a blurred recording studio with various pieces of equipment and a wooden floor.

# audio technologies

with specialization

A/V & Live Sound

# Course Descriptions

The 10-month Audio Technologies Program is designed to prepare for an entry level position in audio production related fields with specialization in A/V & Live Sound. All students receive a computer workstation, loaded with professional software, as well as recording equipment to be able to complete part of the course work via distance education from home.

In order to enroll in the Audio Technologies Program, each student must complete the entrance proficiency exam, demonstrating basic knowledge of computers, audio, recording, and software.

Every student will complete the curriculum in the term order listed below. Upon completing the A/V & Live Sound specialization courses, students will graduate with a 60 Quarter Credit Hour Diploma in Audio Technologies - A/V & Live Sound.

## Term 1 - Production 1

### QUARTER CREDITS

MB101 The Media Industries	4
MB110 Digital Media Strategies & Entrepreneurship	4
SW101 Intro to Song Writing	4
DW101 Digital Workstations	4
MB201 Brand Development	4
Subtotal	20

## Term 2 - Production 2

### QUARTER CREDITS

RM101 Recording & Mixing Techniques	4
SW201 Advanced Song Writing	4
MB210 Content Licensing	4
DW201 Advanced Digital Workstations	4
CC201 Content Creation & Market Delivery	4
Subtotal	20

## Term 3 - A/V & Live Sound

### QUARTER CREDITS

SC201 Stage Craft	4
SR201 Sound Reinforcement	4
AV201 A/V Technology Essentials I	4
AV210 A/V Technology Essentials II	4
AV220 InfoComm Convention	4
Subtotal	20



The Production 1 and Production 2 Terms are designed to develop students' production skills as well as provide them with the knowledge and tools to monetize their creations. It explores a range of contemporary production techniques for composing, recording, arranging, and mixing music as well as advanced techniques for tracking and overdubbing, tempo mapping, drum programming and mastering for the project studio. Students will also learn about the disciplines and demands of being a musician, defining an artistic direction and sound, writing and recording their own music, creating an individual and realistic artistic and business plan., working with investors and crowd-funding, branding, and marketing and promotion in an ever-changing pop music environment. This term covers the theory, content and exam associated with the Pro Tools User Certification.

## **Production 1 (Term 1)**

### **MB101 • The Media Industries R/O**

4 Credits

MB101 is the first course of the program, introducing students to the various industries in the Media Landscape. The course also covers important aspects such as specific media business terms, entrepreneurship, emerging markets & careers, skillsets, and the metaverse.

### **MB110 • D. M. Strategies & Entrepren. R/O**

4 Credits

MB110, Digital Media Strategies & Entrepreneurship, builds on what was learned in MB101, the Media Industries. It focuses on advanced marketing and business strategies, and students will build their own music production business in the Entrepreneur Master Lab hands-on.

### **SW101 • Intro to Song Writing R/O**

4 Credits

SW101 teaches the fundamentals of song writing, from song structure to effective melody, harmony, and bass line writing. Taught alongside the DW101 class, students can put what they learn into practice by creating full songs within Pro Tools.

### **DW101 • Digital Workstations R/O**

4 Credits

DW101 focuses around digital workstation software, in particular AVID Pro-Tools. During the course the student will be prepared and take the AVID ProTools 101, to work towards becoming a Certified ProTools User.

### **MB201 • Brand Development R/O**

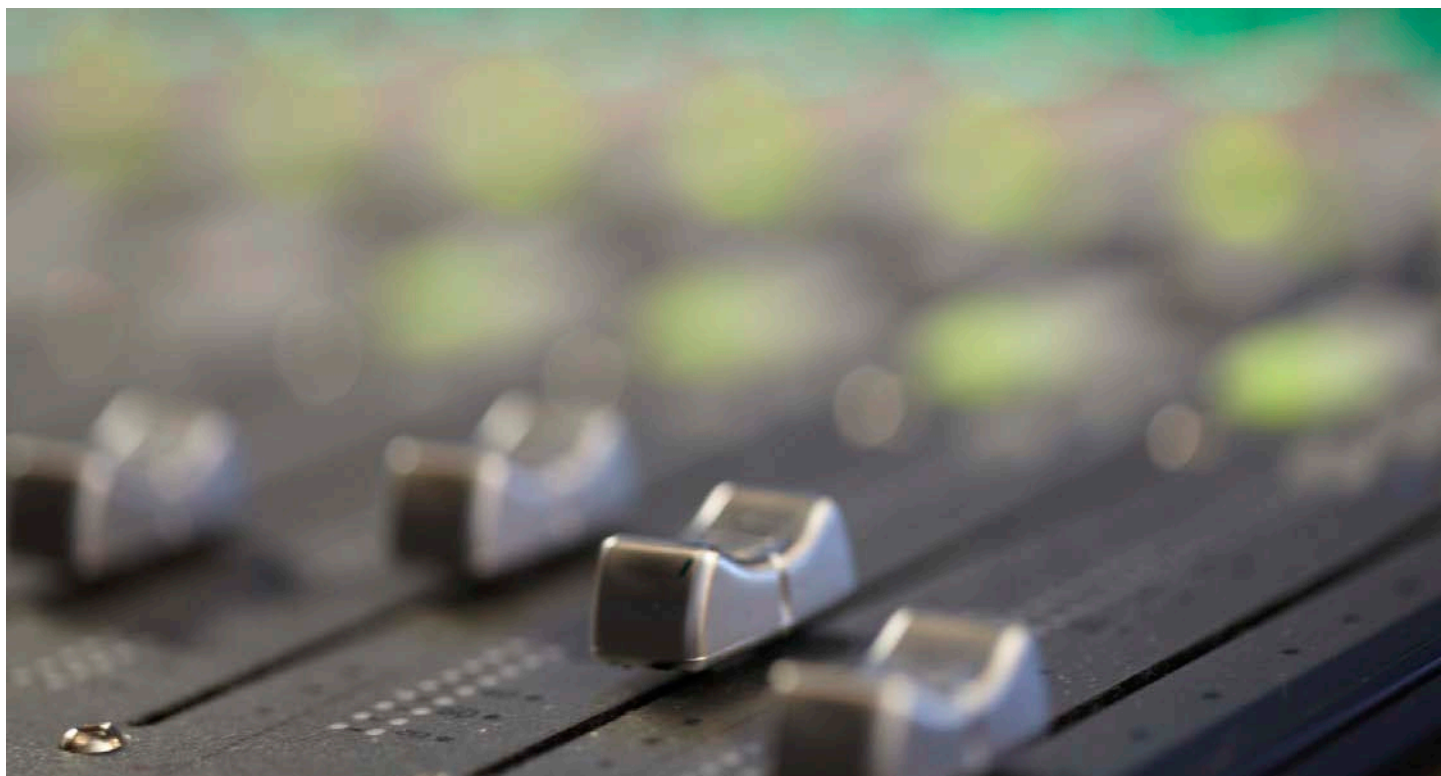
4 Credits

Prerequisites: MB101, MB110

MB201 is an introduction to content and product branding. Students will learn how to develop a brand identity and communicate the goals and objectives of the brand to the consumer marketplace. Further, students will learn how to set up a business plan and budget, as well as the difference between the various tax codes of running a small business or entrepreneurship.

**O=Online (Distance Learning)**

**R=Residential (On Campus)**



## Production 2 (Term 2)

### RM101 • Recording & Mixing Techniques **R/O** 4 Credits

RM101 teaches about capturing sound using microphones, what microphones to choose for what sound source or instrument, and how to properly set up microphones to capture the best possible sound on the recording for a variety of applications such as vocals, instruments, drums, and stereo micing. The mixing part of the course is built around basic skill sets and industry tricks and trades to create a solid mixing foundation. It focuses on signal flow, dynamic and time-based processing, as well as subgroups, stems, and effect chains.

### SW201 • Advanced Song Writing **R/O** 4 Credits

Prerequisites: SW101

SW201 expands on the material covered in SW 101, exploring advanced harmony concepts. Taught alongside the DW201 class, students continue to put what they learn into practice by creating full songs within Pro Tools.

### MB210 • Content Licensing **R/O** 4 Credits

Prerequisites: MB101, MB110, MB201

MB210 is an in-depth course on the how-to of licensing content, to film, television, commercials, video games, and other media outlets. Students will learn how to pitch content to media su-

pervisors, as well as copywriting and monetization of licensed content.

### DW201 • Advanced Digital Workstations **R/O** 4 Credits

Prerequisites: DW101

DW201 builds on the first Digital Workstation course DW101 and prepares the student for the AVID ProTools 110 Certification exam to become a certified ProTools User.

### CC201 • Content Creation & Market Deliv. **R/O** 4 Credits

Students, under instructor supervision and guidance, will spend 50 hours in scheduled lab time to collaborate and create a media-based project, brand the project, copyright the project, agree upon established project meta-data, and distribute and market to consumers.

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### Specialization: A/V & Live Sound (Term 3)

The Twin Cities metropolitan area is home to countless performance venues and two theater districts. Of course The Guthrie, Ordway, or Target Center all come to mind, but there are countless other venues of all shapes and sizes (houses of worship, jazz clubs, corporate event stages...) that need live sound engineers to ensure that the sound be heard. Similarly, the business of Audio Visual design and installation is exploding. New applications for integrating audio and video are emerging on a daily basis and this Specialization is designed to provide students a doorway into the lucrative world of A/V. This concentration exposes students to event production workflows, sound systems, video, lighting & com systems, interoperating site layout drawings, estimating equipment and labor costs and installing A/V equipment and systems and strategies for communicating with clients. Students will receive hands-on experience setting up, operating, mixing and breaking down sound reinforcement systems for a diverse set of venues and applications and will visit the InfoComm Convention.

#### SC201 • Stage Craft **R/O**

4 Credits

SC201 is an introduction to the live sound and audio/visual industry, focused around basic terminologies used when working in a "stage related" environment, which includes theatres, concerts, corporate productions, and houses of worship.

#### SR201 • Intro to Sound Reinforcement **R/O**

4 Credits

SR201 is an introduction course to the world of live sound. It focuses on the setup and use of sound systems in live performance settings and all components a typical sound system includes.

#### AV201 • A/V Technology Essentials I **R/O**

4 Credits

AV201 gives an in-depth overview of the audio/visual industry, focused on AVIXA's essential A/V online course program's sections "Audio Essentials" and "Video Essentials", preparing the student to successfully complete the AVIXA-Recognized AV Technologist Test in AV210.

#### AV210 • A/V Technology Essentials II **R/O**

4 Credits

Prerequisites: AV201

AV210 completes the preparation for the AVIXA-Recognized AV Technologist Test, covering the sections "Networking Essentials" and "AV Infrastructure Essentials." At the end of the course, students will take the AVIXA-Recognized AV Technologist Test.

#### AV220 • InfoComm Convention **R/O**

4 Credits

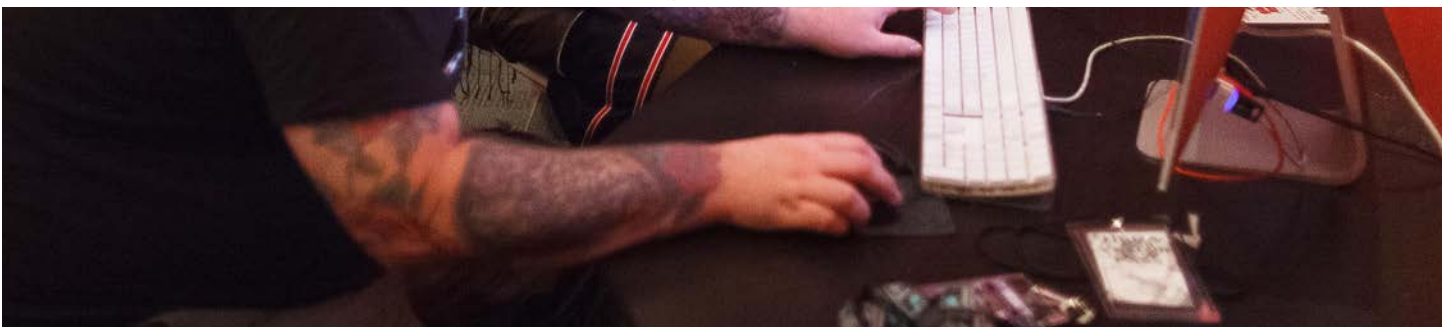
AV220 prepares students to attend the globally leading A/V technology trade show, InfoComm. After preparation, students will travel to the actual event, which gives a real-world look at current A/V technology. Students will interact with manufacturers and industry stakeholders, have the opportunity to attend workshops and equipment demonstrations, and network directly with global A/V technology employers.

**O=Online (Distance Learning)**

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# Avid Authorized Training Partner



## AVID Learning Partner and Pro Tools Certification

DMI is an AVID Learning Partner. During the first two terms, Students in the Audio Technologies program will be prepared to complete the ProTools PT101 and PT110 exams to be a "AVID Certified Pro-Tools User." All Pro Tools Certification exams are administered by DMI without an additional fee. Students who pass the certification exam will be notified and will receive a separate certificate from AVID.





## Career Opportunities

Graduates from the Audio Technology program will be prepared for entry-level employment in a variety of fields including, but not limited to:

- Studio Engineering
- Live Sound Reinforcement Music Production
- Audio for Visual Media Songwriting/Arrangement Sound Design
- Music Programming Acoustics/Studio Design
- Audio/Video Equipment Manufacturing, Sales, and Installation
- Production Equipment Maintenance
- Media Mastering and Restoration Media Distribution
- Artist/Talent Development
- Production Facility Management/ Administration Production Facility Intern/Runner
- Tour Support/Technical Management
- Multimedia Marketing,
- Production and Administration



# Facilities and Learning Resources

## Campus Facilities

The non-profit Diverse Media Institute is housed in a highly specialized facility that is uniquely designed for the study of audio and media production.

DMI is housed in a two-story building on University Boulevard and Lexington Avenue and is handicapped accessible.

## Online Facilities

DMI will provide each student a home workstation, consistent of a computer, software, and recording hardware so each student will be able to complete his/her course work via distance learning. Courses are taught via distance learning, and/or residential.. Each student will have distance instruction access using Moodle.

## Campus Equipment

The Campus is within the nearly 35,000 square feet building of the High School of Recording Arts with specialized facilities and supporting equipment, which constitute the DMI Learning Resource System.

There are 3 classrooms and laboratories, all which are interconnected by a digital backbone that runs throughout the building. Specialized resources include fully outfitted recording studios equipped with a wide range of outboard gear and plug-ins. A dedicated soundstage is equipped with professional grade microphones, amps, speakers, gobos, filters and musical equipment.

Apple Computer workstations are equipped with professional computer applications, including Avid Pro Tools, Apple Logic Pro, and many professional plug-ins.

## Learning Resource System/Library (LRS)

The Learning Resource System at the Diverse Media Institute includes all of the materials that support each student's educational experience and enhance DMI's educational programs. The LRS includes the DMI Library in the Project Lab, assigned textbooks, and electronic resources.

The DMI Library includes online, digital, and traditional/bound materials. Library resources are available in many formats including bound books, e-books, audio-visual materials, trade publications, newspapers, and other periodicals.

The Learning Resource System/Library is coordinated by the Director. Direct course materials are available in Moodle.

## Textbooks and Supplies

The Tuition and Fees charged by the Diverse Media Institute are published in this Catalog. The comprehensive charges cover all of the books and supplies that students will need to complete the program. The charges set forth the exact amounts allocated for books and materials for each program offered. A student may opt out of the books and materials program, purchase the required materials on their own, and receive an adjustment to their account. To do so, students must file a letter with the school director at the time of enrollment, specifically electing to

opt out of the Textbooks and Supplies program and accepting the responsibility for obtaining the materials on their own. This election must be for the entire inventory of textbooks and supplies. A student may not opt out for only a part of the program. A complete list of textbooks and supplies provided to students is available from the school director.

## Career Services Office

Upon graduation, students receive the benefits of job search assistance. It is common for employers to contact the school directly with job listings or for assistance filling open positions. The Career Services office is a resource for graduates seeking an entry level position, and for alumni seeking career advancement. Career Services may also provide assistance to current students seeking a part-time job to earn extra spending money while attending school.

DMI cannot guarantee or promise employment to any student or graduate.

## Student Services

Student Services provides students with information regarding their academic progress, make-up classes, tutoring, and transcript requests. Student Services is run by the school director and also helps students navigate DMI, by providing answers to questions or referral to other Institute offices where students can find assistance.





# Student Life

## New Student Orientation

DMI provides an orientation session for all new students prior to the beginning of each new start. Dates are published in the Academic Calendar contained in this Catalog. During Orientation students have an opportunity to meet with members of the faculty and staff, to network with other new students, and to obtain additional information that can help them succeed at DMI. All new students are expected to attend. Those who cannot be present should contact the DMI Staff, which may facilitate an individualized orientation session to be conducted at another time.

## Academic Advising

Student advising can be scheduled with the director or the program chair.

## Housing

DMI does not operate residence halls or offer any type of housing, however, the DMI can assist in finding housing in the Twin Cities area.

## Emergency Notification System

The DMI Emergency Notification System allows the school to contact the community in the event of an emergency by sending alerts via text messages and e-mail. The ENS is a method to effectively communicate emergency information to a large number of people at virtually the same time. It is not utilized to send non-emergency, routine or spam messages.

When an emergency occurs that requires community attention or action, the ENS will be activated and students will be notified. To participate in the system, students are given the opportunity to sign up during New Student Orientation. If an emergency should occur, messages are then transmitted to the contact information provided. It is imperative that students keep their contact information accurate by updating their Emergency Contact Information as necessary. Additional information about the Emergency Notification System, is available from Student Services / School Director.

# Policies & Procedures

## Catalog Addenda

This Catalog is accurate as of the date of publication. Changes in Institute policies and procedures become effective when published and only affect students who enter DMI on or after that date. Periodically, DMI may deem it necessary to make changes that apply to all students without regard to the date of publication. These changes are usually imposed in response to regulatory or governmental action, but never include changes to tuition, fees, and class schedules. In such cases, DMI will publish a Catalog Addendum and post it on its official website. The Addendum shall become effective upon all students once posted. Addenda are subsequently included in the next edition of this Catalog.

## Affirmative Action Policy

The Diverse Media Institute is committed to the Federal Government's mandate for equal opportunity employment. It is the policy of DMI to recruit, employ, retain and promote employees without regard to sex, age, color, or creed. Further, it does not discriminate on the basis of age, color, religion, creed, disability, marital status, veteran status, national origin, race, sex, or sexual preference or orientation in the educational programs and activities it operates, and does not tolerate such behavior by any member of its community. Inquiries concerning this policy of equal opportunity and affirmative action should be referred to DMI's President/School Director who also serves as its Affirmative Action Officer.

## Admissions Policy

The Diverse Media Institute invites qualified men and women to apply for admission. Applicants must be high school graduates or have earned a high school equivalency diploma. Applicants for the Audio Technologies Program must pass the entry proficiency exam. DMI offers "Entry Proficiency Boot Camps" periodically as needed / requested.

## Standards for Admission

All prospective students are required to file a complete Application for Admission, including all supporting documentation. DMI then considers each student's academic record and preparation, including the nature and type of coursework, extra-curricular activities, attendance, final course grades, and any other materials that reflect on student ability. DMI reserves the right to deny admission to any student who it believes is not adequately prepared or who does not demonstrate a readiness to engage in serious academic work. DMI requires an entry proficiency exam as part of the admission requirements.

## Traditional Applicants

Students who seek admission to DMI on the basis of high school graduation should have earned a high school diploma recognized by the State of Minnesota.

## High School Equivalency Diploma Applicants

Students who seek admission on the basis of a high school equivalency diploma should have a composite score of 2300 on the G.E.D. Examination or an equivalent on the Test Assur-



ing Secondary Completion (TASC) or such other examination as may be recognized for such purpose by the Minnesota Office of Higher Education.

## Late Start Policy

The Diverse Media Institute may allow new students to start classes after the program has started, if it is deemed the student is able to successfully complete the program. Any student who is admitted "late" shall be offered remediation. Remediation may be in the form of make-up classes, as described in this Catalog or in the form of individualized instruction with a licensed faculty member. When a student starts late, refund calculations shall be based on the student's actual start date, not the date of the program start.

## Americans with Disabilities Act (ADA)

DMI fully complies with the Americans with Disabilities Act, and routinely provides reasonable accommodations to disabled students with documented conditions. To receive such accommodations, students are required to disclose the nature of their disability to the Director in advance, who will arrange for accommodations to be provided thereafter.

## Attendance Policy

### Definition of Attendance

For Title IV purposes, attendance is defined as active participation in academically related activities, either in-person or online, as outlined below:

- In-Person Sessions: Physical presence in scheduled on-campus classes, labs, or required events, verified by instructor roll call or sign-in sheets.
- Online Components: Submission of assignments, quizzes, or discussion board posts; participation in live virtual classes; or documented interaction with the instructor related to course content.

Note: Merely logging into the Learning Management System (LMS) without engaging in an academically related activity does not count as attendance.

### Attendance Requirements

- Students are expected to attend all scheduled sessions and complete all online activities by published deadlines.
- Failure to attend 14 consecutive calendar days (in any format) without approved leave will result in administrative withdrawal, with the last date of attendance (LDA) determined by the most recent documented academically related activity.

### Last Date of Attendance (LDA) & Return to Title IV (R2T4)

- The LDA is the last date the student participated in an academically related activity (in-person or online).
- For financial aid purposes, withdrawal calculations (R2T4) will use the LDA to determine earned and unearned aid in accordance with federal regulations.

### Make-Up Work

Make-up work may be allowed at the instructor's discretion but does not retroactively count as attendance for Title IV purposes unless it involves new, documented academic engagement.

### Communication of Absences

Students are responsible for notifying instructors of absences in advance when possible and must follow the institution's leave of absence or withdrawal procedures to maintain good standing.

### Policy Review

This policy is reviewed annually to ensure continued compliance with Title IV and institutional standards.

### Graduation Attendance Requirement

To be eligible for graduation, students must demonstrate consistent and sufficient attendance, as determined by their instructors and the School Director.

- Satisfactory Attendance: Students must maintain an attendance record that, in the judgment of the instructor, reflects active engagement, participation, and commitment to completing the program requirements.
- Instructor Review: Instructors will evaluate attendance patterns throughout the program and determine if the student has met the attendance expectations necessary to successfully achieve the program's learning outcomes.
- Final Approval: The School Director (or designee) will review instructor recommendations and official attendance records before granting graduation eligibility.

## Leave of Absence

A Leave of Absence is a school approved temporary interruption of a student's program of study. To receive a LOA, a student must submit a Request for a Leave of Absence in writing, including the reason for the request. The request must be dated, signed and submitted to the Student Services Office while the student is still in attendance, unless they are unable to do so because unforeseen circumstances prevent a timely written request. In such instances, the written request may be submitted later, but as soon as is practical.

A LOA must be approved by the Director. Leaves are granted for one term. In order to be approved, there must be a reasonable expectation that the student will return at the end of the LOA. No additional tuition charges will be assessed because of a LOA.

If a student does not return from an approved LOA, the student will be withdrawn as of the last date of attendance, and not as of the date the LOA was scheduled to end.

## Course Scheduling

The program is offered in three terms of 13 weeks each, not including scheduled breaks, holidays, and emergency closings. Students attend classes for approximately 24 hours each week. Students who enroll are assigned classes generally Monday - Saturday between 8:00 a.m. and 9:00 p.m.

If the total DMI enrollment is less than 10 students, classes may be scheduled on an individual, sometimes one-on-one basis throughout the day between 9:00a.m. and 9:00p.m. on a mutually agreed basis.

## Class Size

The maximum class size is 20 students in any lecture or lab.

## Emergency Closing

In the event of a weather emergency or other disaster, DMI follows the decisions of the St. Paul public schools regarding closing. Please note that DMI does not delay the start of classes when the MN Public Schools operate on a delayed schedule. In addition, DMI does not follow the public school holiday schedule and is often open when the public schools are closed.



## Drug Prevention Program

All students are advised that the unlawful manufacture, distribution, possession or use of a controlled substance is strictly prohibited at DMI. Conviction for violation of such prohibition will result in dismissal from DMI. In accordance with the regulations of the Drug-Free Workplace Act of 1988, the Diverse Media Institute has established a Drug Prevention Program. Student Services offers resources describing the dangers of drug abuse are available to all students, as well as referral to appropriate agencies for drug counseling and/or rehabilitation.

## Student Conduct

All students are required to review the DMI Student Handbook, adhere to the conduct rules, and sign the Student Handbook Acknowledgement Form.

## Emergency Preparedness Information & Plan

A copy of DMI's current Emergency Plan can be obtained from the School Director upon request.



## Standards of Satisfactory Academic Progress (SAP)

### Maximum Timeframe

A student must demonstrate that he or she is progressing through the program at an acceptable rate. It is mandatory that the student complete the program within one and one-half the normal time to complete or 150%. The cumulative Completion Rate needs to be 67% at each evaluation period (Term) to match Maximum time.

### Grade Point Average

Students must maintain a minimum acceptable cumulative grade point average while attending DMI. Grades are monitored at three separate checkpoints (At the end of each term). At each checkpoint a student must have at least a 1.5 cumulative GPA and to graduate a student must have at least an overall 2.0 GPA.

### Warning Policy

Should a student fall below the required academic benchmarks for a class in a term, he or she will be placed on warning. A student shall receive a written statement within 7 days of what is lacking in the student's progress and what must be done to regain good academic standing at DMI.

If a student has been placed on warning for a course in a term, the student can regain satisfactory academic progress (get off warning status) by working with faculty during the following term.

### Dismissal

Should a student fail to meet those terms and fail to regain satisfactory academic progress at the end of the warning period (end of the following term), the student shall be dismissed from the program.

### Right of Appeal

Should a student be dismissed for failure to maintain satisfactory academic progress, and the student disagrees with the application of Satisfactory Academic Progress standards, or feels that there are mitigating circumstances, the student shall have a right to appeal that decision in writing directly to Student Services / School Director.

Mitigating circumstances must consist of personal injury, poor health, family crisis or other unusual and significant occurrences outside the control of the student. Mitigating circumstances must be documented, and the student must demonstrate that such circumstances had an adverse impact on the student's Satisfactory Academic Progress. No waivers will be granted for graduation requirements.

A student must submit this appeal within two weeks of notification of dismissal, including in it the steps the student has taken to correct the condition that led to the dismissal and ensure that he or she will be able to meet the school's requirements. The decision of the Director on the appeal will be communicated in writing to the student's email no later than two weeks after the submission and shall be final.

### Transfer Credit Policy / Prior Learning Experience

The Diverse Media Institute does not grant credit for previous education and training completed at other post-secondary institutions. Except as may be necessary to reasonably accommodate documented disabilities pursuant to the American's with Disabilities Act, students are required to complete the program of study as set forth in this Catalog in order to earn a diploma. DMI currently does not award credit for prior learning experience.

### Remedial Coursework

DMI does not offer any remedial coursework. If a student does not meet the entry proficiency exam, DMI may offer a bootcamp to prepare an applicant to meet the entry proficiency exam requirements.

### Course Repeats

If a course is repeated, only the most recent grade counts toward the GPA. Each course may be repeated one time.

### Incomplete Courses

Courses with grades of I and W are not complete and therefore count as credits attempted, but not earned. These grades are not factored into the GPA, but are considered in calculating completion rate. If a student has an incomplete course at the time of the SAP calculation, the credits are counted as attempted, but not completed. An incomplete is not counted toward the GPA. Whenever a student's grade of incomplete is changed to a letter grade, SAP is recalculated for that student with the final grade being replaced in the SAP calculation.

### Withdrawals/Course Repeats

The credits for all withdrawals will be counted in the calculations for cumulative credits attempted. If a course is repeated, only the most recent grade counts toward the GPA; however, both courses will count as attempts and will be considered in the completion rate calculation.

### Reinstatement

A student who meets SAP requirements will be reinstated as a regular student and will be eligible to receive financial aid. A student will only be reinstated if the student's SAP appeal has been granted.

## Independent Study

DMI currently does not offer credit for Independent Studies.

## Academic Freedom and Academic Dishonesty

The DMI is fully committed to the values of academic freedom in furtherance of its Institutional Mission and Goals. At DMI academic freedom is defined as the freedom for all to discuss all relevant matters in the classroom related to the curriculum, to explore all avenues of scholarship, research, and creative expression, and to speak and write as public citizen without fear of institutional reprisal. Academic responsibility implies the faithful performance of academic duties, the recognition of the demands of the teaching profession and scholarly enterprise, and the candor that makes it clear that the individual is not speaking for DMI in matters of public interest, particularly in areas of politics and commercial endorsements.

In encouraging its students to grow intellectually and to become responsible citizens, DMI does not tolerate academic dishonesty. Academic dishonesty subverts DMI's educational mission and undermines public confidence in the credentials it awards. Penalties for a first violation include the awarding of a failing grade for a project, examination or course. Subsequent violations may result in suspension, dismissal or expulsion from DMI. Examples of academic dishonesty include, but are not limited to, plagiarism, cheating on an examination, submission of the same paper or project for two or more courses without the express written permission of DMI, and the giving or receiving of an unfair advantage in any assessment.



## Summary of Civil and Criminal Penalties for Violation of Federal Copyright Laws

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement. Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than \$750 and not more than \$30,000 per work infringed. For "willful" infringement, a court may award up to \$150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, Sections 504, 505. Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense. For more information, please see the website of the U.S. Copyright Office at [www.copyright.gov](http://www.copyright.gov).

## Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) afford students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student's education records within 45 days of the day the institution receives a request for access. The student, or in the case of the student being a minor, the parent, should submit to the academic services department or other appropriate official, written requests that identify the record(s) they wish to inspect. The institution will make arrangements for access and notify the student of the time and place where the records may be inspected.

2. The right to request amendment of the student's education records that the student believes are inaccurate or misleading. When asking the institution to amend a record that the student believes is inaccurate or misleading, the student should write the school director, clearly identify the part of the record the student wants changed and specify why it is inaccurate or misleading. If the institution decides not to amend the record as requested by the student, the institution will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding hearing procedures will be provided to the student along with notification of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. Exceptions to consent of disclosure include the following:

- Disclosure to officials with legitimate educational interests: A school official is a person employed by the institution in an administrative, supervisory, academic, research, or support staff position; a person or company with whom the institution has contracted (such as an accrediting body, attorney, auditor, or collection agent); or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

- Disclosure, without the written consent or knowledge of the student or parent, of personally identifiable information from the student's education records to the Attorney General of the United States or to the Attorney General's designee in response to an ex parte order in connection with the investigation or prosecution of terrorism crimes specified in sections 2332b(g)(5)(B) and 2331 of title 18, U.S. Code. The institution is not required to record the disclosure of such information in the student's file. Further, if the institution has provided this information in good faith in compliance with an ex parte order issued under the amendment, it is not liable to any person for the disclosure of information.
- Disclosure, without the written consent or knowledge of the student or parent, of information from a student's education records in order to comply with a lawfully issued subpoena or court order in the following three contexts:
- Grand Jury Subpoena: The institution may disclose education records to the entity or persons designated in a federal grand jury subpoena. In addition, the court may order the institution not to disclose to anyone the existence or context of the subpoena or the institution's response.
- Law Enforcement Subpoena: The institution may disclose education records to the entity or persons designated in any other subpoena issued for a law enforcement purpose. As with federal grand jury subpoenas, the issuing court or agency may, for good cause shown, order the institution not to disclose to anyone the existence or contents of the subpoena or the institution's response. Notification requirements and recordation requirements do not apply.
- All Other Subpoenas: The institution may disclose information pursuant to any other court order or lawfully issued subpoena only if the school makes a reasonable effort to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or student may seek protective action. The institution will record all requests for information from a standard court order or subpoena.
- Disclosure, without the written consent or knowledge of the student or parent, of information in education records to "appropriate parties in connection with an emergency, if knowledge of the information is necessary to protect the health and safety of the student or other individuals." Imminent danger to student or others must be present.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the college to comply with the requirements of FERPA. The name and address of the office that administers FERPA is the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue Southwest, Washington, DC 20202-4605.

## Tuition And Fees

Charges for tuition and fees are due prior to the start of each term.

### Tuition Payment Plan

DMI seeks to keep the cost of an DMI education affordable. No student should fail to enroll because of financial considerations without first meeting with the business office, who can help each family structure an affordable payment schedule. DMI may defer payment of any portion of tuition and fees which is covered by an award of financial aid upon request. For balances not covered by financial aid, DMI may provide a monthly payment plan, to help students and their families to budget for school expenses.

Tuition for a quarter is based on the number of credits for which the student is enrolled at the end of the drop period. Tuition and fees are subject to change.

Cost to Attend	Audio Technologies (AT)
Lab Fee	\$1000
AV220 - InfoComm Fee	\$1500
Tuition per credit	\$200
Total (60 Credits)	\$14,500

### Special Fees

Audit a Course, per class hour	\$20	Returned Check Fee	\$30
Late Payment	\$25	Additional Transcript	\$5
ID Card Replacement	\$20	Makeup Class, per hour	\$20

A. If your application is rejected, you will receive a full refund of all tuition, fees, and other charges. You will be entitled to a full refund of tuition, fees, and other charges if you give notice that you are canceling your contract within 5 business days after the contract or enrollment agreement is considered effective. A contract or enrollment agreement will be presumed to be effective on the date that the school notifies you that you have been accepted into the school and you have signed the contract or enrollment agreement. If the notification of acceptance into the school is sent by mail, then the effective day of being accepted is the postmark on the acceptance letter.

B. This five-day refund policy applies regardless of when the program starts. If you give notice more than 5 days after you signed the contract, but before the start of the program (or first lesson for an online distance education program), you will receive a refund of all tuition and other charges, minus your initial enrollment fee. If you withdraw after the start of your program and it has been more than 5 days after you signed the contract, you will receive a pro-rated refund of the entire cost of your program based on your last day of attendance. You will be provided a prorated tuition, fees, and other charges refund minus your initial enrollment fee. Proration is based on how much of the program you have completed.

C. You will receive written notice acknowledging your withdraw request within 10 business days after receipt of the notice and you will receive a refund of any tuition, fees, and other charges within 30 business days of receipt of your withdrawal. Any mailed notice is effective as of the date of the postmark if sent by mail or the day it has been hand-delivered to the school. Notice to withdraw may also be given by email or verbally, including a voicemail, to the school director.

Diverse Media Institute Attn.: School Director - 1166 University Avenue West - St. Paul, MN 55104

D. If you do not withdraw in writing or contact the school about your absence and you have not attended your program or contact the school about your absence for 14 consecutive days, you will be considered to have withdrawn from the school as of your last date of attendance. Your school is responsible for sending you a written notice of cancellation if you are withdrawn for failing to attend to your last known address. The confirmation from the school must state that the school has withdrawn your enrollment, and if this action was not the student's intent, the student must contact the school.

E. If you cease attendance or provide written notice of cancellation or withdrawal after the start of the term, but before completion of sixty (60) percent of the term, the amount charged for tuition and fees for the completed portion of the course shall not exceed the prorated portion of the total term's charges for tuition and fees arrived at by multiplying the total term's charges for tuition and fees by the ratio of the length of the completed portion of the term to the total length of the term.

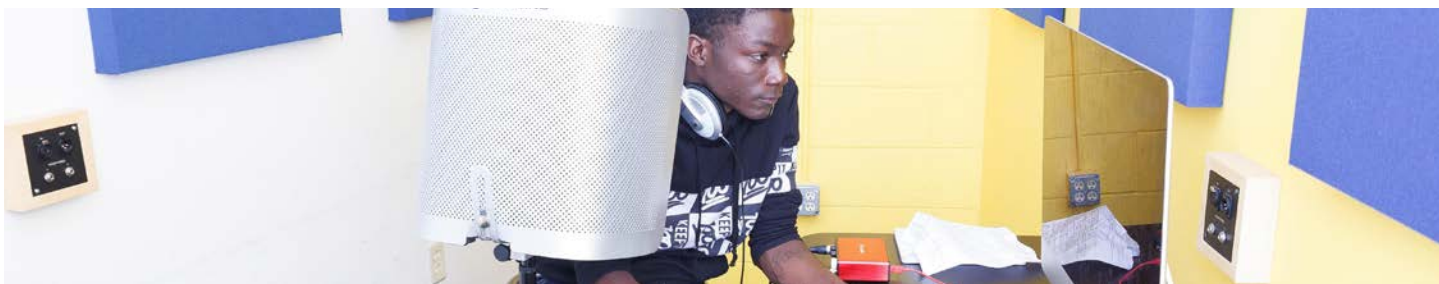
F. If you cease to attend school after completing sixty (60) percent of the quarter, you will be charged at one hundred (100) percent of the tuition and fees for the term.

G. Refunds shall be made within 45 days of the withdrawal date of determination.

H. Refund amounts are based on days in the term following MN Statute 136A.627, sub 4.

I. Any refunds due for received scholarships are being returned to the Grantor of the scholarship.





## Tuition Discounts

### HSRA Graduate Tuition Discount

DMI and HSRA (High School of Recording Arts) have a standing tuition discount agreement. DMI grants each HSRA graduate a tuition discount over \$1500.00 per term. The tuition discount will be reflected on each qualifying student's ledger.

### Ujamaa Place Tuition Discount

DMI supports its community partner Ujamaa Place. DMI grants each Ujamaa Place program participant a tuition discount over \$600.00 per term. The tuition discount will be reflected on each qualifying student's ledger.

Note: A single student can only receive either the HSRA Graduate Tuition Discount, or the Ujamaa Place Tuition Discount, not both. If a student qualifies for both discounts, the larger discount will be applied.

## Return of Title IV Funds

The Return of Title IV Funds Policy applies to any student who receives Title IV funding and withdraws. The official withdrawal process is defined as occurring when a student notifies, in written or oral form, the school of his/her intent to withdraw.

Whether it is an official withdrawal or unofficial withdrawal (unofficial withdrawal means that no notification is given by the student / the student stopped attending without officially withdrawing), the school will determine the date of withdrawal (Date of Determination) as the last date of the student's attendance within 14 days based on attendance records.

The Return of Title IV formula determines the amount of Title IV funds a student has earned at the time the student ceases attendance and the amount of Title IV funds a student must return.

Refunds will be made to the federal programs within 45 days of the Date of Determination.

The amount of Title IV funds earned by a student is based on the calendar days from the term (quarter) start through the last date of attendance. The amount of Title IV funds a student earns is a proportional calculation based on the amount of time the student attends school through sixty (60) percent of the term (quarter). If a student ceases to attend school after sixty (60) percent in the term (quarter), the student earns one hundred (100) percent of the Title IV funds. If the amounts of Title IV grant or loan funds disbursed to the student is greater than the amount a student earned, unearned funds must be returned. If the amount of funds was less than the amount the student earned, the student may be eligible to receive a post-withdrawal disbursement in the amount of the earned aid not received, but otherwise earned.

If it is determined that unearned Title IV funds must be returned, the responsibility is shared between the school and the student. If the financial aid funds earned don't cover the student's charges for that term, the student will be billed. If the financial aid funds exceed the amount earned, the institution will follow the distribution policy described below.

### Return of Title IV Funds Distribution Policy

A school must return Title IV funds to the programs from which the student received aid during the payment period or period of enrollment as applicable, in the following order, up to the net amount disbursed from each source:

1. Unsubsidized Direct Loans (other than Direct PLUS Loans)
2. Subsidized Direct Loans
3. Direct PLUS Loans (parent or graduate)
4. Federal Pell Grants for which a return of Title IV funds is required
5. Iraq and Afghanistan Service Grant, for which a return of Title IV funds is required

Minnesota state financial aid refunds are calculated based on the Minnesota Office of Higher Education Refund Policy, Appendix 13 Refund Calculation Worksheet of the Minnesota State Grant Manual.

The return of non-Title IV funds will be distributed in the following order:

1. State Grant-Proportionally
2. Non-federal alternative loans
3. Other outside sources

## Post-Withdrawal Disbursement (PWD)

A PWD is due when the amount of Title IV aid earned is greater than the amount of Title IV aid disbursed. The actual amount of the PWD is the difference between the amount of Title IV aid earned and the amount of Title IV aid disbursed.

If outstanding charges exist on the student's account, the college may credit the student's account with all or a portion of the PWD. However, if Title IV loan funds are used to credit the student's account, the college must first notify the student/parent and provide the opportunity to cancel all or a portion of the loan.

Any amount of a Loan PWD that is not credited to the student's account must be offered to the student within 30 days of the date that the college determined that the student withdrew. The offer must be made in writing and will also notify the student that no PWD will be made if the student does not respond within 14 days of the date that the college sent the notification. Students will be informed that they may accept or decline some or all the PWD that is not credited to their accounts.

If the student responds within 14 days, the PWD funds will be disbursed as soon as possible, but no later than 120 days from the date that the college determined that the student withdrew.

If the student responds late (after 14 days have passed, but prior to the 120-day deadline), the college may choose to make the PWD at its own discretion, depending on the circumstances. The student is reminded that the college has no obligation to make a PWD after the 14-day timeframe.

A Pell Grant PWD can be posted without prior approval for outstanding charges. Grant PWDs need to be posted within 45 days from the Date of Determination.

### Credit Balances after student withdrawal (Title IV charges)

After a student withdraws, existing Credit Balances are held for up to 14 days until the R2T4 (Return to Title IV) calculation will be performed.

Any remaining credit balances after the R2T4 calculation will be disbursed to the student within 14 days after funds have been posted to the student's account.

## Title IV Verification Policy

If a student's financial aid application is selected for review in a process called verification, the school is required to collect certain documents and adhere to deadlines for processing the application.

Once the student has submitted the required documentation to the financial aid office, the financial aid administrator will make the appropriate corrections to the application information and submit it to the central processing system. If, as a result of verification, the applicant's Title IV eligibility changes, the financial aid administrator will notify the student via a new award letter and in-person consultation (if possible) of the student's new Title IV eligibility.

DMI requires the following from an applicant selected for verification:

### Dependent Applicant

- Dependent Verification Worksheet
- Copy of student's and parents' federal 1040, 1040A, or 1040EZ official tax transcript (if filed)
- Copy of student's federal 1040 official tax transcript (if filed)
- W-2 forms for non-tax filers and if separation of income is necessary
- If a student/parent did not use the IRS data retrieval process or used the process but changed data after it was retrieved, they must provide a copy of their tax transcript provided by the IRS.

### Independent Applicant

- Independent Verification Worksheet
- Copy of student's federal 1040, 1040A, or 1040EZ official tax transcript (if filed)
- If married, copy of spouse's and student's federal 1040, 1040A, or 1040EZ official tax transcript (if filed)
- If a student didn't use the IRS data retrieval process or used the process but changed data after it was retrieved, the student must provide a copy of their tax transcript provided by the IRS
- W-2 forms for non-tax filers and if separation of income is necessary

The deadline for submitting verification documents is the earlier of 30 days after the last day of attendance or 30 days after the last day of the award year. If an applicant fails to submit the required documents to verify the data by the deadline, no Title IV awards can be made to the student and any Title IV funds disbursed in the award year are immediately refunded by the school which may cause the student to owe money to the school.





## Student Complaint Procedures

### A. School Complaint Policy

All students are encouraged to engage in informal dialogue with members of the DMI faculty and staff. Student concerns and feedback are welcome and actively solicited. DMI seeks to make the student experience as rewarding as possible. Should a student become dissatisfied with the information resolution of any issue, he or she may submit a written complaint to DMI President/School Director. All such written complaints will receive a timely response.

### B. Minnesota Office of Higher Education Complaint Procedure

All prospective and enrolled students may also address concerns to:

Minnesota Office of Higher Education

1450 Energy Park Drive, Suite 350

Saint Paul, MN 55108-5227

Phone: 651-642-0533

### Who can file a complaint?

If you are or were a student or an employee of a Licensed Private Career School in the State of Minnesota and you believe that the school or anyone representing the school has acted unlawfully, you have the right to file a complaint with the Minnesota Office of Higher Education.

### What can a student or employee complain about?

You may make complaints about the conduct of the school, advertising, standards and methods of instruction, equipment, facilities, qualifications of teaching and management personnel, enrollment agreement, methods of collecting tuition and other charges, school license or registration, school and student records, and private school agents.

### How can a complaint be filed by a student or employee?

You should try to resolve your complaint directly with the school unless you believe that the school would penalize you for your complaint. Use the school's internal grievance procedure to discuss your problems with teachers, department heads, or the school director. We suggest that you do so in writing and that you keep copies of all correspondence to the school. However, the school cannot require you to do this before you file a complaint with the Minnesota Office of Higher Education. If you do file a complaint with the Minnesota Office of Higher Education, please advise the Minnesota Office of Higher Education of any action that you have taken to attempt to resolve your complaint.

### What is the tuition refund and cancellation policy?

All schools must have a tuition refund and cancellation policy for each program included in the catalog and in the student enrollment agreement. Read and understand the school's policy regarding tuition refund and cancellation before you sign the enrollment agreement. If you do not understand it, or are confused by the school's explanation, get help before you sign. You may ask for assistance from the Minnesota Office of Higher Education at the address provided above.

### What should students know about "student loans"?

DMI does not participate in the Federal Student Aid Program. All funding has to be secured by the student to pay for the tuition.

## Grading System

GRADE	QUALITY OF ACHIEVEMENT	GRADE RANGE	GRADE POINTS
A	Excellent	90-100	4.0
B+		87-89	3.3
B	Good	83-86	3.0
B -		80-82	2.7
C+		77-79	2.3
C	Average	73-76	2.0
C -		70-72	1.7
D+		65-69	1.3
D	Passing	60-64	1.0
F	Failure	0-59	0.0
I	Incomplete	-	-
W	Official Withdrawal	-	-
*	Repeated Course	-	-

### Repeating Courses

Courses may be repeated once without permission where a grade of F, W, D+, or D has been earned. In such cases the higher grade will be computed in the GPA and the lower grade will remain on the official transcript without credit or being computed in the cumulative GPA. Where a course has been repeated, prior attempts will be noted with an asterisk (\*) indicated next to the grade.

### Grade Point Averages

Grade Point Averages (GPA) are computed by multiplying the point value of each grade by the number of hours assigned to the course. The sum of these totals from all courses is then divided by the total number of hours attempted. This calculation will yield the GPA for each term and the cumulative GPA for the entire academic program.

### Incomplete Grades (I)

"I" is the grade recorded for a course in which a student has failed to complete certain work, attendance requirements, or has been absent from the final examination because of circumstances beyond his or her control.



## Rights of Publicity – Release

By enrolling at the Diverse Media Institute, students expressly grant permission for DMI to use their pictures and other representations of their name and likeness in any all materials and publications, including promotional materials, without fee in perpetuity, in any media now known or hereafter developed.

## Copyright Ownership of Student Work

Students are able to copyright their own projects and Diverse Media Institute does not own copyrights to any materials a student created unless agreed upon otherwise (i.e. a school-initiated or other collaborative projects). However, students do grant Diverse Media Institute perpetual license to any project work created being a student at Diverse Media Institute. This perpetual license does not require that students give up ownership to their creative work, but that they allow Diverse Media Institute the right to use students' work for educational purposes (such as classroom and academic materials), as well as any marketing or promotional material for the school.

## Graduation

The following criteria must be met in order for a student to become a graduate and receive a Diploma:

- Meet Attendance requirements outlined in the Attendance Policy Section
- Achievement of a cumulative GPA of at least 2.0
- Fulfillment of all financial obligations to DMI

Graduates shall receive an official copy of their transcript along with a diploma. Additional transcripts may be requested for a fee of \$5 each. Diplomas are prepared for pick-up at DMI. Diplomas may be mailed via certified mail, upon request for an additional fee of \$10.

In the event the graduation date changes due to a student's academic progress (i.e. failed courses or incomplete courses), the student will be notified via e-mail about his potential new graduation date.

## Academic Support Services

DMI provides a variety of academic support services to help students achieve their learning goals. Whether a student is intellectually curious and seeks to go beyond the materials being covered in a specific course, is working to catch up after being briefly absent, or needs extra attention to clarify a concept or topic, DMI has the support services to help.

Through Student Services, DMI students can receive several different types of academic support services. These include:

- Open Lectures/Labs
- Organized Study Groups
- Faculty Academic Advising/Tutoring
- Classroom Instructor Contact
- Faculty Individualized Instruction
- Peer/Graduate Assistant Tutoring
- Make-Up Classes
- Auditing Classes

After reading this section, if you still have questions about how to access support services at DMI or if your situation is unique and not addressed stop by Student Services and let them design a personalized plan to help you get on track.

## Open Lectures/Labs

An Open Lecture/Lab is a designated day and time when a specific lecture and/or lab course will be taught by a licensed member of the DMI faculty. Open Lectures/Labs constitute additional class time beyond the regularly scheduled sessions. Open Lectures/Labs are the equivalent of a course session. Thus, students may attend an Open Lecture/Lab for the purpose of making up missed time in a specific class or for the purpose of gaining additional learning time on a topic. Open Lectures/Labs are helpful for students seeking to gain advanced insight into a subject area, or to clarify concepts, procedures, or other subject area competencies.

Open Lectures/Labs are limited to 20 students. Sign-up is on a "first-come, first served" basis. Students attending an Open Lecture/Lab for "make-up" purposes are required to attend for the entire session in order to receive credit for the make-up.

Open Lectures/Labs are generally scheduled one week in advance, are held in the evening and/or on weekends. A list of scheduled Open Labs is maintained in Student Services.

## Organized Study Groups

DMI students pursue their regularly scheduled classes by section and thus, every student is part of a small learning community. Sometimes students can benefit from studying with a different group of students from other class sections.

In order to facilitate the exchange of ideas among students, Student Services organizes study groups consisting of five to ten DMI students who are at the same level of study. Study groups are approved to meet on campus, and can schedule meeting rooms in the evening, on weekends, and whenever space permits. Study groups may periodically request a peer/graduate assistant tutor to lead a study session, and in some cases a tutor may organize a regular study group based on the needs of the student body.

While students are always welcome to form their own study groups, Student Services can help by maintaining lists of existing study groups that are open to new members, and by helping students seeking to form new study groups to connect with each other.

Looking to expand your circle of DMI learning partners? Contact DMI Staff and expand your network of future audio engineers today.

## Faculty Academic Advising/Tutoring

The best way to have your questions answered about a subject is to ask your teacher. Of course questions are always invited during class time. However, if you have questions that are unanswered or which come up later after class is over, members of the full-time faculty are available to help.

All students are assigned to a full-time faculty member, who serves as their academic advisor and professional mentor. Each member of the full-time faculty maintains office hours on campus in the faculty office located on the fourth floor. Each faculty member's schedule of office hours is posted prior to the start of each academic term.

Do you have questions or need help with a course or subject? Make an appointment to see your faculty academic advisor. If you don't know who your academic advisor is or if you would like to change your advisor, contact Student Services for assistance.



## Classroom Instructor Contact

All members of the instructional staff are available outside of class to answer questions related to the course. While full-time faculty members maintain scheduled office hours as described above, adjunct (part-time) faculty members may make themselves available at other times - usually immediately before or after class.

All members of the instructional staff provide students with their contact information. Save your instructor's contact information and use it to contact them as needed. Most instructors will be happy to schedule a meeting with you in the faculty office at mutually convenient times. They may also be able to answer your questions via e-mail. Even if an instructor is unable to adequately address your needs outside of class, they can help you to identify and locate additional tutoring services and learning resources at DMI so that you can be successful.

Have you misplaced your instructors' contact information, or are you having difficulty connecting with them? Student Services can help. Don't be shy - stop by for assistance.

## Graduate Assistant Tutoring

Graduate Assistant Tutors are DMI alumni who have demonstrated mastery in specific course subjects. Graduate Assistant Tutors are recommended by the faculty and paid by DMI. Graduate Assistant Tutors are not licensed faculty members and thus, tutoring sessions may never be used as make-up sessions for any missed classes. Students needing tutoring services may be assigned to a Graduate Assistant Tutor.

Graduate Assistant Tutoring is designed to provide students who are having difficulty with a topic or course subject to be mentored one-on-one by a graduate who displays subject matter expertise. Students experiencing difficulty with a course subject may be recommended for Graduate Assistant Tutoring by a member of the instructional staff, or students may request a Graduate Assistant Tutor on their own. All requests should be directed to Student Services.

After a recommendation or request for Graduate Assistant Tutoring is received, Student Services schedules a meeting with the student to determine the nature and extent of tutoring services required. Once approved, students are scheduled for tutoring with a specific tutor for a specific number of hour(s) each week. The time and day(s) of such tutoring is scheduled at the mutual convenience of both student and tutor. All Tutoring services are only provided on campus.

Students who miss tutoring appointments without being excused may have their ability to continue in the tutoring program limited.



# FACULTY & STAFF

(as of August 2022)

Curshall, Robert (Max)

Faculty

Minnesota State University Moorhead

MAJOR: Bachelors of Science in Entertainment Industry with an emphasis in Audio Technology

Herold, Scott

Faculty

Peru State, Peru, NE

MAJOR: Theater Arts and History

Augsburg College, Minneapolis, MN

MAJOR: Theater Arts and History

Scott Herold is the CEO and Founder of Music nonprofit and Record label Rock the Cause. He is also the CEO and Founder of Hysteria Media, LLC a music management and social marketing company. Scott spent over 20 years in the consumer goods industry leading world class sales, merchandising and marketing teams supporting some of the world's biggest brands. In 2012 Scott departed from the corporate world to focus full time on Rock the Cause Records. In 4 years Rock the Cause Records has worked with artists like Zach Sobiech, Matt Hires, Dan Wilson, My Morning Jacket, Lissie, Haley Bonar and more! Rock the Cause Records has sold over 390,000 charitable music singles, 50,000 records and their music releases have been streamed 16.5 Million times. All of this adding up to nearly \$500,000 in support for children's health, music and education based causes. Scott brings with him a vast knowledge of day to day business operations across multiple product categories. His best suit is his love for community. Scott delivers inspiring insights into how business, culture and community work together to make the world a better place to love.

Kreuzer, Norbert, M.B.A.

Faculty

Minnesota School of Business, Minneapolis, MN

Norbert Kreuzer started as a successful recording engineer and producer in Europe in 1990, earning him two Platinum Record Awards in Germany. He ventured into higher education in 2003 and has worked for Full Sail University in Florida. Since then he has lead two creative career colleges as their Director - President/CEO: IPR - College of Creative Arts in Minneapolis, and the oldest recording school in the world, the Institute of Audio Research in New York City.

Sivak, Joseph "JJ"

Faculty

Loyola University, New Orleans, LA

MAJOR: Bachelor's in Jazz Studies, Philosophy

J.J. is a versatile musician, educator, and audio professional with a B.M. in Jazz Studies and Philosophy from Loyola University New Orleans. He has toured internationally as a guitarist and music director with major cruise lines, performed with acts like BB King's All Stars and Postmodern Jukebox, and worked across the Twin Cities as a DJ, live sound technician, and educator. He currently serves as Director of Music Instruction and Sales at Prince Music Company, works at Skyway Theatre, and performs as bandleader for rising viral singer Tori Holub. J.J. is also a founding partner of the MN Music Co-Op, an underground hip-hop recording collective based in downtown Minneapolis. A former Music Director at School of Rock Plymouth and a graduate of Slam Academy, he brings expertise in sound design, production, mixing, and mastering. Passionate about empowering youth through creativity and self-expression, J.J. is dedicated to helping students find their voice and build real-world skills in music and media.

Winden, Phil

Program Chair / Faculty

Controlled Data Technical College, St. Paul, MN

More than 25 years of professional audio production experience in the entertainment industry working with artist and musicians, companies and students around audio production and live music.

## BOARD OF DIRECTORS

Darryl Young, Chair

JR Hunte, Post Secondary Focus

Sue Ferkingstad, Post Secondary Focus

## ADMINISTRATION

Norbert Kreuzer, M.B.A.

Director

Winden, Phil

Program Chair / Admissions

Herold, Scott

Director of Career Services



# ACADEMIC

## Spring Term 2025

March 10	Monday	Classes Begin for all Students
March 31 - April 4	Spring Break - No Classes in Session	
May 24 - May 26	Memorial Day Weekend Observed - School Closed	
June 19	Thursday	Last Day of Classes for all Students
June 20	Friday	Graduation
Jun 10 - Aug 22	Summer Break - No Classes in Session	
July 4	Friday	Independence Day Observed - School Closed
September 1	Monday	Labor Day Observed - School Closed

## Fall Term 2025

October 13	Monday	Indigenous Peoples' Day Observed - School Closed
October 17	Friday	New Student Orientation
October 23	Thursday	Classes Begin for all Students
November 11	Tuesday	Veterans Day Observed - School Closed
Nov 24 - Nov 28	Thanksgiving Break - No Classes in Session	
Dec 22 - Jan 2	Winter Break - School Closed	
January 16	Friday	Last Day of Classes for all Students

## Winter Term 2026

January 19	Monday	MLK Day Observed - School Closed
January 20	Monday	Classes Begin for all Students
February 16	Monday	President's Day Observed - School Closed
April 3	Friday	Last Day of Classes for all Students
April 6 - April 10	Spring Break - No Classes in Session	



# CALENDAR

## Spring Term 2026

April 13	Monday	Classes Begin for all Students
May 22 - May 25	Memorial Day Weekend Observed - School Closed	
June 19	Friday	Last Day of Classes for all Students
Jun 8 - Sept 4	Summer Break - No Classes in Session	
July 4	Thursday	Independence Day Observed - School Closed
August	TBD	Graduation Ceremony

## Fall Term 2026

October 2	Friday	New Student Orientation
October 5	Monday	Classes Begin for all Students
October 12	Monday	Indigenous Peoples' Day Observed - School Closed
November 11	Wednesday	Veterans Day Observed - School Closed
Nov 23 - Nov 27	Thanksgiving Break - No Classes in Session	
December 18	Friday	Last Day of Classes for all Students
Dec 21 - Jan 1	Winter Break - School Closed	

## Winter Term 2027

January 4	Monday	Classes Begin for all Students
January 18	Monday	MLK Day Observed - School Closed
February 15	Monday	President's Day Observed - School Closed
March 19	Friday	Last Day of Classes for all Students

### Academic Calendar 2025 - 2026

Calendar subject to change without notice. Classes canceled due to unscheduled school closings, including weather and other emergencies, may be rescheduled at the discretion of DMI on days listed as "School Closed," including Saturdays or Sundays as may be necessary to meet the minimum amount of instruction time required by the Minnesota Office of Higher Education.



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