



CAREER SCHOOL TRAINING PROGRAMS

2023 Catalog, Volume 1

Licensed by the New York State Education Department



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INTRODUCTION

ICD Institute for Career Development is located in downtown Manhattan at 123 William Street (b/t Fulton St. and John St.), New York, New York 10038. The school is convenient to the 2, 3, 4, 5, A, C, J, M, Z subway lines at the Fulton Street stop and the R train at the Cortland Street stop. Nearby buses are the M5, M9, M15 and M22. Because there are students with physical disabilities some may use private transportation services.

ICD is a major contractor agency in New York State for the Office of Adult Career and Continuing Education Services-Vocational Rehabilitation (ACCES-VR). The focus of services is in three areas that prepare people with disabilities for competitive employment to meet the challenges of the job market in the 21st century.

Career School Vocational Training Programs

IT Vertical Programs

- Cisco CCNA Certification
- CompTIA A+ Certification

Facilities Vertical Programs

- Building Facilities Repair Technician
- Building Cleaner and Custodial Careers

Human Services Assistant

Career Planning Services include Diagnostic Vocational Evaluation, Work Readiness Programs, Youth Services including Career Exploration, Self-Advocacy, Pre-HSE (High School Equivalency) and High School Outreach.

Job Placement Services include Placement Assistance for Career School graduates, Direct Placement Opportunities, Job Search Skills, Resume Preparation and Mock Interviews.

All services are also open to Veterans through Veterans Administration sponsorship.

*** Disclosure Statement: Students should review the approved catalog for factual information. Students should be advised that some information in the catalog may change. It is recommended that students considering enrollment should check with the School Director to determine if there are changes to the information provided in the catalog.

BOARD OF TRUSTEES

Richard C. Weber (Chair)
Retired V.P., Clinical Affairs/Executive Director, SUNY College of Optometry

Christopher K. Wu (Vice Chair)
Executive Vice President of Alternative Investments, Ault Global Holdings

Robert Z. Bliss
Managing Member, Windmill Capital LLC

Jennifer A. Bonanno
Attorney, Keller and Heckman LLP

Liduvina Gonzalez
Vice President for Clinical Administration, SUNY State College of Optometry

Jason Jobe
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Beatrice H. Mitchell
Managing Director, Sperry Mitchell & Company

Paxton Quigley
Retired

Justin B. Wender
Managing Partner, Stella Point Capital

ADMINISTRATION

Four experienced School Directors are onsite and manage the Career School Programs of ICD. The School Directors are responsible for the execution of all policies and procedures for the school. ICD has the following faculty and staff that are dedicated to ensure the academic and career success of the students.

Co-Presidents

Diosdado Gica, EdD
Joseph T. McDonald

School Directors

Diosdado Gica, EdD
Tiara Williams

Agent

Brent Gallenberger

Instructors

- Mark Green – CCNA Program: Andrew Jackson HS; Certifications: MOS (Microsoft Office Specialist); MCT (Microsoft Certified Trainer); CCNA (Cisco Cert. Network Assoc.)
- Mary Sow – CompTIA A+ Program: BA, East Asian Studies, CUNY; Certifications ITIL®4 Foundation, CompTIA A+
- Ezra Sandoz – Custodial and Building Cleaner Program: GED NYFD Certificate of Fitness; Building Management Training (BPI), Building Performance Institute
- Ahmed Gomez – Building Repair Technician Program: Associate’s Degree; Fire Suppression Systems Inspector (AllState Sprinkler Corp), S12, S13, and OSHA 30 Certifications
- Katherine Smith – Human Services Assistant Program: BS- Health Science, Brooklyn College; MA- Disability Studies CUNY School of Professional Studies; Certified Paralegal-Long Island University

Work Readiness Counselors

Elizabeth Fernandez
Olivia Lang
Robert Padgett
Marie Perez

Job Development

Richard Arber

Registration/Administrative Assistants

Lisa Hawkins
Stephen Kong

2023 BPSS TRAINING CALENDAR

Scheduled Holidays & All Staff Events

Below is ICD’s 2023 BPSS Training Calendar with scheduled holidays & All Staff events. All programming starts on a Monday (or the Tuesday following a holiday). *The enrollment agreement will note the specific class schedule, and students will be informed of their training start and end dates prior to the first day of class.*

School Closings

ICD observes the following holiday/recess schedule:

| | |
|---|--|
| Monday, December 26th to Friday, December 30th, 2022 | WINTER RECESS 2022 (No Students All Week) |
| Monday, January 2nd, 2023 | HOLIDAY: New Year’s Day - Observed |
| Monday, January 16th | HOLIDAY: Martin Luther King, Jr. Day |
| Friday, February 10th | All Staff Meeting (No Students in AM) |
| Monday, February 20th | HOLIDAY: Presidents Day |
| Friday, May 19th | All Staff Meeting (No Students in AM) |
| Monday, May 29th | HOLIDAY: Memorial Day |
| Monday, June 19th | HOLIDAY: Juneteenth |
| Monday, July 3rd to Friday, July 7th | SUMMER RECESS (No Students All Week) |
| Tuesday, July 4th | HOLIDAY: Independence Day |
| Monday, September 4th | HOLIDAY: Labor Day |
| Friday, September 22nd | All Staff Meeting (No Students in AM) |
| Monday, October 9th | HOLIDAY: Columbus Day |
| Thursday, October 26th | Fall Grad & NDEAM Event (No Students All Day) |
| Thursday, November 23rd & Friday, November 24th | HOLIDAY: Thanksgiving Break |
| Friday, December 8th | Annual Retreat (No Students All Day) |
| Thursday, December 14th | Staff Holiday Party (No Students in PM) |
| Monday, December 25th | HOLIDAY: Christmas Day (Observed) |
| Monday, December 25th to Friday, December 29th, 2023 | WINTER RECESS 2023 (No Students All Week) |

**ICD observes NYCDOE’s school closure announcements for snowstorms. When the DOE is closed, ICD is closed.*

Daily Schedule

ICD is open from 8am to 8pm, Monday to Friday. Class schedules vary accordingly to program. After 1-2 hours of class lesson, there is typically a 15-minute training break. For a 5+ hours of class, there will be an one-hour lunch break.

2023 Graduation and NDEAM Event

Fall - Thursday, October 26th, 4:30pm – 7pm in ICD Assessment and Job Readiness Center

ENROLLMENT REQUIREMENTS

Participants who desire admission for training must be 16 years of age or older and must submit appropriate documentation including vocational assessment test scores and educational credentials. Medical and other relevant information may be required according to the desired training program.

For the Human Services Assistant and IT Vertical programs, a High School Diploma or GED is required. For all other programs a High School Diploma or GED is preferred. Candidates without a HS Diploma or GED must demonstrate adequate scores on Ability-to-Benefit testing. It is recommended that an applicant possess at least a 4th grade level in reading and/or mathematics for the Building/Facilities Maintenance and Custodial program.

All prospective students will be provided with the start dates for program entrance. Registration should be completed no later than one week prior to the starting date. When a student is admitted to the program, ongoing support is provided by a Work Readiness vocational counselor, who is responsible for ensuring that job placement remains the goal of all training programs.

Ability-to-Benefit Students

In the case of a student who does not have a high school diploma or equivalent, the school will demonstrate the student's ability to benefit from training by requiring a passing grade on the TABE exam, a nationally recognized standardized test.

The instructor and the academic staff will work closely with the assigned Work Readiness Counselor to assure that these students are provided with academic and career advisement. During the first week of a new program session, a discussion regarding the student's progress, vocational goals and other counseling needs will be documented.

Advanced Standing

ICD does not offer advance standing. Students must fulfill all required program hours.

Leaves of Absence

Leaves of absence are granted only for valid medical and personal circumstances. An agreement for this request will occur between the ICD work readiness counselor and the student's ACCES-VR/VA counselor. The ICD counselor will document all pertinent information. The returning student may be readmitted at an appropriate date to successfully complete the program requirements.

STUDENT GUIDELINES

ICD is here to assist students in learning a new skill that can lead toward competitive employment. In an effort to meet this goal, we have established guidelines that are patterned after the demands of the workplace.

As a student starting any of our programs, you are expected to take an active role throughout the process. Your work readiness counselor will meet with you to develop an Individual Rehabilitation Plan, which will highlight your vocational goals. The plan will be reviewed as needed based on your progress report from your instructor.

ICD VOCATIONAL TRAINING ATTENDANCE POLICY

We extend every possible accommodation to our students to allow them time to adjust to their new schedules, take care of personal issues and attend to health problems. ICD training is preparation for workplace employment; the expectation is that students will maintain attendance and punctuality standards that are expected in the workplace environment. Students are expected to be on time and in attendance every day for both classroom training and internship. We advise that appointments be scheduled outside of the program hours.

Lateness is defined as arriving any time AFTER the scheduled START TIME of the class. This includes arrival in the morning and return from scheduled morning and lunch break. **Lateness is not acceptable.** Frequent lateness (defined as more than three times in any given month) will be addressed with the student and ACCES. If lateness continues for more than a month, there will be a case conference to determine whether continuation in the program is appropriate.

Please note: Excessive absences and/or lateness will result in discharge from the training program.

SIGNING IN: Students are expected to sign-in twice a day, in the **morning at the start and after lunch**. Students should ensure sign-in or risk the chance of being **marked absent** and will not receive credit of attendance.

DRESS CODE: Students are requested to dress in appropriate attire applicable to the specific training program. The work readiness counselor and/or instructor will review examples of appropriate attire.

HYGIENE: Students are required to maintain good daily personal hygiene by bathing regularly and wearing clean clothing.

OTHER GUIDELINES

- Personal music devices and cell phones must be turned off during training classes.
- Hats and sunglasses (except for documented religious or medical reasons) must be taken off in the training areas and classes.
- Family members or friends may accompany a student to ICD but cannot remain when

classes begin. There may be exceptions for home health aides.

- Students must properly dispose of garbage, maintain clean surroundings and not damage or distress the property.
- Students must consistently speak and interact with our team members in a respectful manner; yelling, using foul language or speaking in a dismissive or argumentative manner is not acceptable.
- Students must consistently conduct themselves in a professional and courteous manner with fellow students within our program. Concerns regarding another student's conduct should be directed to the counselors or instructors for mediation.
- Students must behave in an appropriate manner within and outside our facility; Interactions with other building tenants or building staff should be limited and respectful at all times.

DISCIPLINARY/DISCHARGE POLICY CRITERIA

- Student does not successfully complete vocational program as stipulated in his/her Individualized Plan.
- Student develops medical, emotional or behavioral problems that prevent completion of training program.
- Student has continuous poor work habits, problems with attendance and punctuality or counterproductive behaviors as defined in program rules and regulations, treatment plans or contracts entered into by the individual.
- Student has social, home and family problems that present insurmountable barriers to their completing the vocational training program and obtaining competitive employment which cannot be addressed within the scope of ICD's service capacities.
- Student, after attempts at counseling, remediation and alternative strategies, is unable to achieve the minimum standard stipulated on the training plan. Referral will be made to appropriate providers in the community and/or at ICD.
- Any criminal activity including but not limited to acts of violence, theft, and fraudulent actions, use of alcohol or illegal drugs, or possession of weapons are reason for immediate discharge.

In certain circumstances, licensed career schools may act to temporarily suspend/interrupt students as an alternative to discharge. BPSS provides guidelines to identify and explain these circumstances that would need to be present for a school to take such an action. ICD will work together with ACCES-VR for the purposes of enabling the student to return to school and resume the training towards completion.

Discharge determinations and recommendations are reviewed in a case conference with the student, their ACCES-VR/VA and ICD counselors. Upon request, a member of ICD's management team can also be included in this process.

TUITION, FEES, AND FINANCIAL AID (CONT.)

Students do not pay directly or receive loans. Regarding the cancellation or refund policy refunds are paid to the funding agency (ACCES-VR/VA).

The refund/collection policy for all programs except the Custodial program.

| First Quarter | | Program Amount | Program Amount |
|-------------------------------------|-------------------------------|--|---|
| <u>If termination occurs</u> | <u>school may keep</u> | Building/Facilities Repair Technician; Cisco Networking Academy-CCNA Certifications; CompTIA A+ Certification; Human Services Assistant | Building Cleaner and Custodial |
| Prior to or during the first week | 0% | \$0 | \$0 |
| During the second week | 25% | \$1,250.00 | \$1,175.00 |
| During the third week | 50% | \$2,500.00 | \$2,350.00 |
| During the fourth week | 75% | \$3,750.00 | \$3,525.00 |
| After the fourth week | 100% | \$5,000.00 | \$4,700.00 |
| | | | |
| Second Quarter | | | |
| <u>If termination occurs</u> | <u>school may keep</u> | | |
| During the first week | 25% | \$1,250.00 | N/A |
| During the second week | 50% | \$2,500.00 | N/A |
| During the third week | 75% | \$3,750.00 | N/A |
| After the third week | 100% | \$5,000.00 | N/A |

FACILITIES

The facilities for training classes are all located on the 5th floor of 123 William Street. ICD encompasses the entire floor. Following is an overview of the classroom location, space, and number of computer workstations.

| Class | Room Numbers |
|--------------------------------|---------------------|
| Building/Facilities Repair | 524 |
| Custodial | 525 |
| Building Shop Room and Storage | 526-529 |
| Human Services Assistant | 530 |
| CompTIA A+ Certification | 533 |
| Cisco CCNA Certification | 536 |

All rooms have at least one workstation for an instructor. All rooms also are accessible for students who use wheelchairs or need special accommodations for physical disabilities.

Break Room

There is a break room of **720 sq. ft.** in this 5th floor location. Students may bring their own food and drinks. It is available during the school day.

| Room | Workstations/Computers | Square Footage |
|-----------------|-------------------------------|-----------------------|
| #05-25 | 20 | 600 |
| #05-24 | 20 | 600 |
| #05-26/28/28/29 | 20 | 2,800 |
| #05-30 | 20 | 680 |
| #05-33 | 20 | 800 |
| #05-34 | 20 | 800 |
| #05-35 | 20 | 800 |
| #05-02 | 28 | 720 |

CAREER SCHOOL TRAINING PROGRAMS

BUILDING REPAIR TECHNICIAN/SVT – 600 HOURS

Combining classroom-based instruction and workshops, this program prepares students for entry-level positions in the Building Maintenance occupational sector. All students obtain basic training to achieve core competencies in Maintenance/Custodial practices. Students are introduced to basic handyman practices and skills; basic painting, carpentry, plumbing and electrical repairs; concentrating only on job tasks that do not require a license to perform. An added component to the training is a focus on GreenWorks topics that will include weatherization techniques for air sealing, insulation and retrofitting. In addition to the technical training, students will learn basic math, communication, computer and life management skills that are relevant to the workplace for employment in the Building/Facilities Maintenance field.

The duration of coursework will be three months. In addition, students will participate in a targeted employment internship for approximately 12 weeks (245 hours). Students will be able to gain practical experience that will enable them to use and improve skills that have been developed through class activities. In addition to the *Certificate of Specialized Training* that is granted upon the successful completion of the program, students will also obtain certifications in the following areas:

| | |
|---------------------------|--------------------------------------|
| OSHA Certification | 40 Hour Construction |
| EPA Certification | 8 Hour Initial Lead Renovator |

Job placement opportunities include. Janitor/Custodian, Maintenance Worker, Porter, and Building Superintendent Assistant.

COURSE TOPICS:

INTRODUCTION TO BUILDING MAINTENANCE/GREENWORKS PROGRAM

- Handyman/Porter/Custodial Skills Concepts
- Job/Site Responsibilities & Hand Tools-Use & Safety
- Hand & Power Tool Presentation
- Measuring & Calculations
- Reading a Measuring Tape

WORKPLACE SAFETY & OSHA

- OSHA & MSDS Discussion & Definitions
- Egress / ADA Compliance
- Safety Principles and Practices
- Hand and Power Tool Safety
- Safety for Ladders, Scaffolds and Lifts
- Flammables and Hazardous Materials Storage

- Care, Storage, Supplies & Equipment

OSHA 40 HOUR CONSTRUCTION CLASS INCLUDED

BASIC CARPENTRY

- Tools/Equipment / Measuring
- Handling and Safety
- Repairing & Cutting Techniques of Framing / Demolition & Concepts
- Walls/Floors/Ceilings
- Framing Repair Concepts
- Walls/Floors/Roofs - Wood/Metal
- Door Repair Concepts
- Trim and Moldings Repair

WALL AND CEILING REPAIR

- Tools/Equipment - Handling and Safety
- Drywall/Plaster Repair
- Blow out Patches vs. Framing for Patch Work
- Sanding and Patching / Drywall & Plaster
- Acoustical Ceiling Tile Repair & Replacement

BASIC PAINTING AND TILE REPAIR

- Tools/Equipment - Handling and Safety
- Selecting Appropriate Brushes / Rollers
- Sanding and Scraping for Smooth Surface
- Painting Repairs / Stain Blocking
- Cutting, Rolling
- Painting Repair techniques
- Floor and Wall Tile Repair
- Ceramic/Parquet/Vinyl
- Caulking/Spackle/Filling and Grouting
- Materials/Techniques

EPA LEAD RENOVATOR 8 HOUR CERTIFICATION

BASIC ELECTRICAL REPAIR

- Tools/Equipment - Handling and Safety
- Fixture Repair & Replacement
- Piping vs. Armored Cable Concepts
- Switches/Receptacle Replacement
- Commercial and Residential
- Breaker Panels & Fused Box Concepts

- Tools/Equipment - Handling and Safety
- Fixture Repair & Replacement
- Piping vs. Armored Cable Concepts
- Switches/Receptacle Replacement
- Commercial and Residential
- Breaker Panels & Fused Box Concepts
- Voltage/Amperage Ratings Overview

TROUBLESHOOT

- Wiring, Devices, Switches & Fixtures
- Ceiling / Wall Light Fixtures
- Installing Outlets / Switch Plates
- Light Bulb Replacements
- Fixture Battery Replacements

BASIC PLUMBING REPAIRS

- Tools/Equipment - Handling and Safety
- Unclogging Drains
- Fix Leaky Plumbing – Faucets, Toilets & Showers
- Repairing Pipes / Lecture and Concepts
- Kitchen/Bathroom Sinks, Fixtures, and Toilets
- Water Conservation
- Low Flow Fixtures and Aerators - GPM
- Dual Flow, Water Sense High Efficiency Toilets
- Strategies to Reduce Water Use

FLOOR CARE AND JANITORIAL

- Cleaning Solutions: Tools, Handling & Safety
- Floor Care Procedures
- Stripping, Sanding, Buffing, Waxing, Polishing & Sealing
- Cleaning - Fixtures, Floors, and Stalls
- Cleaning Windows 101
- Walk Off Mats, HEPA Filters, etc.
- Green Cleaning & Maintenance
- Products & Vacuums

LOCKS AND DOORS TROUBLESHOOTING

- Hardware Overview & Concepts
- Troubleshoot/Replace/Repair – Doors & Locks
- Door Closer Adjustments and Operation
- Weather Stripping, Gaskets & Door Seals

CUSTODIAL/SVT-200 Hours

This intense eight-week course provides hands-on skills in a variety of areas for commercial cleaning, custodial and janitorial work. Upon completion of the program students will be provided with job placement assistance for occupations as a porter, janitor, or custodian.

COURSE TOPICS

INTRODUCTION TO CLEANER & CUSTODIAL TRAINING

25 HOURS

- Explain training procedures
- Introductions (instructor & students)
- Inquire about student objectives & goals
- Match student objectives with course competencies
- Discuss tool, equipment, machinery, and safety (PPE)
- Teamwork and dress code
- Time management & quality of work

WORKPLACE SAFETY & OSHA

15 HOURS

- Introduction to cleaning materials, chemicals & safety procedures
 - (green cleaning added)
- Discuss tool, equipment, machinery, and chemical safety (PPE)
- Accident prevention

10 HOURS

OSHA 10 HOUR GENERAL INDUSTRY

OFFICE AND RESTROOM CLEANING

25 HOURS

- Office cleaning 101
- Ground rules for cleaners
- Routine office cleaning
- Dusting 101
- Restroom cleaning and detailing101
- Equipment and tools
- Safety procedures

CARPET CLEANING I, II & III

25 HOURS

- Carpet cleaning and maintenance (overview)

- Machinery, equipment, and tools
- Safety procedures
- Carpet vacuuming, mapping, scheduling, spot cleaning, and preventative maintenance

WALK-OFF MATS AND WINDOW CLEANING AND RECYCLING

25 HOURS

- Slip and fall prevention
- Products, services, and tools
- Space mapping
- Safety procedures and hazmat
- Easy streak it! (techniques and sequence)
- Difference between high and low areas
- Pedestrian traffic control
- Identifying trash and debris
- Sorting, compacting, and disposal

MID COURSE OVERVIEW

STONE & MARBLE POLISHING AND EXTERIOR CLEANING

25 HOURS

- Cleaning and polishing stone floors
- Products, tools, and machinery
- Hosing sidewalks and shoveling snow
- Pedestrian and pathways safety
- Grounds keeping 101

FLOOR CARE I

25 HOURS

- Floor maintenance machines and science
- Safety procedure
- Use of the various types of floor maintenance machines
- Products, tools, and machinery
- Scrub and restore / routine maintenance
- Stripping and preparation for sealing

FLOOR CARE II

25 HOURS

- Products, tools, and machinery
- Safety practices and procedures
- Sealing of vinyl floors, finishing, and buffing
- Scrubbing existing finish and restoration

HUMAN SERVICES ASSISTANT/SVT – 530 HOURS

The Human Services Assistant curriculum prepares students with the required skills for employment in paraprofessional positions in the human services sector. The student can specialize as a Human Services Generalist, utilizing an internship in human services agencies that serve individuals with mental illness, substance abuse/chemical dependency or direct care agencies. Employment positions include Teacher/Counselor/Program Assistants, Outreach Workers, Vocational Coaches, and Peer Specialists.

In addition to the *Certificate of Specialized Training* that is granted upon the successful completion of the program, students will obtain certifications or certification credits in the following areas:

OASAS--CASAC (Certified Alcohol and Substance Abuse Counseling): 36 credits towards certification Addiction Recovery Coach
OASAS-CCAR Recovery Coach Academy
OASAS-Ethical Responsibility
Mandated Reporter Certification: Identifying and Reporting Child Abuse and Neglect

COURSE TOPICS

ATTITUDES AND VALUES

- Self-Awareness
- Cultural Awareness/Sensitivity
- Effective Human Service Worker Values
- Terminology Related to Cultural Awareness and Cultural Sensitivity

THE ROLE OF THE PARAPROFESSIONAL IN THE HUMAN SERVICES SECTOR

- Self-Care
- Ethical Standards (NOHS)
- Ethical Dilemmas
- Ethical Principles
- Effective Human Service Worker Values
- The Human Service Assistant Title and Work Environment

WORKING WITH GROUPS

- Group Facilitation and Leadership Styles
- Working with Co-Workers
- Workers Interacting with Groups and Teams
- Group Stages
- Interacting with Families
- Peer Support Groups

SUBSTANCE ABUSE/CHEMICAL DEPENDENCY

- Overview of Substance Abuse Continuum, including Brain
- Chemistry and Functioning
- Precontemplation, Contemplation, Preparation, Action, and Maintenance
- Lapse, Relapse, and Prolapse
- Use, Abuse, and Dependency
- Risk Factors Influencing Potential for Substance Abuse
- Recovery and Maintenance
- Treatment and Aftercare
- Facts about Alcohol
- General Effects of Specific Substances (Cocaine, Crack, Heroin, Meth, Marijuana)
- Case Study and Adverse Effects of Substance Use

DEVELOPMENTAL DISABILITIES

- Four Historical Eras Of Human Services For Persons Who Are Developmentally Disabled
- Current Trends Beginning with The Affirmation of Rights of Disabled Persons
- Historical Myths About The Causes and Treatment of Developmental Disabilities
- The Etiological Characteristics of Developmental Disabilities
- Definition of Handicapism
- Basic Principles For Organizing and Delivering Human Services
- Frequently Asked Questions About Community Residences
- The Dignity of Risk
- The Social Definition of Deviancy
- The Self-Fulfilling Prophecy
- Normalization: Implications and Benefits
- Willowbrook State School

MENTAL HEALTH

- Depression
- Bi-polar Disorder
- Schizophrenia
- Psychotic Reactions
- Deinstitutionalization
- Stress and Mental Illness
- Media and Mental Illness
- Wellness

INTERVIEWING AND COMMUNICATION TECHNIQUES

- The Communication Process
- Interviewing and Building a Rapport
- Open-ended and close-ended questions
- Active (Reflective) Listening
- Guideline to the Helping Relationship and Effective Communication
- Developing a Feeling Vocabulary, Validation, Paraphrasing, Respect and Suspend Judgment
- Where do you start? (in the communication process)
- Verbal vs. Non-verbal Communication.
- Essay Writing

CASE MANAGEMENT

- Principles of Case Management
- Elements of Case Management
- Evaluating Referral Material (Objective Data, Subjective Data, etc.)
- Elements of Case Management
- Creating and Implementing the Action Plan (Service Plan)
- Making and Cementing Referrals
- Role of Documentation, including case noting
- Barriers in Provision of Case Management

CRISIS INTERVENTION AND INCIDENT REPORTING

- What is a Crisis?
- What is Crisis Intervention?
- Events That Precipitate a Crisis
- Periods That Mark a Crisis (Stages)
- Dealing with Suicide
- Signals of Suicidal Ideas
- Suicide Intervention
- Assessing Suicide Lethality
- Specific Techniques of Suicide Intervention
- Indicators of Maltreatment

UNDERSTANDING CLIENT RIGHTS AND LEGAL ISSUES

- Computer Ethics
- Confidentiality, Privileged Communication, Informed Consent
- Street Level Bureaucracy and other Client Rights
- Wyatt v. Stickney Case
- Right to Adequate Treatment, Least Restrictive Environment,
- Right to Refuse Treatment
- Types of Abuse

- Coping with Crisis
- HIPAA
- Identifying and Reporting Child Abuse and Neglect (Off site)

Internship/Focused Job Search: The duration of coursework will be 230 hours, approximately nine weeks. Upon successful completion of coursework, students will participate in a targeted employment internship for approximately 12 weeks (300 hours). Students will be able to gain practical experience that will enable them to use and improve skills that have been developed through class activities.

CISCO CCNA TRAINING/SVT-625 Hours

ICD's Cisco™ CCNA program prepares individuals with disabilities for skilled jobs in the rapidly growing technology sector and equips them with the industry's most widely recognized associate-level certification: the CCNA. In the training, students receive six-months of hands-on instruction, employer-led soft skills training, exam preparation, a three-month internship, and connections to competitive employment opportunities.

COURSE TOPICS

NETWORK FUNDAMENTALS

- 1.1 Explain the role and function of network components
- 1.2 Describe characteristics of network topology architectures
- 1.3 Compare physical interface and cabling types
- 1.4 Identify interface and cable issues (collisions, errors, mismatch duplex, and/or speed)
- 1.5 Compare TCP to UDP
- 1.6 Configure and verify IPv4 addressing and subnetting
- 1.7 Describe the need for private IPv4 addressing
- 1.8 Configure and verify IPv6 addressing and prefix
- 1.9 Describe IPv6 address types
- 1.10 Verify IP parameters for Client OS (Windows, Mac OS, Linux)
- 1.11 Describe wireless principles
- 1.12 Explain virtualization fundamentals (server virtualization, containers, and VRFs)
- 1.13 Describe switching concepts

NETWORK ACCESS

- 2.1 Configure and verify VLANs (normal range) spanning multiple switch
- 2.2 Configure and verify interswitch connectivity
- 2.3 Configure and verify Layer 2 discovery protocols (Cisco Discovery Protocol and LLDP)
- 2.4 Configure and verify (Layer 2/Layer 3) EtherChannel (LACP)
- 2.5 Describe the need for and basic operations of Rapid PVST+ Spanning Tree Protocol and identify basic operations
- 2.6 Compare Cisco Wireless Architectures and AP modes
- 2.7 Describe physical infrastructure connections of WLAN components (AP,WLC, access/trunk ports, and LAG)
- 2.8 Describe AP and WLC management access connections (Telnet, SSH, HTTP,HTTPS, console, and TACACS+/RADIUS)
- 2.9 Configure the components of a wireless LAN access for client connectivity using GUI only such as WLAN creation, security settings, QoS profiles, and advanced WLAN settings

IP CONNECTIVITY

- 3.1 Interpret the components of routing table
- 3.2 Determine how a router makes a forwarding decision by default
- 3.3 Configure and verify IPv4 and IPv6 static routing
- 3.4 Configure and verify single area OSPFv2
- 3.5 Describe the purpose of first hop redundancy protocol

IP SERVICES

- 4.1 Configure and verify inside source NAT using static and pools
- 4.2 Configure and verify NTP operating in a client and server mode
- 4.3 Explain the role of DHCP and DNS within the network
- 4.4 Explain the function of SNMP in network operations
- 4.5 Describe the use of syslog features including facilities and levels
- 4.6 Configure and verify DHCP client and relay
- 4.7 Explain the forwarding per-hop behavior (PHB) for QoS such as classification, marking, queuing, congestion, policing, shaping
- 4.8 Configure network devices for remote access using SSH
- 4.9 Describe the capabilities and function of TFTP/FTP in the network

SECURITY FUNDAMENTALS

- 5.1 Define key security concepts (threats, vulnerabilities, exploits, and mitigation techniques)
- 5.2 Describe security program elements (user awareness, training, and physical access control)
- 5.3 Configure device access control using local passwords
- 5.4 Describe security password policies elements, such as management, complexity, and password alternatives (multifactor authentication, certificates, and biometrics)
- 5.5. Describe remote access and site-to-site VPNs
- 5.6 Configure and verify access control lists
- 5.7 Configure Layer 2 security features (DHCP snooping, dynamic ARP inspection, and port security)
- 5.8 Differentiate authentication, authorization, and accounting concepts
- 5.9 Describe wireless security protocols (WPA, WPA2, and WPA3)
- 5.10 Configure WLAN using WPA2 PSK using the GUI

AUTOMATION AND PROGRAMMABILITY

- 6.1 Explain how automation impacts network management
- 6.2 Compare traditional networks with controller-based networking
- 6.3 Describe controller-based and software defined architectures (overlay, underlay, and fabric)
 - 6.3.a *Separation of control plane and data plane*
 - 6.3.b *North-bound and south-bound APIs*

- 6.4 Compare traditional campus device management with Cisco DNA Center enabled device management
- 6.5 Describe characteristics of REST-based APIs (CRUD, HTTP verbs, and data encoding)
- 6.6 Recognize the capabilities of configuration management mechanisms Puppet, Chef, and Ansible
- 6.7 Interpret JSON encoded data

COMPTIA™ A+ CERTIFICATION/500 HOURS

ICD's CompTIA™ A+ program is a five-month, hands-on training that prepares individuals to be entry-level professionals in the IT field. The program includes fully accessible classroom instruction with a pathway to CompTIA™ A+ certification, work readiness training, and connection to employment opportunities.

The course is divided into two sections: Core 1 and Core 2. At the conclusion of each Core, students will be able to review material for preparation in passing the certification exams related to the course content.

COURSE TOPICS

CORE 1

LESSON 1: INSTALLING AND CONFIGURING PC COMPONENTS

- Topic A: Use Appropriate Safety Procedures
- Topic B: PC Components
- Topic C: Common Connection Interfaces
- Topic D: Install Peripheral Devices
- Topic E: Troubleshooting Methodology

LESSON 2: INSTALLING, CONFIGURING, AND TROUBLESHOOTING DISPLAY AND MULTIMEDIA DEVICES

- Topic A: Install and Configure Display Devices
- Topic B: Troubleshoot Display Devices
- Topic C: Install and Configure Multimedia Devices

LESSON 3: INSTALLING, CONFIGURING, AND TROUBLESHOOTING STORAGE DEVICES

- Topic A: Install System Memory
- Topic B: Install and Configure Mass Storage Devices
- Topic C: Install and Configure Removable Storage
- Topic D: Configure RAID
- Topic E: Troubleshoot Storage Devices

LESSON 4: INSTALLING, CONFIGURING, AND TROUBLESHOOTING INTERNAL SYSTEM COMPONENTS

- Topic A: Install and Upgrade CPUs
- Topic B: Configure and Update BIOS/UEFI
- Topic C: Install Power Supplies
- Topic D: Troubleshoot Internal System Components

- Topic E: Configure a Custom PC

LESSON 5: NETWORK INFRASTRUCTURE CONCEPTS

- Topic A: Wired Networks
- Topic B: Network Hardware Devices
- Topic C: Wireless Networks
- Topic D: Internet Connection Types
- Topic E: Network Configuration Concepts
- Topic F: Network Services

LESSON 6: CONFIGURING AND TROUBLESHOOTING NETWORKS

- Topic A: Configure Network Connection Settings
- Topic B: Install and Configure SOHO Networks
- Topic C: Configure SOHO Network Security
- Topic D: Configure Remote Access
- Topic E: Troubleshoot Network Connections
- Topic F: Install and Configure IoT Devices

LESSON 7: IMPLEMENTING CLIENT VIRTUALIZATION AND CLOUD COMPUTING

- Topic A: Configure Client-Side Virtualization
- Topic B: Cloud Computing Concepts

LESSON 8: SUPPORTING AND TROUBLESHOOTING LAPTOPS

- Topic A: Use Laptop Features
- Topic B: Install and Configure Laptop Hardware
- Topic C: Troubleshoot Common Laptop Issues

LESSON 9: SUPPORTING AND TROUBLESHOOTING MOBILE DEVICES

- Topic A: Mobile Device Types
- Topic B: Connect and Configure Mobile Device Accessories
- Topic C: Configure Mobile Device Network Connectivity
- Topic D: Support Mobile Apps

LESSON 10: INSTALLING, CONFIGURING, AND TROUBLESHOOTING PRINT DEVICES

- Topic A: Maintain Laser Printers
- Topic B: Maintain Inkjet Printers
- Topic C: Maintain Impact, Thermal, and 3D Printers
- Topic D: Install and Configure Printers
- Topic E: Troubleshoot Print Device Issues
- Topic F: Install and Configure Imaging Devices

CORE 2

LESSON 1: SUPPORTING OPERATING SYSTEMS

- Topic A: Identify Common Operating Systems
- Topic B: Use Windows Features and Tools
- Topic C: Manage Files in Windows
- Topic D: Manage Disks in Windows
- Topic E: Manage Devices in Windows

LESSON 2: INSTALLING, CONFIGURING, AND MAINTAINING OPERATING SYSTEMS

- Topic A: Configure and Use Linux
- Topic B: Configure and Use macOS
- Topic C: Install and Upgrade Operating Systems
- Topic D: Maintain Oss

LESSON 3: MAINTAINING AND TROUBLESHOOTING MICROSOFT WINDOWS

- Topic A: Install and Manage Windows Applications
- Topic B: Manage Windows Performance
- Topic C: Troubleshoot Windows

LESSON 4: CONFIGURING AND TROUBLESHOOTING NETWORKS

- Topic A: Configure Network Connection Settings
- Topic B: Install and Configure SOHO Networks
- Topic C: Configure SOHO Network Security
- Topic D: Configure Remote Access
- Topic E: Troubleshoot Network Connections

LESSON 5: MANAGING USERS, WORKSTATIONS, AND SHARED RESOURCES

- Topic A: Manage Users
- Topic B: Configure Shared Resources
- Topic C: Configure Active Directory Accounts and Policies

LESSON 6: SECURITY CONCEPTS

- Topic A: Logical Security Concepts
- Topic B: Threats and Vulnerabilities
- Topic C: Physical Security Measures

LESSON 7: SECURING WORKSTATIONS AND DATA

- Topic A: Implement Security Best Practices
- Topic B: Implement Data Protection Policies
- Topic C: Protect Data During Incident Response

LESSON 8: TROUBLESHOOTING WORKSTATION SECURITY ISSUES

- Topic A: Detect, Remove, and Prevent Malware
- Topic B: Troubleshoot Common Workstation Security Issues

LESSON 9: SUPPORTING AND TROUBLESHOOTING MOBILE DEVICES

- Topic A: Secure Mobile Devices
- Topic B: Troubleshoot Mobile Device Issues

LESSON 10: IMPLEMENTING OPERATIONAL PROCEDURES

- Topic A: Use Appropriate Safety Procedures
- Topic B: Environmental Impacts and Controls
- Topic C: Create and Maintain Documentation
- Topic D: Use Basic Change Management Best Practices
- Topic E: Implement Disaster Prevention and Recovery Methods
- Topic F: Basic Scripting Concepts
- Topic G: Professionalism and Communication

GRADING SYSTEM

A report is prepared on a monthly basis that includes a combination of grades for each class and progress on desirable worker attributes. Grades are based on classwork, tests or other requirements in accordance with the documented course outline/s. The grades will be included on the student's cumulative transcript.

GRADING SCALE:

| | | |
|-----------|--------------------|------------|
| A | (90%-100%) | 4.0 |
| B+ | (85%-89%) | 3.5 |
| B | (80%-84%) | 3.0 |
| C+ | (75%-79%) | 2.5 |
| C | (70%-74%) | 2.0 |
| D | (60%-69%) | 1.0 |
| F | (Below 60%) | 0.0 |
| I | Incomplete | |

An incomplete grade will be given to students who fail to meet course requirements, generally because of unforeseen circumstances. An incomplete must be pre-approved by the School Director. The student will be given approximately one month to complete the required work. When the class work is completed, the student will be issued a grade. If the work is not completed during the proscribed period of time, the incomplete will become an F (Failure).

WORKER ATTRIBUTE SCALE:

| | |
|------------|-----------------------|
| 5 | Outstanding |
| 4 | Excellent |
| 3 | Acceptable |
| 2 | Poor |
| 1 | Unacceptable |
| N/A | Not Applicable |

THE WORKER ATTRIBUTES ON WHICH STUDENTS ARE EVALUATED INCLUDE:

| | | |
|-----------------------|--|-----------------------|
| Punctuality | Works Independently | Learning Ability |
| Attendance | Work Organization | Concentration |
| Dependability | Hygiene/Grooming/Dress Code | Neatness of Work |
| Initiative | Appropriate Socialization | Accepts Supervision |
| Perseverance in Tasks | Frustration Tolerance | Retention of Material |
| | Follows Written and Verbal Instruction | |

SATISFACTORY ACADEMIC PROGRESS (SAP)

COUNSELING PLAN

The purpose of student counseling is to bring about positive change and is not for the purpose of punishment. The goal of the program is for the student to maintain at least a satisfactory progress record to achieve meaningful employment. Assistance is available from all staff including instructors, counselors and administrators.

Students will be evaluated at the end of each four-week period to determine progress in the following areas:

Instructional Progress

| | |
|---|------------------------------|
| 1st evaluation period | 1.0 (D) average is required |
| 2nd evaluation period | 1.5 (C-) average is required |
| 3rd evaluation period | 2.0 (C) average is required |
| Subsequent periods | 2.0 (C) average is required |

Attendance Progress

| | |
|---|---------------------------------|
| 1st evaluation period | 70% attendance rate is required |
| 2nd evaluation period | 75% attendance rate is required |
| 3rd evaluation period | 80% attendance rate is required |
| Subsequent periods | 80% attendance rate is required |

The ICD vocational training counselors will perform the evaluation and will provide direct counseling to the student within 48 hours if the student is present in school. If the student is not present, the counseling will occur after the student returns. Academic status and a plan of action for improvement will be documented.

If the warranted progress is not achieved, the student will be placed on academic probation for one period. If the required standard is not met during the second period, following the initial evaluation, there will be a recommendation for the student to be dismissed from the program. After dismissal, any refunds go to the funding agency.

Students who have been dismissed for unsatisfactory progress may be reinstated if they demonstrate improved motivation for improved performance. There will be a case conference among the student, ACCES-VR counselor and ICD vocational training counselor prior to reinstatement.

Placement Services

ICD offers career placement opportunities through a dedicated staff of job developers and vocational rehabilitation counselors. Placement activities consist of two primary components: internships and employment search activities.

Internships

Our training programs include an internship phase for students that have completed their course. These internships benefit the employer and the student by giving the employer the opportunity to train the student. It also enables students to apply themselves at a new career and develop experience and knowledge.

Employment Search Opportunities

ICD staff actively pursues employment opportunities in organizations that will utilize the skills that the students have gained during training and that will provide advancement opportunities. ICD provides **no fee** placement services to companies throughout the metropolitan area

Additionally, on a weekly basis, representatives from the placement area work with students on areas such as proper dress, attitude enhancement, career search, resume writing, interviewing skills and other areas that will prepare the students for the job search and continuing success on the job.

COMPLETION AND PLACEMENT RATES

Following are the rates of completion and placement in the ICD training programs for the most recent OEDS report.

| | Completion | Placement |
|---------------------------------|-------------------|------------------|
| HUMAN SERVICES ASSISTANT | | |
| 2020/2021 | 32% (8/25) | 75% (4/6) |

| | | |
|--|-------------|-------------|
| BUILDING FACILITIES REPAIR TECHNICIAN | | |
| 2020/2021 | 87% (27/31) | 71% (15/21) |

| | | |
|--|------------|-----------|
| OFFICE TECHNOLOGY AND BUSINESS SKILLS | | |
| 2020/2021 | 42% (8/19) | 75% (6/8) |

| | | |
|------------------------------------|-----------|------------|
| INFANT AND CHILDCARE WORKER | | |
| 2020/2021 | 17% (1/6) | 100% (1/1) |

| | | |
|-----------------------------|------------|-----------|
| VETERINARY ASSISTANT | | |
| 2020/2021 | 55% (6/11) | 75% (3/4) |

| | | |
|--|-------------|-----------|
| CISCO NETWORKING ACADEMY CCNA CERTIFICATION | | |
| 2020/2021 | 77% (10/13) | 43% (3/7) |

| | | |
|---------------------------------------|-------------|-------------|
| BUILDING CLEANER AND CUSTODIAL | | |
| 2020/2021 | 87% (27/31) | 71% (15/21) |

COMPLAINT REPORTING

INTERNAL REPORTING PROCESS

If a misunderstanding occurs between a student, instructor or other staff member, the student should initially try to resolve the issue with the immediate party. Failing resolution, the student may bring the issue to the School Director for adjudication. Where appropriate the situation should be documented and placed in the student's file.

Additionally, ICD has a reporting procedure in place that is administered by the Human Resources Department. If required, a confidential Incident Report form is to be completed by the instructor or other staff member.

EXTERNAL REPORTING PROCESS

The person should first try to resolve the complaint directly with the institution by following the Internal Complaint Procedure described previously.

If a person is unable to resolve the complaint with the institution, or believes that the institution has not properly addressed the concerns, he or she may ask the School Director for a New York State Education Department complaint form. The student may also request a form by writing or calling NYSED:

| | |
|---|---|
| New York State Education Department | Phone: (212) 643-4760 |
| Bureau of Proprietary Schools Supervision | E-Mail: bpss@mail.nysed.gov |
| Investigations and Audit Unit | |
| 116 West 32 nd Street, 5 th Floor | |
| New York, NY 10001 | |

The completed form should be sent to the above address. The completed form should indicate the resolution being sought and any efforts that have been made to resolve the complaint processes. Copies of all relevant documents should be included.

After receiving the completed form, the Department will notify the complainant of its receipt and make necessary requests for further information. When appropriate, the Department will also advise the institution that a complaint has been made and, when appropriate, the nature of the complaint. The complainant will also be notified of the name of the evaluator assigned to address the specific complainant for additional information. The Department will make every effort to address and resolve complaints within 90 days from receipt of the complaint form.

COMPLAINT RESOLUTION

Some complaints may fall within the jurisdiction of an agency or organization other than the State Education Department. These complaints will be referred to the entity with appropriate jurisdiction. When a complaint concerns a matter that falls solely within the jurisdiction of the institution of higher education, the complainant will be notified and the Department will refer the complaint to the institution in question and request that the matter receive a review and response.

Upon conclusion of the department's complaint review or upon a disposition of the complaint by referral to another agency or organization, the Department will issue a written notice to the complainant describing the resolution of the complaint. The complainant may contact the Department evaluator directly for follow-up information or for additional assistance.

ICD LICENSURE AND AFFILIATIONS

LICENSURE/CERTIFICATION

New York State Adult Career and Continuing Education Services- Bureau of Proprietary Schools
Supervision (BPSS)

New York State Office of Alcohol and Substance Abuse Services (OASAS)

New York City Department of Youth and Community Development (DYCD)

New York City Human Resources Administration (HRA)

EXTERNAL AFFILIATIONS

New York State Adult Career and Continuing Education Services-Vocational Rehabilitation
(ACCES-VR)

U.S. Department of Veteran Affairs (VA)

The New York Society for the Prevention of Cruelty to Children (NYSPCC)

The NYC Mayor's Office for People with Disabilities (NYC: ATWORK Initiative: Business
Development Council, Talent Coalition Partners)

Cisco Networking Academy

EEA (Environmental Education Associates, Inc. Buffalo, NY / Initial Lead Renovator Certificate)

WDC Safety, LLC (OSHA 40 and OSHA 10)

Pearson VUE (Cisco CCENT/CCNA, CompTIA A+ Certification Examinations)

CATALOG REVISIONS

Students should be aware that information in the catalog is subject to change. If a change will impact the content in a significant manner, the school will include an addendum that will be incorporated in the next printed volume.

In addition, this catalog contains information on the school's teaching personnel and courses/curricula offered. Please be advised that the State Education Department separately licenses all teaching personnel and independently approves all course and curricula offered. Therefore, it is possible that courses/curricula listed in the school's catalog may not be approved at the time that a student enrolls in the school, and/or the teaching personnel listed in the catalog may have changed.

In order to keep abreast of the employment needs of the business community, it is occasionally necessary to revise course material and program content, subject to the approval of the State Education Department.

The School reserves the right to schedule courses according to student need and interest and to cancel all courses for which there is not a sufficient interest or need.