

Success Institute Catalog



Achieve more.



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www.SuccessInstituteOnline.com

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The information contained in this catalog was accurate at the time of publication. Following publication, any catalog information may change without notice, including, without limitation, the information regarding tuition, fees, costs, class schedules, the student calendar, the program outline, the course descriptions, curricula, faculty, advisory committees, student services, administrative policies, program objectives and career opportunities for graduates of the program.

New courses as well as course changes are included in this edition of the catalog. Students pursuing a diploma under a previous edition of the catalog should refer to that edition to determine course requirements for their program.

Success Institute's Nondiscrimination Policy

Success Institute is an Equal Opportunity Educational and Employment Institution. There shall be no unlawful discrimination on account of race, color, creed, sex, disability, national origin, age, or religion in education, employment, or admissions, or in services provided by Success Institute. Neither shall there be any discrimination on account of sexual orientation in education, employment, or admissions, or in services provided by Success Institute.

These prohibitions include harassment on the basis of race, color, creed, sex, disability, national origin, age, religion, and sexual orientation. They apply to all Success Institute faculty, contract professionals, staff, and students.

Nothing herein prohibits consideration, to the extent permitted by law, of any of the aforementioned characteristics in admissions or employment for the purpose of achieving diversity.

Success Institute
2231 North Taylor Road, Suite B
Cleveland Heights, OH 44112
Ohio Registration Number

16-05-2084T

216-441-2496

2018 – 2019

CATALOG

Last Revised
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2018-2019 Institute Catalog

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About the Success Institute

History

The Jordan Community Resource Center (Jordan CRC) is a 501(c)(3) tax-exempt agency founded in 2004. Since its inception, Jordan CRC has served over 2,500 women with recovery housing, workforce development, education, case management, professional mentoring and spiritual support.

The population of focus includes women who are victims of human trafficking and substance abuse who are involved in the criminal justice system and, women returning from prison with like histories.

Jordan Community Resource Center has been providing educational services in the areas of grant writing, customer service and environmental services for 14 years. As a result, Success Institute was formalized and birthed from this organization by being licensed through the State Board of Career Colleges and Schools. We offer non-degree, state licensed programs.

The people at Success Institute care about you, your families and your future.

Faculty

Faculty Credentials

Instructor/Faculty Name	Experience in the Field
Tenisha Gant Part-time	18 Years of Grant Writing Experience
Sandy Miller Part-time	8 Years Customer Service Experience
Shatia Steward Part-time	13 Years of Environmental Services Experience

Key Staff Members

ADMINISTRATIVE STAFF

Tenisha Gant
President

Barbara McEachern
School Director

Sandy Miller
Outreach Coordinator

Mission

The mission of Success Institute is to enhance the quality of life of our students by providing excellent and affordable educational programs.

Values & Institutional Objectives

Success Institute Statement of Values

- **Integrity:** Value trust and honesty
- **Caring:** Committed to meet the needs of others
- **Responsibility:** Do competently what is supposed to be done, when it is supposed to be done
- **Respect:** Treat people with dignity and fairness
- **Quality:** Take pride in excellence

Success Institute Statement of Objectives:

- To provide programs to prepare students to enter specific occupations.
- To provide courses and programs to improve workers' job performance, to upgrade job skills, to prepare workers for expanding information bases and changing skills requirements, and to assist persons in transition to new occupations.
- To provide guidance to assist students in making decisions that may affect their education, career, cultural advancement and general well-being.
- To provide opportunities for students to become involved in school activities and governance.
- To provide equal educational access for disabled as well as academic and economically disadvantaged individuals. Support services will be offered to meet their special needs.
- To provide activities and special events which encourage alumni involvement in the Success Institute.
- To provide special services designed to improve the quality of life and peaceful relations in the community and to promote life-long learning.
- To provide the best possible instructional and support services – including, but not limited to, adequate supplies, sufficient and appropriate facilities, and current computer equipment.
- To provide programs and opportunities to develop employees' professional knowledge and abilities.
- The Institute will make efforts to implement legislative mandates, in a timely and effective manner, as well as other directives placed upon it by federal, state and local policy-making bodies.
- To adhere to and address recommendations from the accreditation process.
- To establish annual special priorities.

Contact Information

Telephone

216-441-2496

Fax Number

216-803-9899

Mailing Address:

Success Institute
2231 North Taylor Road
Suite B
Cleveland Heights OH 44112

Physical Address:

Success Institute
2231 North Taylor Road
Suite B
Cleveland Heights OH 44112

Student Portal and Website

<http://www.4successinstitute.com/>

HOURS OF OPERATION

9:00 a.m. – 5:00 p.m., EST

COLLEGE HOLIDAYS

The Success Institute's administrative office is closed for the following holidays. However, students have access to their online courses seven days a week including holidays.

- ½ day on New Year's Eve
- New Year's Day
- Martin Luther King Jr. Day
- Memorial Day (Last Monday in May)
- Independence Day (July 4th)
- Labor Day (1st Monday in September)
- Veterans Day
- Thanksgiving Day (Fourth Thursday in November)
- Day after Thanksgiving
- ½ day on Christmas Eve
- Christmas Day

Academic Calendar

Registration Dates

Non-Degree Students

The Success Institute has rolling admissions for students enrolling within a certificate or diploma program. Non-degree students may start their program any on Monday. The degree program / term start dates for the 2018-2019 academic year are as follows:

Monday, January 1, 2018	Monday, July 9, 2018	Monday, January 7, 2019	Monday, July 8, 2019
Monday, January 8, 2018	Monday, July 16, 2018	Monday, January 14, 2019	Monday, July 15, 2019
Monday, January 15, 2018	Monday, July 23, 2018	Monday, January 21, 2019	Monday, July 22, 2019
Monday, January 22, 2018	Monday, July 30, 2018	Monday, January 28, 2019	Monday, July 29, 2019
Monday, January 29, 2018	Monday, August 6, 2018	Monday, February 4, 2019	Monday, August 5, 2019
Monday, February 5, 2018	Monday, August 13, 2018	Monday, February 11, 2019	Monday, August 12, 2019
Monday, February 12, 2018	Monday, August 20, 2018	Monday, February 18, 2019	Monday, August 19, 2019
Monday, February 19, 2018	Monday, August 27, 2018	Monday, February 25, 2019	Monday, August 26, 2019
Monday, February 26, 2018	Monday, September 3, 2018	Monday, March 4, 2019	Monday, September 2, 2019
Monday, March 5, 2018	Monday, September 10, 2018	Monday, March 11, 2019	Monday, September 9, 2019
Monday, March 12, 2018	Monday, September 17, 2018	Monday, March 18, 2019	Monday, September 16, 2019
Monday, March 19, 2018	Monday, September 24, 2018	Monday, March 25, 2019	Monday, September 23, 2019
Monday, March 26, 2018	Monday, October 1, 2018	Monday, April 1, 2019	Monday, September 30, 2019
Monday, April 2, 2018	Monday, October 8, 2018	Monday, April 8, 2019	Monday, October 7, 2019
Monday, April 9, 2018	Monday, October 15, 2018	Monday, April 15, 2019	Monday, October 14, 2019
Monday, April 16, 2018	Monday, October 22, 2018	Monday, April 22, 2019	Monday, October 21, 2019
Monday, April 23, 2018	Monday, October 29, 2018	Monday, April 29, 2019	Monday, October 28, 2019
Monday, April 30, 2018	Monday, November 5, 2018	Monday, May 6, 2019	Monday, November 4, 2019
Monday, May 7, 2018	Monday, November 12, 2018	Monday, May 13, 2019	Monday, November 11, 2019
Monday, May 14, 2018	Monday, November 19, 2018	Monday, May 20, 2019	Monday, November 18, 2019
Monday, May 21, 2018	Monday, November 26, 2018	Monday, May 27, 2019	Monday, November 25, 2019
Monday, May 28, 2018	Monday, December 3, 2018	Monday, June 3, 2019	Monday, December 2, 2019
Monday, June 4, 2018	Monday, December 10, 2018	Monday, June 10, 2019	Monday, December 9, 2019
Monday, June 11, 2018	Monday, December 17, 2018	Monday, June 17, 2019	Monday, December 16, 2019
Monday, June 18, 2018	Monday, December 31, 2018	Monday, June 24, 2019	Monday, December 23, 2019
Monday, June 25, 2018		Monday, July 1, 2019	Monday, December 30, 2019
Monday, July 2, 2018			

Admission Requirements

Enrollment Process Overview

Success Institute's admissions policy is oriented to adult learners, including military members, who typically have previously completed high school, undergraduate level courses, military training, or earned credit by examination. Success Institute is open to all applicants without discrimination on the basis of race, religion, national origin, or sex. All applicants desiring to pursue formal programs of study culminating in the award of an academic credential are admitted to the school as regular students provided the following conditions have been met: To be admitted, the student must be at least 18 years of age with a high school diploma or its equivalent, as well as, receive and review certain disclosures, and sign an enrollment agreement.

Entrance Requirements

In order to be considered for admission candidates require the following:

- 🍃 Candidates must be at least 18 years old
- 🍃 Ability to read and write English fluently
- 🍃 A high school diploma or GED, or the foreign equivalent
- 🍃 The ability to receive and send email

Academic Advising

During registration, applicants must meet with an Admissions Representative. The Admissions Representative will guide the student through the entire enrollment process, answer any questions a student may have, as well as provide students with program-specific information. The Admission Representative will guide students toward the most applicable academic program to match their academic goals. Every student is also assigned a Success Coach to provide them with academic support throughout their program.

Admission Process

Step 1: Application

To begin the enrollment process, prospective Success Institute students must complete an online application that can be accessed from the website, <http://www.4successinstitute.com/>. While completing the application, prospective students must indicate their academic program of interest for enrollment. Also, prospective students may print the online application, and mail the completed enrollment application to:

Admissions Department

Success Institute

2231 North Taylor Rd.

Cleveland Heights, OH 44112

-OR-Enroll by phone: 216-441-2496

Application and Enrollment Process

Success Institute is open to all applicants without discrimination on the basis of race, religion, national origin, or sex. All applicants desiring to pursue formal programs of study culminating in the award of an academic credential are admitted to the school as regular students provided the following conditions have been met: To be admitted, the student must be a high school graduate or have a GED or its equivalent, and at least 18 years of age and sign an enrollment agreement.

Success Institute's admissions policy is oriented to adult learners, including military members, who typically have previously completed high school, undergraduate level courses, military training, or earned credit by examination. To be admitted to the Institute, students need to submit evidence of a high school diploma, GED certificate, or an international equivalent.

Entrance Requirements

Candidates for admission should have:

- Ability to read and write English fluently
- The ability to be self-motivated and work independently
- A high school diploma or GED, or the foreign equivalent
- The ability to receive and send email
- Access to the internet/basic computer skills
- Reached the age of majority (18) eighteen

Step 2: Enrollment Process

Soon after the application has been received by Success Institute's Admissions Department, the prospective student is contacted by an admissions representative whose mission is to inform the applicant about Success Institute's available programs and assist throughout the enrollment process. Essential documents, including the enrollment agreement, military service forms, and payment method, are collected by the admissions representative by e-mail, fax, and mail.

Step 3: Getting Started

Once the training plan is accepted and all required documents are submitted, the enrollment process is completed and the applicant officially becomes a student. First time Success Institute students will automatically be enrolled in the Success Institute Orientation. It gives students the opportunity to become comfortable with Success Institute's learning platform and helps them successfully complete their non-degree program. Students may begin the orientation course shortly after their enrollment is confirmed.

Non-Degree Seeking Students

Success Institute welcomes individuals who are seeking a non-degree program or certificate program from the Institute. Non-degree seeking students are individuals who may be taking coursework for personal enrichment, job enhancement, or certification.

Non-degree seeking students must formally apply and are subject to all policies and procedures that apply to, as outlined in the Institutes Catalog. These students must show proof of a high school diploma or equivalent. Official transcripts (prior college and/or military training) are not required to enroll in a non-degree seeking status.

Certificate/Diploma Options

Success Institute offers three programs:

Environmental Services Program – 400 Clock Hours

Customer Service Program – 400 Clock Hours

Grant Writer Program – 400 Clock Hours

Please refer to the *Course Catalog* section at the end of this catalog for details. Please note that programs and courses are subject to change at the discretion of the Institute.

Academic Information

The Academic Dean primarily serves as the institutional voice for curriculum research and selection, instructional design, course development, faculty selection, articulation, student retention, outcomes assessment, and accreditation oversight for the Institution.

Instructional Model

Success Institute's goal is to provide a high-quality educational experience to both students and faculty using innovative technologies and teaching techniques.

The instructional model is a modified open-enrollment, cohort-of-one study track conforming to the following profile:

- A cohort consists of one student
- Weekly enrollment, beginning Monday of each week for 52 starts per year
- Each enrollment has a fixed start date and end date
- Courses consist of seven to ten modules. Each module is typically one week. There are sixteen weeks in which students are required to submit module assignments and the final exam.
- The final course grade will be posted within seven (7) days of course completion

Academic Term – Traditional and Veteran Students

An academic term for traditional students and for veteran students using the Veteran Benefits is defined as 16 weeks of instructional time.

The start of an academic term begins on Monday of the first course enrollment within that term. The number of courses enrolled within the start and end dates of the academic term are used to define a student's enrollment status.

Course Format and Access

Success Institute students access their courses through face-to-face instruction as well as the Moodle Learning Management System. This course delivery platform is designed with an easy-to-use student interface. Moodle is also used as a developmental tool for Success Institute course developers. Moodle is used by students and faculty members for a portion of the program course work, attendance, and grading. Supported by the course instructor and the accompanying textbook, Moodle is also accessible.

Every student is required to take the Success Institute Orientation course and Pursuant to Ohio Administrative Code Section 3332-1-09, an online Student Consumer Information Course, which is non-clock hours and is included at no additional cost. Students are required to complete the former before completion of the first academic course. The purpose of the course is to orient the student to understand how to navigate through Moodle, for the online portion of their program and to understand the process for successfully completing a course, and to utilize all helpful student resources.

Faculty and Instruction

Interaction with the course instructor is the front-line of academic support to students in mastering the course content. The Success Institute instructional model is a cohort of one student per one faculty member. The student receives personalized attention that is tailored to his or her individual needs and preferences.

The main academic goals are that the student master the course learning objectives and complete all work within the course timeframe. The instructor's main responsibility is to work closely with the student to ensure the student's learning success. Faculty are responsible for initiating contact with students at the start of the program and to monitor student interaction throughout the course, assignment submission and grading, discussion boards, student-centered assignment feedback, and through a messaging system.

Continuous improvement and institutional effectiveness are essential to student satisfaction and academic progress. As such, outreach efforts to foster student interaction for learning purposes are continually evaluated by Success Institute faculty members and staff. Evaluation includes student and faculty surveys and monitoring student engagement with Success Institute student activities outside of coursework.

Participation

Participation in the cohort-of-one track is identified through assignment submission and Moodle Discussion Board posts. Assignments must be submitted in a timely fashion each week/module for attendance and participation purposes. When assignments are not submitted on module due dates, the student's instructor will contact them by e-mail to check on their status and to determine if assistance is needed.

Instructors assess the quality of the student's contributions during the course by grading each assignment. Assignments include Check Your Understanding, Homework, Progress Tests, Discussion Board, and Final Exams. Each student is required to submit all assignments, and to take part in answering discussion questions posted by the instructor and contribute to the interactive discussions. Failure to complete assignments and maintain a passing course grade of 2.00 or C grade may contribute to unsatisfactory academic progress that carries various consequences. See Policies section, the Grading Policy and Satisfactory Academic Progress policy. If a student falls out of good standing, there are three types of academic status: warning, probation and dismissal. See Student Services section, the Academic Status section on consequences for each status.

Points for assignments and participation are awarded based on the following criteria.

Student's work should:

- Reflect understanding of the course objectives
- Reflect original thought and reflection on the course topics
- Reflect ideas offered in the assigned course readings and feedback from the instructor
- Show evidence of thorough reading and analysis of the material being studied and discussed
- Show evidence that the student distinguishes among different kinds of data (e.g., facts, opinions, assumptions, inferences, and evaluations)
- Show a willingness to test new ideas and risk comments that are not "safe"
- Reflect a willingness to interact with faculty by asking questions and challenging ideas and conclusions. For example, in the discussion board students should avoid merely making comments such as "That's right" or "I agree."
- Be substantiated and persuasively presented

Non-participation is characterized by lack of assignment submission and inadequate contribution in threaded discussions. Non-participation will be monitored by both academic progress advisors and the instructor.

During the first two weeks of a session, participation will be closely monitored. Students who have not participated will be contacted by their instructors by e-mail to learn the circumstances. If students are experiencing extraordinary circumstances that prevented assignment submission, the academic progress advisors will provide assistance as needed and instructors will provide support and guidance on assignment submission.

Instructors will send warning e-mails to students who fail to submit assignments or participate. The warning e-mail will indicate that the students' assignment grades and final course grade may fail to meet the minimum academic standard. See Academic Status section for more details on the minimum academic standard.

For threaded discussions, instructors contact students by e-mail with a reminder to contribute to the discussion if the student has not yet participated. When the students' participation is not meeting the performance criteria noted above, the instructor can provide threaded discussion feedback to encourage a higher level of contribution and email students individually with a personal coaching message regarding their contribution to date.

Assignment and participation points will be differentially awarded based on how well students have met the performance criteria noted above.

Outcomes Assessment

At the core of the Institute's assessment process are the following principles:

- Identify clearly what the institution is trying to accomplish
- Develop measurable outcomes to determine the degree of institutional success in achieving those outcomes
- Use qualitative and quantitative measures to identify the variables responsible for strengths and weaknesses in the institution or in its programs
- Collect follow-up data to assess the effectiveness of changes made in the process
- Use a broad cross-section of methodologies to ensure that limitations of individual instruments do not distort the measurement of complex attributes or outcomes
- Assessment measures will be selected to represent a range of assessment techniques: quantitative and qualitative, standardized and customized, direct and indirect, internal and external, to ensure a more comprehensive and rigorous assessment process

In order to ensure academic excellence, Success Institute is committed to establishing a culture of assessment that encourages voluntary self-inquiry, promotes innovation and experimentation in assessment methods, and supports efforts to become more reflective and responsive. Assessment provides the data to affirm what the Institute does well and to promote continuous improvement in all other areas.

The standard for assessment focuses on enhancing student learning and providing the appropriate levels of educational and administrative support to fulfill the Institute's mission.

Policies

Grading Policy

Students are expected to maintain at least minimum grade point averages (GPA). Students need to maintain at least a course GPA of 2.00 or better and maintain a cumulative GPA of 2.00 or better.

Faculty members are responsible for grading all students assigned to them. Faculty members will be able to view all of their currently enrolled students' grade reports through Moodle. Each member of the faculty is required to post grades for each student within three days of assignment submission and within seven days of the course completion date. Grade reports will be made available to students through Moodle on continual basis throughout the term. No grades will be given to a student over the phone.

Through Moodle, students can submit their work, take exams, and view their course information (grades, program information, and scheduled courses). Grade reports indicate the date of assignment submission, date of exam completion, date of assignment feedback and feedback comments, courses taken, credits received, and the grades assigned. Student who has failed to make payment for tuition or who retains any other indebtedness to the Institute will not receive the grade until payment is made.

If a student has an incomplete, the faculty member is responsible for working with the student until the course has been completed. High quality faculty-student interaction and high-quality student-centered teaching promote course completion in a timely manner.

GPA TYPE	Definition
Course GPA	GPA calculated based on one course only
Term GPA	GPA calculated based on all completed courses associated with one term only
Institutional GPA	GPA calculated based on all completed courses through Success Institute only
Cumulative GPA	GPA calculated based on all completed courses through Success Institute and all accepted transfer credit from other institutions

Grading Scale and Equivalents

Success Institute has established the following grading scale. All faculty members are required to comply with this scale and its equivalents. Plus, or minus grades indicate a high or low-end grade that has been assigned. These grades may be assigned on individual assignments within a course or as the final course grade.

Grade	Equivalent	Quality Points	Grade Scale
A	Excellent	4.0	90 – 100
B	Good	3.0	80 – 89
C	Satisfactory	2.0	70 – 79
D	Poor	1.0	60-69
F	Failure	.00	00-59
I	Incomplete	.00	N/A
W	Withdraw	.00	N/A
P/NP	Pass/No Pass	.00	N/A
PR	In Progress	.00	N/A

Grading Criteria

A = Excellent.

The student has demonstrated a thorough understanding of the content and skills presented in the course and consistently initiates thoughtful questions and can see many sides of an issue. The student writes logically and clearly. He or she also integrates ideas throughout the course and as appropriate from previously completed courses in a program.

B = Good to very good.

The B student is an excellent writer and maintains consistent performance and understanding of course content that goes beyond the minimum requirements.

C = Satisfactory

The C student demonstrates a minimal comprehension of the skills and subject matter included in the course and accomplishes only the minimum requirements, while displaying little or no initiative.

D = Below average

The student's performance is barely acceptable. Assignments are late or missing and there is not even a minimal understanding or mastery of course content skills.

F = Failing

Quality and quantity of work is unacceptable.

W = Withdrawal

Students who officially withdraw prior to completing the course will receive a "W" if the faculty member determines that the student was passing the course or cannot make a determination whether the student was passing or failing at the time of the withdrawal. The grade is not calculated in the GPA.

I = Incomplete

The grade of Incomplete (I) is assigned when a student fails to complete all course requirements by the time the course ends. The "I" grade is awarded at the discretion of faculty member who recommended to the academic dean who determines that unanticipated circumstances or events have prevented the student from completing the course.

Course grades of "C- " or lower fall below the level for satisfactory academic progress. See Student Services, Academic Status section and VA Notification section for more information on the impact of grades on academic status and warning notifications.

Grades are issued at the completion of each assignment. A final grade is issued upon completion of the entire program.

Attendance Policy

Attendance requirements include submission of module assignments, completion of course tests and exams, and participation in the module discussion boards. There must be a minimum of one assignment or quiz submitted each week on average to Moodle to meet the attendance requirements. It is the submission of assignments and participation that constitutes attendance. Failure to keep up with the module requirements may impact a student's individual assignment grade and overall course grade. For minimum requirements see Satisfactory Academic Progress policy; and, for consequences see Student Services section, Academic Status.

All assignments must be posted to Moodle within 24 hours of the last day of each scheduled week or module. The module schedule is based on a week that runs from Monday through Sunday. Thus, module assignments must be posted by the end of the day on Monday for the prior module ending on Sunday. Instructors will respond and grade within 72 hours after students post their assignments. All students are expected to complete the course within the time-frame specified by the Institute.

Under extenuating circumstances, the student must contact the instructor to make alternate arrangements for assignment submission. This agreement must support the student's ability to master the learning objectives and to complete all work within the session's timeframe.

Satisfactory Academic Progress Policy (Non-degree & Certificate Programs)

	Non-degree & Certificate Programs
Total Clock Hours Attempted and Recognized by Success Institute	400
Minimum Cumulative GPA	2.0
Minimum % of Total Credits Successfully Completed (Measured as Clock Hours Attempted ÷ Clock Hours)	67%
Maximum Total Clock Hours Attempted Allowed to Complete Requirements for Current Program of Study	100% of the specific non-degree or certificate programs published length

Academic Progress Evaluation

Satisfactory Academic Progress is calculated after the second term following the student's first term of enrollment as a regular non-degree-seeking student.

Students meeting the standards listed above are classified as being in good standing. For minimum requirements see Satisfactory Academic Progress policy; and, for consequences if a student falls out from good standing see Student Services section, Academic Status.

Academic Honesty

Academic honesty is highly valued at Success Institute. Students must always submit work that represents their original words or ideas. The student must make clear the extent to which such sources were used. Words or ideas that require citation include, but are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source.

There is a growing concern among academics about violations of academic honesty, particularly among those who facilitate distance education. It is essential that all students produce and submit work that is their own original thoughts and work when completing coursework at Success Institute. This policy on academic honesty is an attempt to discourage students from obtaining or attempting to obtain credit for work through the use of any dishonest, deceptive, fraudulent, or unauthorized means.

Academic honesty includes but is not limited to cheating on writing assignments and quizzes, plagiarism, and any act that gives an unfair academic advantage to a student. Plagiarism occurs when words and ideas are submitted in assignments that have already been published by others or that have been produced by someone other than the student. Success Institute joins other academic institutions in their concern over this common problem and has formulated a policy that reflects the high value placed on academic honesty.

Academic honesty can be violated in at least the following ways:

- Using words or ideas that do not represent the student's original work in assignments
 - Failing to cite all relevant sources used as reference material
 - Submitting another person's entire work or work that was produced through collaboration with another student as one's own
 - Submitting work done in one course to satisfy the requirements of another course unless both instructors agree beforehand to accept such work
 - Forging or altering documents. These include transcripts, add/drop forms, or any academic form that has been falsified or on which a professor's signature, or anyone else's signature, has been forged or altered
- When instances of academic dishonesty have been detected, faculty members will have a number of options for addressing the incident with the student:
- Resubmission of the assignment (possibly for fewer points)
 - Failure on the assignment
 - Additional assignment(s)
 - Reduction of the final course grade
 - Failing grade in the course

When the faculty member has determined that academic dishonesty has occurred and that a disciplinary action is necessary, he or she should initiate the following procedure:

- First, work with the student to determine the circumstances and instructor's alternatives to overcome the deficiency.
- If the instructor and student cannot resolve the situation satisfactorily, the instructor submits an academic dishonesty complaint form to the Faculty Dean and copies the form to the student.
- The Faculty Dean will alert the Academic Dean of all instances reported.
- The student will receive a letter that officially notifies him or her of the charge of academic dishonesty.
- The student may appeal the allegation.

In the case of an appeal, the Academic Dean will submit the allegation to an ethics committee which will consist of selected faculty and the Academic Dean. The ethics committee will determine the appropriate action for the student's violation of the academic honesty policy.

Cases submitted to the Academic Dean will result in the initiation of a formal administrative investigation and review by an ethics committee. The result of that investigation may lead to one of the following actions:

- Removal from class
- Disciplinary action which might include, but is not be limited to, documented counseling by an academic staff member, loss of clock hours, or suspension
- Expulsion from the Institute

All actions will be based on the severity of the offense.

Preventing Plagiarism

Success Institute trains faculty members to take steps to prevent instances of plagiarism in their classes. Some suggested steps include the following:

- Set clear expectations for assignments, including format and citation requirements
- Design assignments to fulfill specific objectives which might include personal applications, work experiences, or specialized knowledge that only the student might possess
- Use a plagiarism checker
- Take immediate action when plagiarism is suspected
- Use clear language in the course syllabus that might communicate the definition and consequences of plagiarism and the importance of academic honesty

Student Services

The Student Services department is responsible for providing personalized, proactive, responsive service to enhance student engagement within the Success Institute distance learning environment. The various sections of the department, including the registrar, and student service representatives.

Registrar

The Office of the Registrar serves as the institutional administrator for academic information and records that support faculty, staff, and students. Services provided by the Registrar include:

- Management of student academic records
- Non- degree plan services
- Course registration and enrollment verification
- Consulting on academic policies and procedures
- Informing students, faculty members, and staff of their rights and responsibilities for their educational records, access, and privacy

Academic Progress Support

Each student is assigned to one Success Coach who is the personal point of contact for support and service issues. The Success Coach stays in touch with the student from the date of enrollment through graduation. The importance of the Success Coach's efforts toward student retention is second only to the influence of the course instructor and the quality of the course materials.

Through e-mail and phone calls, the academic progress advisor is always there to provide support in areas that include:

- Monitoring attendance and motivating the student to stay on track to complete on time
- Answering procedural questions such as grading and scheduling
- Coordinating proctored exams
- Assisting students in selecting their next courses and process enrollment for the next term
- Processing graduation requirements and introduce students to alumni services

Academic Status

The features of a student in good standing status are found in the satisfactory academic progress section. If a student falls out of good standing, there are three types of academic status: Warning, probation and dismissal.

Warning: Any student who earns a course GPA below 2.00 through Success Institute will receive an e-mail letter of Academic Warning.

- The academic dean is informed of any students who receive warning letters

Probation: Any student who earns a cumulative GPA below 2.00 will be placed on academic probation status based on approval by the academic dean.

- Students on academic probation may only be enrolled at half-time status during each term they are on probation
- Students are eligible to be removed from academic probation if they are able to earn a cumulative GPA of 2.00 or greater at Success Institute

Dismissal: Any student who has not reached a minimum term GPA of 2.00 while on academic probation for two consecutive terms is subject to academic dismissal from the Institute.

- The academic dean will notify the Registrar's Office of students eligible for dismissal. Students will receive a letter from the Registrar's Office informing them of their status and a copy of the letter will go into the student's permanent record.
- For veteran students whose enrollment status changes from enrolled to "dismissed" the VA Office will be notified of the change in student status.

A student who is academically dismissed is ineligible to continue enrollment and may not be readmitted before the lapse of at least one academic term. Upon return, the student will be permitted to take courses on academic probation and will be required to consult with the academic dean prior to enrolling in courses.

Any students notified of academic dismissal may appeal the decision based on mitigating circumstances that explain the unsatisfactory academic performance and a likelihood of success if allowed to continue at Success Institute.

To appeal an academic dismissal, students must submit a typed petition to the Registrar within ten business days of notification of dismissal. The appeal should be a concise narrative with supporting documents. During an appeal, the student's status remains as academically dismissed.

The appeal will be forwarded to the Student Standards Committee for consideration. The committee will recommend a decision to the Registrar's Office. Students will be notified in writing of the decision by the Registrar's Office within ten business days of receiving the student's appeal. All decisions by the committee are final.

If the appeal for academic dismissal is approved the student will be permitted to continue coursework at Success Institute under academic probation status. If the appeal is not approved the student remains academically dismissed, is ineligible to continue enrollment, and may not be readmitted subject to committee recommendations.

Upon return the student will be permitted to take courses under academic probation status and according to the academic dean's recommendations.

Conditions for reentrance after dismissal for unsatisfactory progress/re-enrollment will be established by the Student Standards Committee on an individual basis and will be provided to the student upon notification of their dismissal.

Attendance Requirements and Deadlines

In order to meet the Attendance policy guidelines, Student Services provides students guidance in the following ways. During the duration of their course program, students are also able to communicate with course instructors through online forums within the Institute's Moodle Learning Management System, by telephone, or via e-mail. In the event that students need support in meeting the policy requirements, students should take advantage of the support services available.

Academic progress advisors are on hand to assist students to meet these requirements. Each student has been assigned to an academic progress advisor who can act as a liaison when needed between student and faculty. A student's academic progress advisor is the key point of contact during a student's entire degree, certificate or diploma program. Academic progress advisors are required to respond to all student inquiries within 1 business

day. The support relationship can include direct phone calls, direct emails, or the use of the online support request system. Students can call or submit an online request to their academic progress advisor through the student portal.

Students who encounter any problems sending assignments to Moodle or other technical issues should contact the Student Services staff for assistance. The technical support staff can be contacted through the student portal or by phone. All requests for technical support are responded to within 1 business day.

Extension Process

If circumstances prevent students from completing a course within the timeframe, an extension time period can be requested, and a temporary incomplete grade can be assigned. **An extension is four weeks beyond the session end date.** For veteran students, the VA Office will be notified as appropriate when an extension process has begun. For Veteran Students this may affect VA Benefits. See Student Services section, A Notifications.

A student must submit a request for extension form after the sixth (6th) week and prior to the end of the session. Factors such as reason for incomplete and academic progress within the course will be evaluated to determine approval of an extension. A letter from the Office of the Registrar will be sent to the student notifying them of the status of their request for extension. This letter will be saved to the student's permanent record.

If approved, an incomplete grade (I) will be awarded to the student as a final grade prior to completion of the course and for the duration of the extension or until all work has been submitted, graded and a final course grade awarded. A student who is awarded an extension but does not complete the remaining course requirements by the designated incomplete deadline will be assigned a grade based on coursework submitted by the deadline against the total requirements of the course. Under extenuating circumstances student may request an additional extension.

Proctored Examinations

Proctored exams are required for selected Success Institute courses to ensure a student's mastery of a course's learning objectives and to ensure academic honesty. As a general policy, required courses and core program courses are given priority in proctored exam assignment. A course's syllabus will clearly state if the course includes a proctored final exam and a student's academic progress advisor will notify students when a course has a proctored final exam.

Proctored exams are used to assess whether students have mastered the subject matter. The proctored exams are open book, open notes, and are two hours unless otherwise noted. Proctored exams are to be scheduled within one week after coursework has been completed. The student must have a passing grade on submitted coursework before taking a proctored exam.

The student is allowed to take this exam a second time in case of failure on the first attempt. If a student fails the second attempt, the student is required to repeat the course. Upon successful completion of the proctored exam, the grade becomes official and is entered into the student's file.

Students are responsible for scheduling the proctored exams with an approved proctor prior to taking the required exam. Students request the proctoring form through the student portal. It is recommended that students arrange for a proctor at least two weeks prior to their exam. Please note that this is in addition to having all submitted assignments and/or progress tests successfully completed.

Once selected, the proctor must certify that he or she is not related to the student, is not close friend of this student, and that there is no relationship between the proctor and the student that will prevent the

examination from being properly administered. Additionally, the proctor must certify that he or she will check a photo I.D. to confirm the identity of the student taking the final examination and declare under penalty of perjury that the information is true and correct.

Once the proctor has been approved by Success Institute, the examination code is forwarded to the proctor. The proctor enters this code for the student once the identity of the student has been verified and the student is ready to take the exam. Failure to follow the instructions can result in the invalidation of the exam and possible failure of the course.

Program Completion Requirements

To receive a certificate of completion, a student must satisfy all requirements related to clock hours, grade point average, program of study and courses. It is the student's responsibility to ensure that all requirements for completion have been met and are finalized in a timely manner. To assist students in this process, Success Institute provides support through academic progress advisors and through the Student Services department.

Once a student has determined that all requirements have been met, the student submits a graduation application to the Student Services office.

A completion Certificate is awarded to each student who successfully meets the requirements for graduation.

- Completion of coursework, quizzes and exams.
- Achieve a 70% or better on each course in the program of study.
- All fees and financial debts to the school are paid.

Completion Dates

Certificates and diplomas with Success Institute are conferred monthly. The conferral date is defined as the date on which a student's certificate is officially awarded. After completing all courses and submitting a completed program application, graduating students must resolve any outstanding financial obligations. After all academic and administrative requirements have been met; students will receive their certificate of completion.

Technology Requirements

The following lists the minimum and recommended hardware and software requirements that a student will need to access the online portion of their course program, when not in the classroom:

- Audio: sound card and speakers or headphones for listening
- Internet connection: 56 Kbps for self-paced courses (caution: if video is present, it may be poor at this speed)
- Screen resolution: at least 800 x 600
- Internet browser: IE 7 or greater, Firefox 2 or greater, browser set to accept cookies and to show the newest version of a page
- Pop-up blocker: must be disabled

Recommended requirements

- All of those items recommended in minimum specifications, PLUS the following:
- Internet connection: Cable modem, DSL or better (required for high-quality video)
- Screen resolution: 1024 x 768
- ONE of the following free media players are required in order to view videos included in most Moodle courses:
 1. Camtasia Player is a free multimedia player required for viewing high-quality narrated desktop video clips. You will need 300KB of free disk space and the ability to download, unzip and install programs on your Windows PC. If you do not have software download/installation privileges and/or the ability to unzip a file on your local PC, ask your System Administrator to assist you. (If you do not have access to a zip utility, there are many free zip utilities available, such as QuickZip.)
 2. Windows Media Player is a free media player that you probably already have on your computer -- please check to ensure that you have the latest version (not beta) available. If you do not, please visit the Windows Media Player site to download the version appropriate for your operating system. (And yes, there is a version available for the Mac operating system.)

Tuition, Fees and Financial Assistance

The following table displays the tuition schedule. To ensure that an education at Success Institute is affordable, tuition rates are kept at reasonable, competitive levels. Tuition and fees, however, are subject to change at the discretion of Success Institute.

Tuition Schedule (Certificate/Diploma programs)

<u>Program</u>	<u>Cost for Entire Program</u>
Environmental Services Certificate Program	\$4800
Customer Service Certificate Program	\$4800
Grant Writer Certificate Program	\$4800

Tuition is the total student cost for all course instruction and student support. The tuition for Higher Education Textbooks, software and other study materials that are required for course completion are provided at no additional student cost. The cost of those materials is offset by a Success Institute textbook grant program.

Fee Schedule

The following are fees for students:

- Application Fee \$50
- Admission Fee \$0
- Registration Fee* \$150

**Please see the Cancellation, Withdrawal and Refund Policy for information on the administrative charge for students who withdraw from the Institute. Other charges, including non-sufficient funds on returned payment may be assessed based on student activity.*

Financial Assistance

Qualified Success Institute students may be eligible for 3rd party private loans, military tuition assistance, paid in full enrollments, and employee reimbursement plans to finance their education.

1. Education Loans

Success Institute offers student education loans through in-house financing programs. Success Institute representative will guide prospective students through the application process. Some of the features are:

Low monthly payments
No pre-payment penalties
Co-Borrower options

2. Tuition Assistance for Military Students

Most active-duty military personnel, along with Army Reservists and Army National Guard members, qualify for their branch's Tuition Assistance program. In most cases, eligible personnel who enroll have no out-of-pocket expenses due to Success Institute's affordable tuition, no additional cost for textbooks and zero fees policy.

3. Employer Tuition Reimbursement

Distance education is a convenient and affordable corporate training resource for employers. Your company human resources department will have information about their tuition reimbursement benefits and how to apply.

Cancellation, Withdrawal and Refund Policy

A student may cancel an enrollment or withdraw from the Institution at any time. Cancellation or withdrawal requests may be made in any manner; however, it is strongly recommended that the request be e-mailed to the Institution to ensure that a timely, documented record of the request is created. Any money due the student will be refunded within 30 days.

Enrollment Cancellation

An enrollment may be cancelled within five (5) calendar days after midnight of the day on which the enrollment agreement is signed. The cancellation date is the date that the request is received by the Institute. A student will receive a full refund of any tuition paid during this period. If the enrollment is cancelled at this point, all shipments from Success Institute should be refused and/or returned to:

Success Institute

Attn: Registrar
2231 North Taylor Road
Suite B
Cleveland Heights OH 44112

Success Institute is confident that the program you have selected will be everything we claim. To assure you of this, we provide this cancellation and refund policy. You may request cancellation in any manner, but a written request is recommended. Your signature on the enrollment form indicates that you have read and understood the terms of this agreement, that you have read and understood any literature you have received from us and that you believe you have the ability to benefit from the course you have selected. If the student officially withdraws from the program, the [refund policy](#) is as follows:

1. If Success Institute is notified of cancellation within five calendar days from midnight of the day on which the enrollment agreement is signed, the student will be refunded all money paid to the school. 2. If Success Institute is notified of cancellation after such time, but before any assignment/test has been submitted to Success Institute for evaluation, you will be refunded all money paid to the school, except for the \$99 registration fee. 3. If Success Institute is notified of cancellation after five calendar days from midnight of the day on which the enrollment application/agreement is signed and after one or more assignments/quizzes have been submitted to Success Institute for correction or evaluation, the tuition will be as follows:

- Upon completion of the student's enrollment after Success Institute receives the first completed assignment or quiz, and up to and including completion of 15% of the program, the student is obligated to Success Institute for the registration fee of \$150, plus 15% of the full term tuition.
- Upon completion of the student's enrollment after having completed 15% of the term, and up to and including completion of 25% of the term, the student is obligated to Success Institute for the registration fee of \$150, plus 25% of the full term tuition.
- Upon completion of the student's enrollment after having completed 25% of the term, and up to and including completion of 50% of the term, the student is obligated to Success Institute for the registration fee of \$150, plus 50% of the full term tuition.
- Upon completion of the student's enrollment after having completed 50% of the term, the student is obligated to Success Institute for the full tuition of the term and there will be no refund.

All programs will include a \$35.00 shipping and handling fee which is nonrefundable if materials have already shipped to the student before cancellation.

4. The student is charged only for the amount of the term completed based upon the formula shown above and measured by the number of assignments/quizzes/tests submitted to Success Institute. 5. If it is determined that a student is not due a refund, the student will be notified of the determination within ten calendar days of the decision, and a full explanation will be made. Students are not required to return any materials in order to receive a refund. If you fail to make any payment within 10 calendar days of its due date, the Institute may cancel this Agreement. Your entire tuition obligation will become due and payable immediately and you will no longer be entitled to any refunds unless you cure the default within 15 calendar days of our notice to you.

Withdrawal from a Course

A student who finds it necessary for any reason to withdraw from Success Institute should inform Student Services of his or her intention and complete a formal withdrawal form. For student who withdraws without completing a course in progress, the effective withdrawal date is the date on which the student began the formal withdrawal process by notifying Student Services of his or her intention. For Veteran students the VA Office will be notified. Veteran students should contact their VA Office in the event VA Benefits may be affected.

Withdrawal by Success Institute

A student who does not follow the formal withdrawal procedures may be withdrawn by Success Institute. This may occur if the student fails to complete the registration process, to participate in classes, or to return when scheduled from an approved leave of absence, or simply “drops out” in the middle of a term. A student who has been withdrawn by Success Institute is no longer matriculated and must apply for readmission in order to return.

A student who intends to return within eight (8) weeks is strongly advised to follow the formal procedures for a leave of absence. In the case of a withdrawal by Success Institute effective after the beginning of a term, there is no adjustment of tuition, fees or institutional financial aid for that term. It is to a student’s advantage to follow the formal withdrawal procedures in a timely manner. For Veteran students the VA Office will be notified. Veteran students should contact their VA Office in the event VA Benefits may be affected.

Leave of Absence

A student who finds it necessary to leave Success Institute, but who plans to return within an eight (8) week period may request a leave of absence without having to reapply to the Institute. The effective date of an approved leave of absence and associated adjustment of tuition, fees and financial assistance is determined in the same way as the withdrawal date. The student must be in good academic standing to be eligible for a leave of absence.

Rights and Responsibilities

Maintenance and Confidentiality of Student Records

The Ohio Board of Career Colleges and Schools requires colleges, universities and institutes to maintain student records for a period of five years after final enrollment, with exception of the student's permanent record.

Success Institute's policy regarding confidentiality is in keeping with the Family Educational Rights and Privacy Act (FERPA), which affords student certain rights with respect to their education records, a summary of which follows. They are:

1. The right to inspect and review the student's education records within 45 days of the day Success Institute receives a request for access.
2. The right to request the amendment of the student's education records that the student believes are inaccurate.
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.

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. School officials are individuals or entities working for or on the behalf of the educational institution. 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.

As allowed within FERPA guidelines, Success Institute may disclose education records without consent to officials of another school, upon request, in which a student seeks or intends to enroll.

4. The right to file a complaint with the US Department of Education concerning alleged failure by Success Institute to comply with the requirements offer.

At its discretion, Success Institute may provide Directory Information in accordance with the provisions of the Family Education Rights and Privacy Act. Directory Information is defined as that information which would not generally be considered harmful or an invasion of privacy if disclosed. Students may withhold Directory Information by notifying the Registrar in writing; please note that such withholding requests are binding for all information to all parties other than for those exceptions allowed under the Act.

Complaint Procedure

Anyone who experiences harassment on the basis of sex, race, color, religion, national origin, age, disability or sexual orientation should immediately seek assistance from the Student Services Office. Anyone who experiences an unsatisfactory interaction with Success Institute personnel or Success Institute faculty may file a complaint through the online complaint system or contact the appropriate administrator by phone or e-mail to lodge a complaint.

Students Grievance

Success Institute has a responsibility to protect the rights of students and ensure compliance with its nondiscrimination policy by providing a process for those who desire to file a grievance against the Institute, including any claim of discrimination.

Students who allege discrimination, harassment, or a violation of a Success Institute policy must present their grievance in writing to the academic dean within three (3) weeks of the incident. Such grievances will be heard by the Institute's academic review committee.

A campus decision based upon the committee's recommendation may be appealed to the academic dean within ten (10) days of the date the student receives the decision from the campus.

Other grievances or requests for policy exceptions must be submitted in writing to Success Institute's academic dean who will determine the appropriate course of action or render decision. Grievances relating to financial aid, account balances or collections must be reviewed by Success Institute management before being submitted to the academic dean. When such grievance is received by the dean, it will generally be forwarded to the Institute's president for a final decision if it cannot be resolved informally.

Whether or not the problem or complaint has been resolved to his/her satisfaction by the school, the student may direct any problem or complaint the Executive Director, State Board of Career Colleges and Schools, 30 East Broad Street, 24th Floor, Suite 2481, Columbus, OH 43215-3414, Phone number 617-466-2752; toll free 877-275-4219. Our Registration number is 13-05-2015T.

Non-Discrimination Policy

Success Institute does not discriminate on the basis of race, color, national origin, sex, disability or Vietnam-era veteran status in its educational programs, activities or employment practices. The Institute complies with Title IX of the Education Amendments of 1972, Titles VI and VII of the Civil Rights Act of 1964 and regulations, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990.

If any student or applicant has a question or concern regarding compliance with this policy, that student or applicant may direct the question or concern to the director of personnel and development.

Harassment Policy

It is the policy of Success Institute that the educational environment be free of all forms of improper or unlawful harassment including sexual harassment or sexually offensive conduct. Conduct on the part of faculty, staff or students which would violate this policy includes, but is not limited to:

- Unwelcome or unwanted sexual advances
- Requests for sexual favors
- Any suggestion, whether overt or subtle, that a grade or other academic achievement is dependent upon the granting of sexual favors or submission to sexual requests
- Unwelcome physical contact, including patting, pinching, hugging, kissing, fondling, etc.
- Offensive conduct, verbal or written, including sexually explicit jokes, comments, innuendo or other tasteless actions that would offend a reasonably sensitive person
- The display of sexually offensive pictures, posters, illustrations or objects
- Slurs, jokes, or ridicule based on race, ethnic or national origin, religion, gender or disability

Conduct deemed to be in violation of this policy is prohibited and will not be tolerated by Success Institute. Retaliation, in any form, against the person raising such concern will also not be tolerated. Any student or applicant who has a question or concern regarding compliance with this policy may direct the question or concern to the director of personnel and development.

Americans with Disabilities Act

Success Institute complies with the American with Disabilities Act, Section 504 of the Rehabilitation Act, as well as state and local requirements concerning students with disabilities. Success Institute grants reasonable accommodations to qualified students with disabilities.

Reasonable accommodations are granted if the request:

- Is based on documented individual needs
- Does not compromise essential requirements of a course or a program
- Does not impose a financial administrative burden on Success Institute beyond what is deemed reasonable and customary.

Other Policies

Transfer of Clock Hours

Success Institute neither guarantees nor implies that other institutions will accept clock hours at the Institute.

Refusal of Service

Success Institute may refuse services to students who have an outstanding unpaid tuition balance. Success Institute may also refuse services to a student who has left matriculation with financial obligations not cleared. Such refusal may include, but is not limited to, the access the student portal/resources, ability to take examinations and submit assignments for grading, and such other matters as the Institute may deem necessary and appropriate.

Discounts

There is a 10% discount for clergy members and active military. Documentations of your status will be required at the time of registration. For clergy you will need a letter of proof of your position. For military, a copy of a form DD214 or a copy of current order needs to be submitted to qualify for this discount.

Change of Information

It is the responsibility of the student to notify Success Institute when there is a change of address, telephone, email address or other information.

Academic Records Request

Academic records of a students are issued only upon written request of the student. Written requests should be forwarded to:

Success Institute
2231 North Taylor Rd
Suite B
Cleveland Heights, OH 44112

Transcript requests from graduates of the school are issued free of charge. Transcripts will not be issued to those students who have unpaid financial obligations to the Institute.

Career and Job Placement Assistance

Success Institute does not provide job placement in the traditional sense. However, students will have access to, and assistance with resume preparation, interviewing assistance, networking, career advising and job search techniques.

Code of Ethics

1. Success Institute values the goals and success of the students and serve them with pride and integrity
2. We operate with honesty and loyalty to each student
3. We conduct business in good faith without misrepresentation
4. No gifts are accepted from any student as a bribe for change of grade or status
5. All student's information is to be held confidential to only the staff of Success Institute
6. Each student is graded based on the same grading policy
7. Students will be responded to in a time efficient manner with accurate information
8. Faculty and staff will uphold a professional atmosphere which reflects the service given to our students.

Conduct on the website

Messages:

- Submitted email messages become the property of Success Institute.
- Assume all messages you post are available to other on-line learners.
- Do not submit confidential or restricted information.
- If you are submitting someone else's ideas, be sure you get that person's permission. It is acceptable to quote something written by someone else as long as you give that person credit.
- Please remember that comments by learners represent their opinions, not those of Success Institute.
- Sending provoking, distracting or misleading messages is forbidden.
- Messages designed to provoke irrelevant or angry responses are also not permitted.

Behavior:

- A student must not disrupt the learning of others.
- Please welcome all on-line learners regardless of age, race, background, national origin, gender, sexual orientation or religious beliefs.
- Statements of bigotry, racism and hatred are strictly prohibited and are grounds for termination from the program.
- Never pretend to be someone else in your interactions with other students.
- Never alter another's work and claim it as your own.
- Avoid profane or obscene language.
- Behave the way you would behave in a classroom setting.
- Never send pornographic mail or pictures.
- Do not use this website to promote yourself, your company or your beliefs. It is fine to mention your experiences as they relate to the course material.
- Sales pitches, chain letters or advertisements are strictly prohibited.
- You may disagree with the opinions of other learners; however, do not personally attack that learner or use harassing language. If you have a disagreement with another learner, it is your responsibility to attempt to resolve the problem with that learner. If you experience what you consider to be inappropriate behavior on the part of another learner, or if there is continued conflict that prevents you from learning, please notify your instructor immediately.

Dismissal Policy

Any violations of the above conduct on the website will be grounds for immediate termination. A student may be dismissed from the Institute if he/she fails to comply with school policies and procedures. A student may apply for re-admission one year after dismissal.

Equal Education and Employment

Success Institute admits qualified students of any race, creed, color, age, national origin, religion, sex, or sexual orientation. The Success institute is an equal Opportunity Employer. Students must be able to satisfactorily use the required training equipment in the program they have selected.

Programs

Programs Offered & Course Descriptions

Environmental Services Certificate Program

Length of Program: 6 months

PROGRAM OVERVIEW

This program was designed to keep to the company mission in preparing individuals with marketable job skills in the field of Building Maintenance Services. Thus, the overall company mission encompasses and supports a comprehensive vocational curriculum that uses modern tools and “green” processes.

The course content is presented both in standard classroom lecture type setting and self-paced practical work experience format with hands on training. In keeping with the company philosophy of helping individuals to go,” beyond limitations,” trainees in BCT are paid for service performance.

Program Objectives

Custodial Training Summary

Safety Performs job related tasks (i.e. chemical and equipment use) according to specified safety protocols. Can interpret safety signs found in the workplace.

Job Performance

Uses common tools, equipment, machines, and materials for performing various custodial tasks. Maintains a good work ethic.

Communication

Understands and responds to verbal/written requests in English.
Effectively communicates with supervisor regarding emergencies, training needs, missing work, specific task expectations, etc.

Professionalism

Demonstrates appropriate behavior, attire, attitudes, and social interactions. Responds appropriately to instruction and criticism. Develops strategies for maintaining a positive self-image.

Team Participation

Works with other custodial staff to complete special tasks.

Time Allocation

Performs successful time/task management.

Customer Service

Responds appropriately to greetings and requests by customers and clients

Problem Solving

Resolves problems with cleaning equipment and follows proper maintenance procedures.

Outline of Environmental Services Certificate Program

Lesson #	Topic	Clock Hours
Lesson 1	Cleaning Introduction	40 hrs
Lesson 2	Janitorial Housekeeping I	40 hrs
Lesson 3	Janitorial Housekeeping II	40 hrs
Lesson 4	Hard surface Floor Care I	40 hrs
Lesson 5	Hard surface Floor Care II	40 hrs
Lesson 6	High Pressure Surface Cleaning	40 hrs
Lesson 7	Carpet Cleaning	40 hrs
Lesson 8	Upholstery & Wall Washing	40 hrs
Lesson 9	Team Cleaning/ Hospital Cleaning/ Trauma/ Crime Scene	40 hrs
Lesson 10	Project Completion, Review & Final Examination	40 hrs
Total		400 Clock Hours

Environmental Services Lesson Descriptions

Cleaning Introduction

This lesson with lab builds skills and knowledge necessary to work safely and cooperatively with fellow students (the crew) under the direction of the instructor (supervisor). Emphasis is placed on completing the job safely, within a certain time frame, and with quality while building general cleaning skills

Janitorial Housekeeping I

During this lesson, advanced custodial students become more proficient at performing the tasks of a custodian. Emphasis is placed on completing the job safely, within a certain time frame, and with quality; and on planning and preparing for the job.

Janitorial Housekeeping II

In this lesson with lab, students with basic knowledge of building maintenance advance their knowledge and performance of maintenance tasks.

Hard surface Floor Care I

Students build their skills in cleaning floors and working with cleaning chemicals. In this class and lab students work individually or cooperatively with in a team while stripping, refinishing, and/or generally maintaining floors.

Emphasis on safety, quality of work, working within a timeframe, self-motivation, planning/preparation and cleanup.
Hard surface Floor Care II

High Pressure Surface Cleaning

This lesson and lab focuses on correctly and safely maintaining floors and floor pads based on floor and pad type. Emphasis is placed on preparing and planning for the job and selecting the appropriate equipment and cleaning products for the job. The instructor also emphasizes following supervisor direction and work orders.

Carpet Cleaning

This course is designed for students who need to learn how to run and maintain specialized custodial equipment in a variety of settings. Emphasis is placed on selecting appropriate equipment. Students are expected to use proper procedures before and after using equipment and to work safely.

Upholstery & Wall Washing

This course with lab covers how to clean carpet and upholstery using the correct cleaning techniques, extraction equipment, and chemical solutions for carpet type.

Team Cleaning/ Hospital Cleaning/ Trauma/ Crime Scene

This class and lab focuses on the student's ability to recognize cleaning problems and to act on them. Emphasis is placed on choosing the best solution and then to plan, prepare, and implement these solutions as an individual or as part of a team. Emphasis is placed on safety, self-motivation and attention to detail.

Project Completion, Review & Final Examination

Customer Service Certificate Program

Length of Program: 6 months

PROGRAM OVERVIEW

This customer service course will:

- Highlight the importance of service standards and their impact on a customer's experience.
- Help your team to think in a customer-centric way.
- Explain service language and its importance in communicating with customers.
- Prepare your group to handle demanding customers and difficult situations.
- Lay the groundwork to align behaviors to your organization's expectations of its custom service staff.
- Offer suggestions for measuring service levels.

COURSE OUTCOMES/OBJECTIVES:

Describe exceptional customer service.

- Identify the benefits of great customer service.
- Recognize barriers to the delivery of outstanding customer service.
- Adapt to specific customer behavior styles.
- Demonstrate how to measure customer-satisfaction levels and take corrective action if needed.
- Use techniques for dealing with angry or upset customers.
- Develop a personal action plan to improve customer-service skills

Outline of Customer Service Certificate Program

Lesson #	Topic	Clock Hours
Lesson 1	Understanding Customer Service	60 hrs
Lesson 2	Focusing on the Customer	60 hrs
Lesson 3	Handling Complaints	40 hrs
Lesson 4	Delivering Excellent Customer Service	60 hrs
Lesson 5	Understanding Different Communication Styles	50 hrs
Lesson 6	Dealing with difficult customers	70 hrs
Lesson 7	Stand & Deliver: Know the 9 expectations	60 hrs
Total Clock Hours		400 Hrs

Customer Service Course Lesson Descriptions

Get Ready to Serve: Where Excellence Starts

Knowledge goes a long way toward the delivery of exceptional customer service. The introductory lesson looks at the factors that make service outstanding and those that send customers to a business's competitors.

Stand and Deliver: Know the Nine Expectations

Delivery of a product or service alone will not guarantee repeat business. Another portion of the program explores nine expectations customers have of their service providers and explains how these expectations can be met.

The Communication Jungle: Understanding Different Communication Styles

Customers have varied behavioral styles. Learning how to adjust to each improves customer service and communication. Using Business Training Works' signature diagnostic tool, The Communication Jungle, participants will learn to identify their own behavioral styles and those of their clients and customers in order to adjust to each for better communication. This unit is beneficial to all who wish to provide exceptional customer service to a variety of people.

It's Not What You Say: Rephrasing for Better Relationships

The lesson in the saying "it's not what you say but how you say it" is one that takes some people years to learn. In this component, participants will learn how to use language to its best advantage during customer interactions. Special emphasis is placed on learning to say "no" in ways that reduce conflict and eliminating phrases such as "that's not my job" and "I don't know."

The Good, the Bad, and the Ugly: Dealing with Difficult Customers

Not all customers are easy to deal with. Using real-world case studies, participants will learn in this discussion how to interact effectively with angry customers, complaining customers, customers who try to take advantage of organizations, and other troublesome people.

Tools of the Trade: Voicemail, Email, Memos, and More

When used poorly, certain office communication tools designed to improve business communication and customer service do the exact opposite. Anyone who has ever sent a misinterpreted email can attest to this fact. From writing style and grammar to telephone etiquette, this component reviews customer-service communication tools and how to use them for maximum effectiveness.

The Clinic: What We Can Do Better

This action-oriented section looks at an organization's current customer-service practices and asks participants to list the things that they personally and as a group could do immediately, within a few weeks, and within a few months to improve customer service.

Customer-Service Stress: 15-Minute Mini Spa

Dealing with customers' needs, wants, and frustrations can lead to unnecessary stress. The course concludes with stress-management techniques to ensure the providers stay refreshed and alert and that the service they deliver is the best it can be.

At the program's conclusion, participants will have an understanding of what makes a good customer-service experience, how to deliver excellent customer service, how to deal with difficult customers, and how to take care of themselves while taking care of others.

Grant Writer Certificate Program

Length of Program: 6 months

PROGRAM OVERVIEW

Raising capital is an essential part of any sustainable nonprofit business model. Success depends on the ability to effectively fundraise, forge positive donor relationships, and compose persuasive grant proposals.

A successful grant proposal is more than an excellent scientific research idea. The idea needs to be conveyed in a clear and compelling manner with realistic objectives, state-of-the-art methodology and a well-structured work plan and budget. Also, you must present yourself as the best person to carry out the research idea.

This course teaches you how to optimally convey your research idea to funding agencies and reviewers, and to maximize your chances of success.

COURSE OUTCOMES:

- choose the correct funding scheme,
- make a realistic schedule for the proposal writing effort,
- distil your research idea into a few sentences,
- write the proposal text in a style that impresses reviewers,
- make effective graphics,
- present your research track record and CV in the best light,
- structure a realistic work plan and budget,
- and avoid common pitfalls.

Learning Objectives:

- Be able to choose the correct funding scheme for your grant proposal. (know that some schemes are more structured than others);
- Understand what you can do to learn everything you need to know about the organization you want to apply for a grant;
- Know what organizations give out grants;
- Understand that you need to check your eligibility;
- Be able to create a realistic planning for writing your proposal in accordance to the deadlines from your chosen funding scheme;
- Gain insight in bad/weak examples of formulated big ideas;
- Be able to clearly articulate your big idea where the grant proposal is based on (in three sentences).
- Know what elements there are in a proposal (and which elements are specific for a certain grant);
- Understand what information should be contained in the elements;
- Understand what parts are included in the narrative, determining your own subheadings to include and on what parts you will spend your time;
- Be able to create an outline of the break of the work in work packages;
- Identify common pitfalls in writing a grant proposal and replace these with smarter writing examples.
- Understand the most common formats used in the PI section;
- Understand what to include in the personal statement;
- Change your CV points into a compelling personal statement;
- Understand what elements to include and combine everything to a compelling abstract;

- Understand why you need to incorporate graphics and charts into your grant proposal and how you can do that.
- Understand how to come up with a budget (top-down vs. bottom-up);
- Be able to think about the knowledge utilization part (reason and what to include);
- Understand how to write a rebuttal;
- Know what steps you can take to wrap up your proposal.

Outline of Grant Writer Certificate Program

Lesson #	Topic	Clock Hours
Lesson 1	What's in a Name	40 hrs
Lesson 2	Preparing the Executive Summary	40 hrs
Lesson 3	Writing the Statement of Need	40 hrs
Lesson 4	Project Description: Goals & Objectives	40 hrs
Lesson 5	Program Budget	40 hrs
Lesson 6	Organization Information	40 hrs
Lesson 7	Selling the Project	40 hrs
Lesson 8	Networking & Resource Development	40 hrs
Lesson 9	Importance of Language & Communication	40 hrs
Lesson 10	Proposal Submission: Do Your Homework	40 hrs
Total Clock Hours		400 hrs

Grant Writer Course Lesson Descriptions

Lesson 1 – What’s in a Name

In this lesson, you'll learn the different types of grant proposal formats for corporations, foundations, and state and federal government agencies. This lesson is important because you'll discover who reviews your proposals at each type of funder, what format the proposal review staff expect to receive, and how and why decisions to fund or reject grant proposals are made.

Lesson 2 – Preparing the Executive Summary

This lesson will teach you how to carefully research the funding agencies so you can match your grant funding needs to their interests. You'll learn how to find and use Internet research sites to identify multiple funders for grant proposal projects. And you'll learn how to spot the funder/project matches that result in a 90 percent or higher funding success rate.

Lesson 03 - Write the Statement of Need

In this lesson, we'll focus on how to prepare the first section of the grant proposal narrative-the research and major accomplishments section. You'll learn how to sift through organizational documents and write useful information that will answer the dozens of questions that grant reviewers ask when reading your narrative. Most importantly, you'll learn how to avoid the mistakes that can cause your grant proposal to lose points during the initial stages of the funder's review process.

Lesson 04 – Project Description

This lesson will teach you how to develop a current programs and activities section narrative template. You'll also learn where to find the type of information a grant reviewer needs in this section of your grant proposal. And you'll learn how to stay on your toes to answer all of the questions that funders ask when they read this section of your grant proposals.

Lesson 05 – Program Budget

In this lesson, you will learn how to write accurate and magnetizing copy for the target population served section of your grant proposals. You'll also learn how to conduct extensive research on your target population and how to order, organize, and write the information for this critical section of your grant proposals.

Lesson 06 – Organization Information

This lesson will teach you how to find the most current information on your organization's partners in the community, region, and nation. You'll also learn how to identify potential partners when your organization has few or no partners. Most importantly, you'll learn how to organize and present your partnership information in an appealing format for funders.

Lesson 07 – Selling the Proposal

In this lesson, you'll learn how to understand the needs statement section from the funder's viewpoint. You'll also learn the type of information to collect on the target population and your organization in order to glean language for this section.

Lesson 08 – Networking & Resource Development

This is perhaps the most important of all our lessons. You are halfway through the main writing sections for your grant proposal narrative and gaining more confidence in your skills. This lesson will teach you how to show the funder that you have a well-thought-out plan for spending grant monies. You'll learn how to look at the program design section from the funder's viewpoint, how to collect the right information, and how to spot poorly written narrative in this section.

Lesson 09 – Importance of Language & Communication

In this lesson, you will learn to understand the thinking patterns of grant funders when they read the management plan section. You'll also learn how to avoid the most common types of errors made by other grant writers when writing this section, and how to cull the right information from your program staff or administrators.

Lesson 10 – Proposal Submission

This lesson will teach you how to look at the evaluation plan section from the funder's perspective. You'll also learn how to steer clear of the age-old errors that other grant writers make when planning and writing this section. From learning where to find the information needed to write an award-winning evaluation plan to learning the common terms that funders look for in this section, Lesson 10 hits the target.

At this point, you're nearing the finish line for Advanced Proposal Writing. In this lesson, you will learn the standard definitions you need to know when it comes to planning your budget line items. We'll also look at examples of award-winning budget sections on the Internet. Most importantly, this lesson will teach you how to recover with the funder when you make a glaring budget error.

In this last lesson, it will teach you how to view your entire proposal package from the funder's viewpoint. You'll also learn how to use words that work, some final formatting techniques, and how to prepare the supporting documentation for your grant proposal-the attachments. This final lesson will also teach you the ins and outs of signatories, copies, and how to mail your grant proposal the right way. Lastly, you'll learn how to follow up on all outstanding items, such as verification of proposal delivery and checking back with funders. Finally, I'll show you the next step to take when your proposal is either funded or rejected.