



2011 Catalogue

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Our Mission

Provide a center of excellence to everyone, by offering life changing opportunities through technical education, career, and workforce development.

Our Vision

Foster positive change through self-empowerment, education and professional training to provide career development, job skills, opportunities and hope – enabling our community to build better lives.

Our Goals

- **Train** the unproductive and unemployed for jobs in the high demand, high-paying field of automotive technology;
- **Provide** Automotive Service Excellence (ASE) certification and National Automotive Technicians Education Foundation (NATEF) Specialty Training so that students can compete in an automotive industry that is rapidly changing and increasingly demanding;
- **Foster** positive change in the community through self-empowerment, education and workforce development by offering affordable and accessible job skills training;
- **Strive** to reduce unemployment by giving students the necessary tools and techniques to pursue career opportunities, and enables them to become tax payers instead of tax spenders;
- **Contribute** to a better educated population by providing basic literacy education, GED instruction and computer literacy training;
- **Offer** individuals in at-risk situations the chance to build a life away from gangs, drug abuse, crime and poverty by offering students an opportunity they did not know existed until Excel presented a structured environment; and,
- **Attempt** to offer more opportunities for minority achievement by heavily recruiting students from inner-city and surrounding neighborhoods across the city.

HISTORY

The Excel Institute opened in 1998 to address the employment needs of unemployed individuals, youth and adults in at-risk situations, and employers in the automotive industry in the Washington, D.C. area. Excel was founded by John W. Lyon, founder of Parking Management Inc., and George Starke, a former Washington Redskin and local automotive dealer. The two developed a post-secondary vocational education institution specializing in automotive technology, with a unique purpose of serving individuals who have “fallen through the cracks” in the system. Excel’s programs, which are certified by the National Automotive Technician Education Foundation (NATEF), trains students for high demand, high-paying careers in the automotive service industry, and also offers High School Equivalency (GED), basic literacy training, life management, and job placement skills as part of a comprehensive workforce development program.

The automotive training program offered at Excel works to serve at least 150 students a year. Our recruiting efforts are geared toward the minority and underserved communities in the Washington, D.C. area, specifically African Americans and Latinos. Our programs target students ages 18 and above, who are in at-risk situations, unemployed, underemployed, immigrants, ex-offenders, individuals who have incomes of less than 300% of the federal poverty line who do not have a GED or high school diploma, and/or individuals who have a history of crime or substance abuse. Approximately 25% of our student population has been directly referred to Excel by the court system, and it is expected that more than 90% will need intensive skills training in basic and applied math, science, and language arts in order to be successful in the automotive training program. It is also expected that 90% will need life management training which includes budgeting, conflict resolution, and family/work life balance and time management.

The Excel Institute requires a broad range of community-based and government partners, and has devised a systematic strategy to attract a wide-range of students who are interested in automotive service training. By having a large pool of students – on average 30 – 50 students per training period - from which to select participants, means that Excel can potentially enroll more appropriate individuals into the training program. In combining and coordinating this recruitment effort with community and government agencies, The Excel Institute’s goal of increasing student enrollment will be enhanced. It is the Institute goal of maintaining 150 actively enrolled students. In order to do that successfully, Excel staff participates in orientations, distributes informational material through other community and faith based organizations, as well as the government, participates in job fairs, uses word-of-mouth marketing, particularly through alumni, and advertises through public service announcements and other technologies.

Ownership & Licensing

The Excel Institute is a private, 501(c)(3) not-for-profit corporation, licensed by the District of Columbia Office of the State Superintendent of Education (OSSE) as a non-degree post-secondary school.

Certification

The Excel Institute's automotive program is certified by the National Automotive Technicians Education Foundation (NATEF).

Library

The Excel Institute's library includes textbooks, industry related magazines, videos, up-to-date industry related journal articles, and access to online web sites.

Funding and Support

The Excel Institute is funded by governmental, foundational, corporate and individual support that allows students to attend the Institute on full scholarship. As a result, the Excel Institute abides by the funding guidelines of its various funding agencies.

ADMISSION REQUIREMENTS

Excel Institute maintains an open admission policy. Students applying for admission must:

- Be at least eighteen years of age,
- Have documents substantiating age, grade, social security number, residence, and proof of citizenship.
- Have attended a regular comprehensive public or private school, and registered with Selective Service, and,
- Have or the ability to obtain a valid driving license and satisfactory driving record by completion of training.

New students must submit the application for admission and an official transcript from their high school, if applicable. Applicants who have already graduated from high school must request official transcripts from their high school, or attach a copy of their high school diploma to the application.

The high school should mail a sealed copy of the official transcript of all grades and coursework. The transcript and application should be mailed directly to the Office of Admissions, Excel Institute, 2851 V Street NE, Washington, DC, 20018. Applicants who obtained a high school equivalency certificate are asked to provide a copy of their certificate.

To assure success in Excel programs, it is recommended that the prospective student complete at least the ninth grade of secondary school. Students who lack a high school diploma, GED certificate, and/or proficiency in reading, language arts and math skills will be **required** to enroll in skill development courses. A person who is 18 years of age or over and has no transferable credit from another post-secondary school, has no GED Certificate, and did not graduate from an accredited high school may be admitted on individual approval under the following conditions: The CEO and/or Recruiter is convinced that the applicant would be competent to benefit from the program, and the applicant's competency is demonstrated by the completion of an assessment test or local program guidelines. Students admitted under this category shall be subject to the same policies and regulations as all other students.

Student admission also includes the Wonderlic and/or CASAS test to determine the academic level of applicants; this non-fail assessment assists with needed academic recommendations and preparations implemented by the counseling staff in an Individual Training and Employment Plan. The results also assist with diagnosing academic skill weaknesses for GED candidates. All requirements are documented in the student's individual file.

Maryland or Virginia residents will be required to complete the One-Stop Career Center eligibility process appropriate to their county of residence prior to enrollment in the Excel Institute. Once funding for the student has been approved, the applicant can enroll in classes for the next semester.

2011 ADMISSIONS CALENDAR

The Office of Admissions accepts, enrolls, advises, and provides support to students, including alumni activities. New students are admitted to Excel Institute for the Fall, Winter, Spring, or Summer quarters. The admissions schedule is listed in detail in the calendar at the end of the catalog, but applications deadlines are as follows:

Winter Semester 2011 - All applications must be received by 11/12/10.

Spring Semester 2011 - All applications must be received by 2/11/11.

Summer Semester 2011 - All application must be received by 5/13/11.

Fall Semester 2011 - All application must be received by 8/11/11.

ADMISSION PROCEDURES

Students who meet the admission requirements and have not been previously enrolled in another postsecondary school apply as first year students. Students previously enrolled in the Excel Institute apply as a returning student. Students who have been previously enrolled in another postsecondary school apply as transfer students.

Step 1:

Eligibility - Determine if an individual is eligible to receive services. If the applicant would be better served by another provider (i.e. they speak virtually no English), a referral should be made to the appropriate provider (an ESL program, in this example). Potential candidate completes application, submits non-refundable registration fee of \$50.00, and speaks with Recruiter. Candidate application is submitted to the Recruiter. Letter is sent to candidate by the Recruiter welcoming candidate to the Excel Institute after completing Career Exploration. An appointment is scheduled with the Financial Aid Manager and for assessment.

Step 2:

Basic Data Collection - It is at this point that the individual takes a series of assessments to assess academic skills and competencies. The candidate will meet with a counselor to provide basic biographical and educational information and documents. The data will serve as the basis for tracking and maintaining student records necessary for compliance with local, state and federal agencies, if applicable.

Identification of Assets and Barriers - The enrollment process includes identifying a person's employment assets and barriers. This vital information will be assessed and included as part of the enrollment process to empower individuals to make constructive changes. The group dynamic encourages participants to share personal victories and challenges and reframe difficulties and personal problems as opportunities for growth and change. The candidate meets with a Counselor and staff of the Family Health and Education Institute to discuss the behaviors and thought processes that historically have prevented employment success. The Individual Training and Development Plan" is created prior to pursuing training at the Excel Institute. A Plan is designed to promote accountability with the program participant and establish a clear set of objectives.

Step 3:

Inner Journey - The Family Health and Education Institute has developed the Inner Journey Training©, a twenty (20) hour training seminar, to help participants obtain personal insight that is focused on relationship responsibility as well as attitudinal and behavioral adjustments necessary to achieve relationship success. The training recognizes potential in all participants. The interactive, skill based, three (3) day seminar aims to build on participants' strengths and to empower them to make constructive changes. The group dynamic encourages participants to share personal victories and challenges and reframe difficulties and personal problems as opportunities for growth and change. The three (3) day dialogue will bring participants face to face with behaviors and thought processes that historically have prevented relationship success. The examination of personal behavior and thought patterns are critical to participants' success. The training ameliorates psychological barriers and helps participants make intellectual paradigm shifts that ensure productive outcomes.

Step 4:

Program Orientation - It is during orientation an individual receives their complete information packet about the program. This is an important opportunity for the program staff to explain expectations about the program (i.e. attendance, safety and dress code requirements) as well as highlight how the program will be able to help students meet their goals. Participants will receive their Student Handbook and class assignment. Staff will make program participants feel welcome and respected.

Step 5:

Registration - Upon completion of Inner Journey, student will schedule to register for class with the Registrar and Counselor. Registration is defined as the first day of enrollment as a student in the Excel Institute school. The student then should meet with the Registrar and Counselor to register for class.

Late Enrollment

Completed enrollment applications will be accepted at any time. Students will be allowed to enroll in the next scheduled enrollment period.

Transfer Students

The Excel Institute accepts transfer students who present a complete application and transcript from the post-secondary institution last attended. Before attending the Excel Institute, records from the previous post-secondary institution should be submitted to the Office of Admission as soon as possible. Transcripts will be evaluated on a case-by-case basis. The Institute may require proficiency testing to determine the level of students' competencies in certain courses which are essential in the training for employability; therefore, the Institute reserves the right to refuse transfer credits.

International Students

International students must have all visas, passports, work permits relating to the student's status in proper order with the United States Immigration and Naturalization Service before they will be accepted at The Excel Institute. If you are currently in the United States, you will need to submit a copy of your passport, visa stamp, and I-94 (both sides), Transfer Authorization Form (current F1 students only), and copies of all previously issued form I-20s or DS-2019 (current F1/J1 students only). Students must submit Transcripts to: World Ed services, P.O. box 5087 New York, NY 10274. Website: www.wes.org, e-mail: wes@bowlinggreenstation.org

Re-admission

The Excel Institute recognizes that circumstances may cause a disruption in the progress of a student toward the completion of his/her course of study and that the student may find it necessary to withdraw from his/her program of study or from the Institute. The student is encouraged, when the circumstances that caused the disruption in academic progress have been corrected, to contact the Office of Admissions to apply for readmission to the Institute in order to successfully complete his/her course of study. Students non-voluntarily withdrawn by the Excel Institute must wait a minimum of one (1) academic year before being allowed to re-enroll.

Provisional Enrollment

Provisional (temporary) admission may be granted to applicants who have not provided all documents required by the registration date. Students so admitted must supply the required documents within a reasonable period, or face possible administrative withdrawal. Provisional admission is not allowed during regular admission schedule. All admission requirements must be met, however, before a student can receive grades or a transcript. Failure to complete admission requirements within a reasonable time period may result in disciplinary action including, but not limited to, administrative withdrawal.

Recording Transfer Credit

Students applying courses taken at other training institutions or colleges, toward a certificate, should follow these procedures:

- Request OFFICIAL SEALED copies of all previous training institution or college transcripts to be sent directly to you. Some schools will only send official transcripts to the receiving school. NOTE: Transcripts more than 10 years old must be accompanied by course descriptions from the training institution or college catalog.
- Submit ORIGINALLY SEALED transcripts with a completed *Application for Transfer of Credits* form to the Office of the Registrar. The *Application for Transfer of Credits* form is available for pick up in the advisors' office. This process takes six to eight weeks. The results of the Transfer of Credit evaluation are mailed to you and provided to the Registrar.

Student ID

Each new Student will receive a Student Photo Identification Card, which is valid only while you are a registered student at the Institute. Your identification card bears your name, student identification number, and photograph. Your Photo-ID is a

permanent card. It is issued in your first-semester, and will be used whenever you are an active student at The Excel Institute, both now and in the future. Student ID must be worn at all times while at the Institute. Lost ID must be replaced within two (2) days. Replacement fee is \$10.00.

EDUCATIONAL OBJECTIVES OF PROGRAMS

Program Track #1 – General Automotive Service

Educational Objective: Literacy improvement up to the 10th grade level. Provide academic support to obtain a GED. Learn entry level automotive technology.

Level of Occupations: Entry level preventative maintenance automotive jobs.

Program Track #2 – Advanced Automotive Service

Educational Objective: Learn advance automotive service technician educational modules to support the receipt of the ASE certification.

Level of Occupations: Entry level automotive technician positions and specialized automotive service technician positions.

NUMBER OF CLOCK HOURS PER PROGRAM

General Automotive Service

Total Clock Hours: 984 hours

Clock Hour Breakdown:

- Life Skills – 40 hours
- General Maintenance Services – 72 hours
- Literacy – 144 hours (minimum)
- Safety – 48 hours
- Intro to Automotive Repair-120 hours
- Basic Electronics – 120 hours
- Automotive Electrical and Electronics – 230 hours
- Workforce Development – 10 hours
- Brakes- 105 hours
- Steering & Suspension- 95 hours

Advanced Automotive Service

Total Clock Hours: 768 hours

Clock Hour Breakdown:

- Life Skills – 40 hours
- Safety – 48 hours
- Intro to Automotive Repair – 120 hours
- Basic Electronics – 120 hours
- Automotive Electrical and Electronics – 230 hours
- Workforce Development – 10 hours
- Brakes- 105 hours
- Steering & Suspension- 95 hours

Optional Automotive Electives

- Engine Repair- 120 hours
- Heating and Air Conditioning – 95 hours

GRADING SYSTEM

The approved grade symbols and their definitions for Assignment sheets and Tests are as follows:

- A = 100 –90
- B = 89 –80
- C = 79—70
- F = 69—0

The following symbols are used and has no point value, making it neutral in determining grade point average (GPA): “I” The student, otherwise passing, has for good reasons failed to complete all course requirements. This incomplete (“I”) must be removed within ninety (90) days or it is changed to an “F.” “W” Students receive a “W” if they withdrew during the first 25% of the term with no change in GPA. “WF” Indicates the student was failing the course at the time of withdrawal.

CLOCK HOURS

The formula for conversion from clock hour to credit hour shall be provided by a recognized accrediting body which is approved by the United States Department of Education for the accreditation of schools and the licensed school applying the credit hour conversion must be accredited through the accrediting body providing the conversion formula. The formula for conversion from clock hour to credit hour shall be subject to review by the CEO. Each course of instruction and practice shall include those core areas of education as determined and defined by the Excel Institute’s advisory committee(s) and the CEO.

Each course is broken into three parts:

- Theory (Lecture) - 25% of clock hours
- Lab (Hands-On) - 50% of clock hours
- Online curriculum - 25% of clock hours

LENGTH OF TIME REQUIRED FOR COMPLETION OF PROGRAM

The Excel Institutes is open for operation, Monday – Friday, from 8:00 AM – 4:00 PM. Classes are scheduled daily, from 9:00 AM – 3:00 PM. Each quarter lasts twelve weeks. The General Automotive Service program track takes a minimum of 48 weeks, and the Advanced Automotive Service program track takes a minimum of 36 weeks to complete the required coursework.

PROGRAM DESCRIPTIONS (Title, Scope, Sequence, Description)

The Excel Institute's Training Programs are designed to prepare students for life and a career in the automotive industry. The programs enable individuals who are returning to school to connect academic readiness within the applied context of technical and life skills exploration and development. The goal of The Excel Institute's automotive programs are to provide students a smooth transition into either advanced technical training, continuing education, apprenticeship programs, or employment.

GENERAL AUTOMOTIVE SERVICE (Track 1)

Quarter 1:

Life and Employability Skills Training (40 hours) - In partnership with the Family Health and Education Institute, Inc. students receive comprehensive social and educational services in order to (a) increase academic attainment, (b) improve mental and emotional well-being, and (c) increase marketable job skills that lead to financial self-sufficiency.

General Maintenance Service (72 hours) – This course is intended to provide students with the knowledge to make economic decisions and take preventative measures to enhance the overall satisfaction of being an automotive consumer. The class discussions and lab activities provide the fundamental knowledge and experience in owning and maintaining an automobile.

Safety and Pollution Prevention (S/P2) Training (48 hours) - Annual training required by U.S. EPA and OSHA standards that address the key safety and pollution prevention issues faced by professionals working in automotive service occupations.

Literacy Skills (144 hours minimum) - All students who do not possess a high school diploma or GED and/or are assessed below the 10th grade reading and/or math level are required to obtain academic support. The goal is to provide quality academic support services that are concentrated on general education needs for the students. Students will make academic gains in language arts, reading and/or math. You will be notified by the counselor if you require this service.

Quarter 2:

Introduction to Automotive Technology (120 hours) - This course will prepare you for a position as an entry level technician. Upon successful completion of this course the student will be able to: identify and interpret vehicle

identification numbers, identify tools and equipment associated with auto repair, know where to obtain critical repair information and specifications, properly and safely raise vehicles on lifts and jacks, identify all major vehicle systems and components, and identify all types of vehicle fluids.

The lab experiments will give practice performing tasks that are continually requested by employers of entry level technicians. The student will perform and prove competency for the following tasks: engine oil and filter change, chassis and suspension lubrication, checking fluid levels and identifying abnormalities, measuring tire pressure, measuring tire tread depth, dismounting, mounting and balancing tires, replacement of engine drive belts, replacement of wiper blades, replacement of bulbs, visual inspections of steering, suspension, brakes, exhaust and underbody components, testing and routine serving of batteries.

Literacy Skills (hours vary based on need) - All students who do not possess a high school diploma or GED and/or are assessed below the 10th grade reading and/or math level are required to obtain academic support. The goal is to provide quality academic support services that are concentrated on general education needs for the students. Students will make academic gains in language arts, reading and/or math. You will be notified by the counselor if you require this service.

Quarter 3:

Basic Electronics (120 hours) -This course will prepare you to service, repair and assemble electrically driven or controlled devices. The course theory and application includes mechanical assemblies, electrical circuitry, and basic conceptual understanding of basic electrical concept including electrical measurements, basic electrical theory in a non-mathematical manner, basic digital circuitry, and an understanding of how common electrical components work.

This training course also provides a basis for understanding electrical safety concepts. This course is heavily hands-on oriented and focuses on providing a real understanding of the essential concepts.

Automotive Electrical/Electronics (230 hours) – The course will cover automotive electrical theory and hands-on application of wiring diagrams, test equipment, and diagnosis/repair/replacement of batteries, starters, alternators, electrical accessories and electrical/electronic components. Topics include diagnosis and repair of battery, starting, charging, lighting, basic accessory systems problems, and electronic systems problems including networks and multiplexing.

Workforce Development (10 hours) - This course will introduce the student to procedures and techniques that will prepare them to professionally compete for employment in the working industry. The student will learn how to prepare a resume, cover letter, develop interviewing strategy and techniques, dress for success, apply for job positions, perform follow-ups, and become proficient in follow through procedures.

Quarter 4:

Brake Systems (105 hours) – Covers principles of operation and types, diagnosis, service, and repair of brake systems. Topics include drum and disc brakes involving hydraulic, vacuum boost, hydra-boost, and anti-lock and parking systems.

Suspension & Steering System (95 hours) – Covers diagnosis, service and repair of automotive type steering and suspension systems. Topics include four-wheel alignments, driving & handling concerns caused by steering and suspension systems problems and misalignment problems, and wheel balancing.

ADVANCED AUTOMOTIVE SERVICE (Track 2)

Quarter 1:

Life and Employability Skills Training (40 hours) - In partnership with the Family Health and Education Institute, Inc. students receive comprehensive social and educational services in order to (a) increase academic attainment, (b) improve mental and emotional well being, and (c) increase marketable job skills that lead to financial self-sufficiency.

Introduction to Automotive Technology (120 hours) - This course will prepare you for a position as an entry level technician. Upon successful completion of this course the student will be able to: identify and interpret vehicle identification numbers, identify tools and equipment associated with auto repair, know where to obtain critical repair

information and specifications, properly and safely raise vehicles on lifts and jacks, identify all major vehicle systems and components, and identify all types of vehicle fluids.

The lab experiments will give practice performing tasks that are continually requested by employers of entry level technicians. The student will perform and prove competency for the following tasks: engine oil and filter change, chassis and suspension lubrication, checking fluid levels and identifying abnormalities, measuring tire pressure, measuring tire tread depth, dismounting, mounting and balancing tires, replacement of engine drive belts, replacement of wiper blades, replacement of bulbs, visual inspections of steering, suspension, brakes, exhaust and underbody components, testing and routine serving of batteries.

Safety and Pollution Prevention (S/P2) Training (48 hours) - Annual training required by U.S. EPA and OSHA standards that address the key safety and pollution prevention issues faced by professionals working in automotive service occupations.

Quarter 2:

Basic Electronics (120 hours) -This course will prepare you to service, repair and assemble electrically driven or controlled devices. The course theory and application includes mechanical assemblies, electrical circuitry, and basic conceptual understanding of basic electrical concept including electrical measurements, basic electrical theory in a non-mathematical manner, basic digital circuitry, and an understanding of how common electrical components work.

This training course also provides a basis for understanding electrical safety concepts. This course is heavily hands-on oriented and focuses on providing a real understanding of the essential concepts.

Automotive Electrical/Electronics (230 hours) – The course will cover automotive electrical theory and hands-on application of wiring diagrams, test equipment, and diagnosis/repair/replacement of batteries, starters, alternators, electrical accessories and electrical/electronic components. Topics include diagnosis and repair of battery, starting, charging, lighting, basic accessory systems problems, and electronic systems problems including networks and multiplexing.

Workforce Development - (10 hours) - This course will introduce the student to procedures and techniques that will prepare them to professionally compete for employment in the working industry. The student will learn how to prepare a resume, cover letter, develop interviewing strategy and techniques, dress for success, apply for job positions, perform follow-ups, and become proficient in follow through procedures.

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Brake Systems (105 hours) – Covers principles of operation and types, diagnosis, service, and repair of brake systems. Topics include drum and disc brakes involving hydraulic, vacuum boost, hydra-boost, and anti-lock and parking systems.

Suspension & Steering System (95 hours) – Covers diagnosis, service and repair of automotive type steering and suspension systems. Topics include four-wheel alignments, driving & handling concerns caused by steering and suspension systems problems and misalignment problems, and wheel balancing.

OPTIONAL AUTOMOTIVE ELECTIVES

(Quarter 4 for Advanced Students)

Engine Repair (120 hours) – Covers service/repair/rebuilding of block, head, and internal engine components. Topics include engine repair and reconditioning using service specifications.

Heating & Air Conditioning (95 hours) – Covers the theory of refrigeration and heating, electrical/electronic/pneumatic controls, and diagnosis/repair of automotive climate control systems. Topics are diagnosis and repair of climate control components and systems, recovery/recycling of refrigerants, and safety and environmental regulations.

PHYSICAL FACILITIES AND EQUIPMENT

Located in the Northeast quadrant of the District of Columbia, The Excel Institute is just minutes away from United States National Arboretum, Brookland, and downtown. The Institute is located in Ward 5 in an industrial park area near the

Washington Metropolitan Area Transit Authority Bus Facilities and automotive related service businesses. The Rhode Island Metro Station and various bus routes, allow for easy and convenient access to the Institute.

The Excel institute provides and maintains a physical plant with administrative and study conditions appropriate for the programs of study offered and for the size of faculty and study body. The physical plant provides a safe and secure environment for the school's students, faculty, and staff. Excel complies with all District of Columbia governmental regulations with respect to fire hazards, health, safety, and similar requests. Excel's equipment is the necessary equipment for the automotive industry occupation. In addition, students are introduced to the same kind of equipment they will find on the job. Excel provides adequate equipment in excellent working order and is of sufficient quality and quantity to meet the maximum authorized enrollment of any class.

CLASS SIZE

Maximum is 20 students for lecture and 12 students for shop.

ATTENDANCE POLICY

- Arrival 20 minutes after class start is considered an absence, unless the Lead Instructor approves.
- Three (3) occurrences of tardiness will be counted as one (1) absence.
- Students are permitted a total of five (5) unexcused absences per training period.
- Students are expected to call the school when absent or tardy.
- Students are expected to notify their instructor for any emergency departures or reasons for leaving school prior to daily dismissal. Unexcused departure from school prior to daily dismissal is considered an absence.
- When absences occur, students are responsible for making up any work missed and obtaining notes from class activities so their learning may continue.
- The course grade and performance rating are independent of the number of absences and are based on demonstration of the skills, knowledge, and behaviors that are the outcomes of the courses.
- Students who have accumulated a total of three (3) unexcused absences will be placed on probationary status. A Deficiency Report from the instructor will be submitted to the Lead Instructor and Counselor for students placed on probationary status.
- The Counselor will provide a Student Independent Action Plan to the Student. Failure to comply with the Student Independent Action Plan warrants failure of that course, which will result in repeating that course.
- Students placed on probationary status will be allowed no more than six (6) additional occurrences of tardiness and/or two (2) absences, in combination, whichever comes first during the training period.
- In the event the student obtains a total of three (3) additional occurrences of tardiness and/or two (2) absences after being placed on probationary status, the student will be withdrawn from The Excel Institute for a one year period.

MAKE UP POLICY

It is each student's responsibility to check with each instructor for make-up work the day after an absence or early departure from the Excel Institute. Students with extended or long-term absences will consult with the instructor to determine the date makeup work must be completed.

Instructors will give assistance to students because of excused absences or excused early departure but are under **no** obligation in cases of unexcused absences or unexcused early departure to provide orally or in writing the assignment necessary compliance of the above stated rules.

Repeated Courses

Grades for repeated courses will be reflected on the transcript with a notation that the course is repeated. Highest grade received will be used for determination of the Cumulative GPA. The classes that have been repeated and are not utilized in the cumulative GPA are indicated with a note: "Repeated—Excluded from GPA".

Reinstatement Procedure

Students who have been academically dismissed can contact the Counselor for guidance in this process. The Excel Review Committee needs to see evidence of probable success. The Excel Review committee will meet to discuss the student's petition and determine a student's reinstatement based on the student's personal statement, departmental review and the student's previous course (s).

Appeal Procedure

A student can appeal the review committee's decision in writing to the Chief Executive Officer within ten (10) days of receiving notification. The CEO will respond to the student's appeal within five (5) days upon receipt. The CEO may request to meet with student. The decision of the CEO is final.

PROFESSIONAL CONDUCT

The Excel Institute is committed to providing a workplace and a learning environment that is free from harassment and physical harm. Such conduct is unprofessional, unproductive, illegal, and creates an unsafe environment. Consequently, all conduct of this nature is expressly prohibited, regardless of whether it violates any laws.

Reporting an Assault

In the event of an assault on school property, victims should first call 911 for immediate help. A complete report of an assault should be made promptly to the school's administration, preferably within 24 hours of the occurrence. Faculty, administration, and staff are required to provide immediate support and assistance to the victim. At the victim's request, the/Chief Executive Officer or any administrator will assist victims in filing criminal charges with the appropriate law enforcement officials. In the event of an assault against a student or employee occurring off school ground, victims should call 911 to request police assistance and to report the crime in the jurisdiction in which the crime occurred. The Excel Institute will assist law enforcement authorities for the purpose of obtaining, securing, and maintaining evidence in connection with any alleged crime of violence committed on Excel's property.

Reporting Health or Safety Hazards

Students should immediately report health or safety hazards to any staff. Any accident or injury, no matter how slight, must be reported immediately.

No Smoking Policy

The Excel Institute provides a non-smoking work and study environment.

Drug-Free Workplace and Learning Environment

The use of, or attendance under the influence of, illegal drugs and the abuse of alcohol on the Excel Institute's property or in facilities controlled by the Excel Institute are prohibited by the school's regulations and are incompatible with the Excel Institute goal of providing a healthy educational environment for students, faculty, staff, and guests.

Campus Security

The Excel Institute is committed to providing our students, staff, faculty, visitors and guests with prompt, courteous, and professional security services. While we provide a committed effort to ensure your safety, we believe that personal safety and crime prevention are the responsibilities of the entire Excel community.

DISMISSAL OF STUDENTS

Academic Probation/Suspension

A student who fails to meet the cumulative GPA required for good standing is placed on academic probation for the next enrolled semester. A student on academic probation will be suspended unless: the student earns a 70 GPA or higher and a performance rating of 3 or higher for the probationary semester (semester GPA).

A student, whose grade point average is below the cumulative GPA required for good standing but above the cumulative GPA standards for suspension, will be continued on academic probation for the next enrolled semester. A student on academic probation, who has been previously suspended and who is suspended a second time, will receive the penalty of a second suspension. No student will be suspended prior to accumulating 45 clock hours or without being placed on probation for one semester.

A student may be dismissed if he/she is on probationary status and continue to fail to adhere to the policies of the Student Conduct Code and Academic Code. Typically a student cannot be on probation longer than one semester before being academically dismissed. There is usually a waiting period of one year prior to consideration of an application for readmission following dismissal. The Lead Instructor and Counselor make decisions resulting in academic dismissal.

Students placed in dismissal status may appeal the dismissal decision per the process delineated in the Student Conduct Code or Academic Code.

Withdrawal from Course and School

If a student wants to withdraw from classes and/or school, they must notify the Lead Instructor and Counselor in person or by phone by the third week of the semester.

Dropping Courses

Students should refer to the Tuition Refund Policy of this catalog for information on dropping a course.

Adding Courses

Students can only add a course during the first week of the semester.

COMPLETION REQUIREMENT

In order to complete the training program, students must attain a minimum 768 clock hours of combined laboratory/shop and classroom instruction with a cumulative grade average of 70. Students must not be on probation. In addition, students must satisfy all financial obligations.

SATISFACTORY PROGRESS POLICY

A student is in good standing if not on probation or suspension. A student with 45 or more clock hours is on probation if the cumulative grade point average (GPA) falls below 70 and have a performance rating of 2 or less. A student with 0-44 clock hours is on probation if the cumulative GPA is below 60. A student in good standing with 0-44 clock hours who earns a GPA of 65 through 69 will receive an academic warning.

Honor Students

A student achieving honors will be computed each semester in which a student is enrolled for courses. Students who earn a cumulative numerical score of 90% (at the end of the grading period) or higher and consistently perform at a performance level of 2 or better on lab assignments will achieve Honors status and placed on the Dean's List. Valid grades used for computation of Honors designation are A through F. Performance rating for shop/labs used for computation of Honors designation are 0 – 4.

Highest Honors

Students with the highest overall grade point average (GPA) and are ASE recipients are given the distinction of Valedictory at graduation.

The Performance Test Scores

Performance tests are used to determine if a student has achieved specific criteria to become competent in the performance of a specific task. These tests require students to use both their minds and their hands in the solution of a problem, and provide the teacher with a way to observe and measure the trainee's procedural techniques and the quality of the final product.

Performance in Skills Training

Each student's progress in skill training is assessed on an ongoing basis and each instructor submits a progress report to the advisor on each student. The progress report provides the student and sponsoring agencies assessment of the student's performance for the purpose of judging progress, determining the need for counseling, and redirecting the student's employment goals. Each trainee must maintain satisfactory progress to continue in the program.

The Official Transcript

The official transcript contains all essential academic data, including dates of attendance, courses taken and passed, grades, transfer credits awarded, certificate received, and relevant remarks. Academic status of Warning, Serious Warning, and Dismissal will be noted permanently on a student's transcript. The transcript must bear the institute's seal, be recently dated, and have the appropriate signature of the Registrar. A statement is added to all transcripts explaining the grading system and rating scale. A student who wishes to have course performance reports sent out with a transcript should choose this material in consultation with an Advisor. The Institute will mail this material in one envelope along

with the official transcript.

Processing

Students at the Institute must come in person to complete a transcript order form, available in the Registrar or Advisor Office. The office is open from 8:00 a.m. to 3:30 p.m. Exceptions will be made for disabled students by calling 202-387-1550. The office processes transcripts in the order of the date on which they are received. Please allow ten business days for processing. Students may arrange to have transcripts mailed via Federal Express at their own expense.

Transcripts will be issued only if all financial obligations to the Institute have been met. If transcripts are to be held for the current semester's grades or to reflect the student's completed certificate, the box marked "Hold for Semester Grades" should be checked. The student should allow ten-days from the Instructor grade submission deadline for the request to be processed. If certificate requirements have been completed, it should be stated in the section marked "Special Instructions" that the request should be held for "FINAL TRANSCRIPT."

Those who intend to pick up their transcripts themselves should be aware that each transcript will be checked "Unofficial", even if arrangements have been made to use a sealed envelope.

Notations on internal records are more detailed than those on official transcripts. Dropped courses will show in the Internal Record as well as any "I" (Incompletes) the instructor assigns.

Faxing Transcripts

For reasons of information privacy, the Registrar's Office cannot send facsimiles of transcripts. Transcripts will not be sent by fax or received by fax from other institutions.

Off Campus Ordering of a Transcript

In accordance with the Federal Privacy Act of 1974, requests for transcripts must be made in writing; they may not be made by telephone. However, transcript request forms will be mailed to alumni and to students not on campus. The forms may be obtained by calling 202-387-1550. During regular business hours, a receptionist will answer the call. Outside of business hours, the caller will be presented with a menu of options. Selecting the option for ordering a transcript will connect the caller to the voice mail system. Once connected to the voice mail system the caller should speak slowly and clearly in order to accurately submit a request for a transcript order form. The following information should be provided: (1) the name and address, including the zip code to which the request form (not the transcripts) should be sent; and (2) if multiple copies of the transcript are to be mailed to others (multiple addresses), how many request forms are needed.

Transfer of Credit to Other Schools

The Excel Institute is not an accredited institute. Student will need to contact their selected school to acquaint themselves with the schools requirements.

The Student Record

A student academic record is a record of academic work that is used for internal purposes only; it is not made available to individuals outside The Excel Institute. Only a few individuals within the Institute have access to these records: Chief Executive Officer, Registrar, Counselors, Job Placement Coordinator and the students to whom the records belong. The student academic record is no longer available after graduation.

Name Changes

Name change inquiries should be directed to the Registrar. At the Excel Institute, the name reflected on the record of a student must agree with official documents provided previously to the Counselor office. Official documents are in the form of a birth certificate, passport, or court order. The name of a student for the Institute record includes the family name and all given names. Nicknames are not used for academic record purposes. The Excel Institute does not record name changes for students who are not currently enrolled. Name changes for currently enrolled students are recorded only when there is evidence of a court order or similar legal basis for change. Changes that do not alter the legal name such as the contraction of the first name by the use of an initial rather than the full name or the use of the full middle name rather than an initial are permissible. All records held by the Institute reflect the student's name at the time the record is created. Once the student graduates or otherwise leaves the Institute, the student's file is closed and, for protection and security, backed-up and/or archived. The Excel Institute records are historical documents and are not altered retrospectively.

TYPE OF DOCUMENT AWARDED UPON COMPLETION

Students are awarded a certificate of completion upon successful matriculation through the training program.

National Certification Exams

Students are encouraged to take the industry certification examination given by the National Institute for Automotive Service Excellence (ASE). All instructors are ASE certified. ASE written test is administered in both May and November of each year. Students are not allowed to take a test until they pass an automotive specialty course and receive 70% on the practice examination. The Excel Institute is an ASE test site.

TUITION AND FEES

The school does not currently charge tuition. There is a non-refundable application fee requirement, ASE Test Registration Fee, ASE Regular Test Fees, and GED Certification Fee.

Due at time of Enrollment: Non-refundable Registration Fee—\$50.00

Available Methods of Payment

Payment may be made by cash, certified check, or money order. Certified checks and money orders should be made payable to **The Excel Institute**. Tuition payments—cash, certified check, or money order — are subject to the Tuition Refund Policy. If you live outside the United States, foreign currency or foreign currency checks are not accepted.

Tuition and fees are those in effect at time of publication, but are subject to change.

Financial Assistance

The DC Department of Employment Services, VA Joblink, and MD Economic Development Corporation provides funding to eligible students to participate in training if it's considered allowable and if the payments meet the conditions of supportive services as described in the Workforce Investment Act and its supporting regulations.

For DC residents, in order to qualify for a stipend, students must register with the DC One Stop Centers and provide the following documentations within 30 days after registration:

- Social Security Number/Card
- Citizenship/Eligibility to Work
- Selective Service Registration (if applicable)
- Proof of Age
- Proof of Residency (Photo ID)
- Verification of Income/Notarized Letter of Support
- Military Status (if applicable)
- Dependents Birth Certificate (if applicable)
- Educational Status (proof of highest grade level completed)
- Acceptance Letter

Other Fees

2011 ASE Test Registration Fee - \$36.00 per person

2011 ASE Regular Test Fees - \$30.00 per test

GED Certification - \$50.00 per test

Students are encouraged to take at least one ASE Test prior to program completion. The National Institute for Automotive Service Excellence (ASE) is a separate entity from the Excel Institute. Checks and money order must be made payable to ASE/ACT. Students may be eligible for reimbursement of Registration and Test fees if they fulfill The Excel Institute's ASE Test Reimbursement Guidelines.

TUITION REFUND POLICY

If you must withdraw from training, you must notify the Office of Admission and Advising within 72 hours of admission in person or by phone at 202-387-1550. To receive a refund you must withdraw by the following dates:

- **100%** of the tuition and fees, except the \$50 Registration fee, will be refunded for any student who withdraws from all classes prior to the 5th day of class.
- **90%** of the tuition and fees, except the \$50 Registration fee, will be refunded for official or unofficial withdrawals made between the 6th day of class and the 13th day of class.
- **50%** of the tuition and fees, except the \$50 Registration fee, will be refunded for official or unofficial withdrawals made on or after the 14th day of class but prior to the end of the 21st day of class.
- **0%** of the tuition and fees will be refunded for official or unofficial withdrawals made after the 21st day of class.

CAREER SERVICES

The Career Services Office is dedicated to assisting all students, with particular focus on those students completing the program, in seeking employment in the automotive industry. Their mission is to educate students and alumni and connect them with the employment community to ensure successful transition to the workforce.

A career resource center is provided for use by all students and alumni. The resource center contains general career information, tips for seeking jobs, vacancy listings from a variety of sources, and information about potential employers. The center also coordinates job fairs and job retention services. **The center does not guarantee employment.**

STUDENT SERVICES

Academic Advising

Academic advising is provided to help students identify their educational and personal needs, interests and goals. Counselors include professionals with counseling and social work backgrounds. They are available for advising appointments at regularly scheduled times and can be reached via e-mail or phone.

Students work with a counselor to complete a program plan which serves as the road map or guide to achieve the student's goals. The Individual Training and Employment Plan are begun upon completion of the student review of assessments results.

The Counselors has authority over the student's Individual Training and Employment Plan. This authority is limited by the curricula and the Excel's Institute's policies and practices. While the Individual Training and Employment Plan are intended to be flexible, students should not deviate from the plan without the permission of the Counselor.

Tutoring

Tutoring is available to students; please contact your instructor if you feel that you may benefit from additional lab time or tutoring regarding assignment or job sheets.

Support Services

The counselors use a team approach to provide the support services needed to assist students in gaining access to medical, social, financial, educational and other services essential to meeting basic living needs. These services consist of 5 core functions: comprehensive assessment, individualized service planning, linking and coordinating to community resources, ensuring service accountability and continued support and advocacy. The counselors seek to maintain or restore each student's capacity for completing training and succeeding in the workforce.

Confidentiality of Information

All information about students which the Excel Institute acquires is confidential unless required by law or funding source. Improper disclosure of confidential information is a serious violation of the obligations of a member of this Institute's staff. Judgments of a student's ability and character, however, may be provided under appropriate circumstances.

Inclement Weather Policy

If the official announcement of the media states "DC Public Schools are Closed" neither students nor employees should report

to The Excel Institute. When DC Public Schools are on a delay, the Excel Institute will operate on the delayed schedule. The cancelled classes will make up the work according to individual plans announced to the students and submitted to the Chief Executive Officer.

COMPLAINT POLICY

The complaint policy is located in the student handbook. The CEO of the Excel Institute has an open door policy to receive all student complaints.

Family Educational Rights and Privacy Act of 1974

The Excel Institute complies with the provisions of the Family Educational Rights and Privacy Act (FERPA) of 1974 which was enacted to protect the privacy of educational records, to establish the right of students to inspect and review their educational records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students also have the right to file complaints with the FERPA Office concerning alleged failures by the institution to comply with the Act.

FERPA affords eligible students and their parents certain rights with respect to the disclosure of their education records, with one exception, which permits disclosure without consent to school officials with legitimate educational interests. A school official is a person employed by the Excel Institute in an administrative, supervisory, and academic or research, or support staff position or a person or company with whom the Excel Institute is affiliated or has contracted. A school official has legitimate educational interest if the official needs to review an education record in order to fulfill a professional responsibility.

Individuals have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the Excel Institute to comply with requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Compliance Office U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

Disclaimer

The Excel Institute is an equal opportunity and affirmative action institution. The programs, employment, and educational opportunities are available to all qualified persons regardless of race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, family responsibilities, matriculation, physical disability or political affiliation.

BOARD OF TRUSTEES AND ADVISORY COMMITTEE

Board of Trustees

Responsibility for the organization and governance of the Excel Institute rests with the Board of Trustees. The members of this board exercise responsibility for the establishment of the basic policies that govern the organization, and meet on a regular basis to review the implementation of these policies. Board members are primarily concerned with the financial stability and the academic quality of the institution, and regularly review data that allow them to ensure that the organization meets the needs of the students and serves the public interest of the community.

Members

John W. Lyon, Co-Founder, The Excel Institute (Chairman Emeritus)
Marc Slavin, President and CEO, MarcParc Inc. (Chairman)
Katie Clark, First Vice President, Merrill Lynch (Vice Chairman)
Eleanor Holmes Norton, Member, United States Congress (Honorary Chairman)
C.M. Brown, Executive Vice President, API
William Buckingham, Senior Vice President, McGinn Investments
Geoff Gitner, Of Counsel, Blank Rome
Leigh Henry, Principal, BP Investments, LLC
Tamara Smith, Chief Executive Officer, YWCA, National Capital Area

Automotive Advisory Committee

Excel has an advisory board consisting of professionals from the field and community representatives. The advisory board meets at least twice a year to discuss issues such as curriculum and community involvement. They also provide valuable feedback to the program faculty and staff regarding current trends and expectations in the automotive field. This year's Committee includes:

Members

Pete Delassandro, Volkswagen
Peter Lemieux, Snap On Tools
Michael Fru, Excel Institute Alumni
Karen Bivins, Excel Institute Parent
Jeffrey Jones, District of Columbia Department of Public Works, Fleet Maintenance
Lorraine C. Konde, Prince George's County Economic Development Corporation

Administration

The authority to administer the Excel Institute has been delegated by the Board of Trustees to the professional staff of academic and business administrators that the Excel Institute has retained for that purpose. The Chief Executive Officer has the responsibility for ensuring that the institution achieves its mission through effective and efficient management of its financial, human, and academic resources. The CEO is also charged with the overall responsibility for the administration of the Excel Institute, including the implementation of board policy. Assisting the CEO in these activities is the staff of the Excel Institute, which has shared and coordinating responsibility for the administration of a number of key functions, including academic and student affairs, marketing, and development.

Staff List

Cheryl Edwards, Chief Executive Officer
Shana Heilbron, VP, Development & Marketing
Linda Winston, Advisor
Erik Steed, Recruiter
Erica Johnson, Registrar
Roland White, Financial Aid Manager
Reginald Wiley, Job Placement
Alfonso Galvez, Lead Technical Instructor
Jamie Ramirez, Technical Instructor
Eddie Cathey, Technical Instructor
Marcus Robinson, Technical Instructor
Sindiso Nyathi, Technical Instructor
Larry Daniels, Receptionist
Tyrone Gray, Facilities Manager