

Taylor 
Business Institute
Empowerment Through Education



CELEBRATING 50 YEARS OF EMPOWERMENT THROUGH EDUCATION

Academic Catalog

2016-2019

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www.tbiil.edu

2016 – 2018

* **Gainful Employment Disclosure Information:** For information on graduation rates, median rates of graduates completing Taylor Business Institute's programs and other important information, visit <http://www.tbiil.edu/academic-programs/>.

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MISSION STATEMENT

Taylor Business Institute promotes higher learning that empowers a diverse and often underserved population through the acquisition of general education, professional skills and applied degrees.

Approved by the Strategic Planning Committee: **March 31, 2010**

Approved by the Faculty and Staff: **April 8, 2010**

Approved by the Board of Governors: **April 13, 2010**

MISSION

Taylor Business Institute promotes higher learning that empowers a diverse and often underserved population through the acquisition of general education, professional skills and applied degrees.

Explication

Taylor Business Institute* is a proprietary institution that combines general education and professional skills in coursework leading to Associate of Applied Science degrees and certificates that facilitates assimilation into the American mainstream. The college provides an accelerated, structured, educational experience to students from diverse and underserved background. The college's applied programs empower students with a foundation in critical thinking, interactive teamwork, communication competence, and technological proficiency. This educational foundation enables the TBI graduate to develop a desire for lifelong learning, to successfully enter specialized careers and to function effectively in a changing world.

Contextual Explanation

There are three words in the mission statement that need to be understood in the context of the students' unique educational experience. These three words are "*empowers*," "*diverse*" and "*underserved*." A dictionary definition will not serve us well because the connotation does not convey the extent of the fundamental character of our students' background.

The college's use of the word "*empowers*" includes not only the traditional use of the concept of empowerment as it applies to the education of the individual, but it also includes the psychological strengthening of that individual to realize his or her dreams in accordance with their potential. In addition, it focuses on the educational experience. Each individual belongs, in a very special way, to the educational process offered by Taylor Business Institute. Students become empowered educationally, emotionally, and socially by their individual program of study.

It is in the diversity of Taylor Business Institute's student population that we find our biggest strength. TBI defines "*diverse*" as the variation in individuals or groups due to age, origin, religion, education, culture, income strata, sexual orientation, gender and race. This appreciation of diversity is reflected in the unique demographic composition of both the college's population and its staff.

* Taylor Business Institute also is referred to in this catalog as TBI or the college.

The word “*underserved*” has a special meaning here as well; it cannot be limited to any race, ethnicity, or gender. It means a community that has not been served on a fair basis sociologically. It can be applied to individuals lacking the advantages of society as a whole and to those outside “mainstream” America. To sum it up, this includes all underserved individuals because of:

1. ability to pay
2. ability to access resources
3. and for reasons of:
 - a. race
 - b. religion
 - c. language group
 - d. social status
 - e. immigrant status
 - f. age
 - g. educational experience

The conclusion of the mission statement, “*through the acquisition of general education, professional skills, and applied degrees*” also carries a special meaning. The combination of instruction in both general education and the acquisition of career skills develop individuals with sensitivity toward and a comprehensive understanding of the world. This is accomplished through the study of human behavior, social institutions, human diversity and scientific inquiry.

Taylor Business Institute’s mission statement reflects the continuing sociological and psychological development of the individual. The student begins to move from a marginal existence, as one of the underserved segments of society, to a life connected with the values and lifestyles of mainstream America’s empowered citizens. Empowered, the student becomes transformed. This transformation is academically manifested through general education and the acquisition of professional skills and applied degrees. Graduates are prepared with the ability to articulate this learning at other colleges and universities and enhanced social and financial viability.

The college’s mission is judicious and is intrinsic within the educational programs currently being offered. The mission statement is made available to prospective students and the public at large. It is also found on the college website (www.tbiil.edu), in the Taylor Business Institute Catalog (which is always issued when a student enrolls), the Employee Manual/Faculty Handbook and the Institute’s Student Handbook.

VISION

Taylor Business Institute's vision is to be a recognized leader as an institution of higher learning for the education and training of diverse, underserved and underrepresented populations.

GOALS

To realize TBI's mission and vision, our administration and faculty have established the following institutional goals:

1. To create an effective learning and teaching environment for students and faculty where the primary focus is *Student Learning Outcomes*.
2. To recruit qualified, culturally sensitive instructors who remain current in their disciplines and philosophies of teaching.
3. To provide *Student Services* which are considerate of our students' diverse lifestyles.
4. To engage faculty and staff in continuous institutional assessment to improve *Student Learning Outcomes*.
5. To provide up-to-date facilities, technology and instructional resources to support student learning.
6. To empower students to master *General Education* competencies, acquire professional skills, earn applied degrees and a certificate critical to employment and lifelong learning.
7. To encourage students to participate in *Service Learning* as a means of contributing to the common good.
8. To treat all students, faculty and staff with respect regardless of age, origin, religion, education, culture, income strata, sexual orientation, race and gender.

CORE VALUES - IDEALS

- Integrity
- Diversity
- Excellence
- Accountability
- Learning
- Service

LEGAL CONTROL

Taylor Business Institute is legally controlled by Pan Ethnic International, Inc., an Illinois for-profit corporation doing business as Taylor Business Institute. Janice C. Parker is the Corporation's President. Franklin Parker is the Corporation's Secretary.

LEGAL NOTICES

Medical Emergency

TBI's classrooms and laboratories comply with the requirements of federal, state and local building codes, Board of Health and Fire Marshal regulations. In cases of emergency, the college will obtain the services of medical professionals as required.

Licensure/Approval

The Illinois Board of Higher Education has granted Taylor Business Institute authorization to operate and grant degrees. Approval to operate has been issued by the Illinois Board of Higher Education, 1 N. Old State Capitol Plaza, Suite 300, Springfield, Illinois 62701.

Drug Free Schools and Communities Act

TBI promotes a drug-free environment through its drug and alcohol prevention program. Information concerning this program is distributed annually to all students and employees. It is the policy of the college that the unlawful manufacture, possession, use, sale, dispensation or distribution of alcohol or illicit drugs are prohibited. Alcohol and drugs are not permitted on the college premises or as part of the college activities. Further information on the college's policies can be found in the Student Handbook. Any violation of this policy, will result in appropriate disciplinary actions up to and including expulsion in the case of students and termination in the case of employees, even for a first offense. Violations of the law will also be referred to the appropriate law enforcement authorities.

**Taylor Business Institute
BOARD OF GOVERNORS**

Chairman of the Board

Robert A. Crouch
Assistant Vice President for Human Resources
University of Illinois at Chicago

Secretary

Lonnie Jenkins
Director of Research and Planning
Chicago Fire Department

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Metmox, Inc.

Franklin Parker, Vice President
Taylor Business Institute

Janice Parker, President/CEO
Taylor Business Institute

Thomas Planera, Attorney
Thomas Planera and Associates, Ltd.

MESSAGE FROM THE PRESIDENT

Welcome to Taylor Business Institute!

Malcolm X once said, “Education is our passport to the future, for tomorrow belongs to people who prepare for it today.” Your decision to attend TBI is one of the most important that you will ever make. In selecting TBI, you have selected “your passport to the future.” Whether your goal is to complete a degree or a certificate program, your education is important to us. As one of our students, you are a member of a nurturing community of talented and caring people.

Since 1962, Taylor Business Institute has been dedicated to providing diverse programs and services designed to help students meet their educational and personal goals. However, while we will give much to you, we recognize that to succeed, students must be active partners in their own education. We also recognize that student success is a shared responsibility of the college and its students. With this partnership in mind, TBI’s administrators, faculty, and staff pledge their commitment to:

- Treat students with respect, courtesy, and dignity
- Recognize that academic progress and personal growth are the student’s primary goals, and provide educational services that will promote these goals
- Remain open to nontraditional requests and seek innovative solutions
- Make every effort to provide accurate, timely information regarding access to our programs, services, and amenities

In turn, students at TBI pledge their commitment to:

- Treat employees and each other with respect, courtesy, and dignity
- Seek out and use services available to help them achieve their goals and further their own academic and personal growth
- Use and evaluate student services in order to provide meaningful feedback

The educational partnership between staff and students reinforces Taylor Business Institute’s core values of Excellence, Service, and Integrity. These values are fundamental to all of the college’s activities. We apply them consistently in identifying and meeting the needs of those we educate in order to meet the standards and expectations of the worldwide community, accrediting bodies, and our own institution.

We at TBI are proud of our traditions of excellence and integrity in education and service to our students. To paraphrase Malcolm X, at Taylor Business Institute we will do everything we can to stamp our students’ “passports” with educational success.

Once again, congratulations on your decision, and welcome to Taylor Business Institute!

Sincerely,
Janice C. Parker
President/CEO

HISTORY OF TAYLOR BUSINESS INSTITUTE

Taylor Business Institute was founded in 1962 as the Speedwriting Secretarial School of Chicago, Inc., to offer basic secretarial skills to Chicago area residents. From 1964 until the early 1970's, the school offered women secretarial training, modeling, poise, and finishing skills. With a change of ownership in 1969, the school began to change its focus from modeling and finishing skills to the development of employable skills.

In August 1973, the institution was accredited by the Association of Independent Colleges and Schools. In December 1975, to reflect its mission to provide broader opportunities for business education, the college's name was changed to Taylor Business Institute, and in 1983, the college received approval to grant its first associate degree.

Today, progressive, business-minded men and women call Taylor Business Institute their home for education and training. TBI's associate degree programs provide students with essential skills in such areas as computers, electronics, accounting, business, medical billing, and criminal justice. TBI's associate degree programs also provide students with the core foundation in general education necessary for success in today's diverse society and global workforce. This general education core also supports TBI's English as a Second Language certificate program.

LOCATION AND FACILITY

Located in downtown Chicago, Illinois, on the rim of the financial district, the college occupies three floors in a condominium office building across from the Willis (formerly Sears) Tower. The College is located in the historic Chicago Loop. The "Loop" is a major hub of business activity in Chicago encompassing the financial and theater districts and Millennium Park. The convenience factor of commuter trains and buses, which bring students within a block or two of the college, is critical for a student population that depends primarily on public transportation.

The Campus: Residing in 16,000 square feet of space on two floors, the campus has 11 classrooms or laboratories, a library, student lounge, instructor work area and bookstore. The administration, career services, counseling services, financial aid, conference area and employee lounge comprise one floor.

ACCREDITATION

Taylor Business Institute is accredited by the Higher Learning Commission (HLC) to award Associate of Applied Science degrees and a certificate. The Higher Learning Commission is one of the six regional accrediting bodies in the United States and offers the highest form of accreditation available to a college. The Higher Learning Commission is recognized by both the U.S. Department of Education and the Council for Higher Education Accreditation. Accreditation provides assurance to the public and to prospective students that standards of quality have been met.

<https://www.hlcommission.org/>
800.621.7440 / 312.263.0456

APPROVAL – ILLINOIS BOARD OF HIGHER EDUCATION (IBHE)*

Taylor Business Institute is an independent, degree granting institution approved by the Division of Private Business and Vocational Schools of the Illinois Board of Higher Education under the state’s Private College Act and Academic Degree Act, and licensed by the Division of Private Business and Vocational Schools of the Illinois Board of Higher Education. Questions about the college’s approval and/or licensure status may be directed to the following agencies:

Illinois Board of Higher Education
1 N. Old State Capitol Plaza, Suite 300
Springfield, Illinois 62701-1404
(217) 782-2551
(217) 557-7359
Institutional Complaints Hotline (888) 261-2881 TTY

Complaints against this school may be registered with the Illinois Board of Higher Education through their online complaint system at <http://complaints.ibhe.org>, accessible through the agency’s homepage (www.ibhe.org). The IBHE online complaint site includes step-by-step instructions and key information about the complaint process.

OTHER APPROVALS

The Institute is also approved by the State of Illinois Department of Veteran's Affairs and the United States Citizenship and Immigration Service.

<http://www.tbiiil.edu/aa03312017/>

* Evidence of the institution’s accreditation and license of approval is either on display at the college or may be obtain by a written request to the Office of the President.

AFFIRMATIVE ACTION AND TITLE IX

Title IX of the Education Amendments of 1972 and Title VI of the Civil Rights Act of 1964 prohibit institutions that participate in federal financial assistance programs from discriminating on the basis of race, color, religion, sex, national origin, sexual orientation, disability, veteran status, age, or any other basis which is protected by federal law. Taylor Business Institute is subject to and complies fully with these requirements. In hiring and promotion, TBI gives consideration only to those characteristics constituting bona-fide occupational requirements for the educational programs or activities that it operates.

Complaints of discrimination should be referred in writing to the Executive Assistant to the President, who serves as TBI's Safety & Security/Clery Act Coordinator.

See "Student Consumer Information page on the College's website (www.tbiiil.edu) for more information on the Title IX policy.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974

Under federal law, students have certain rights with respect to examination of their educational records. The Family Educational Rights and Privacy Act of 1974 (FERPA) requires colleges to inform students of rights guaranteed under this Act.

General Provisions

FERPA protects from disclosure to third parties certain records containing personally identifiable information about an individual student. FERPA also grants students the right to examine certain files, records, or documents maintained by the college that contain such information. Colleges must permit students to examine their "educational records" within 45 days after submission of a written request, and provide copies of such records upon payment by the student of the cost of reproduction.

TBI students may request that the college amend their educational records on the grounds that these records are inaccurate, misleading, or in violation of the student's right to privacy. In the event that the college does not comply with a student's request after the student has complied with Taylor Business Institute's complaint procedures, the student is entitled to a full hearing. Requests for such a hearing should be directed in writing to the Office of the President.

Notification of Rights under FERPA for Postsecondary Institutions

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

- 1) The right to inspect and review the student's education records within 45 days of the day Taylor Business Institute receives a request for access.

A student should submit to the registrar, dean of academic affairs, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. An official from Taylor Business Institute will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

- 2) The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

A student who wishes to ask Taylor Business Institute to amend a record should write the College official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed.

If Taylor Business Institute decides not to amend the record as requested, Taylor Business Institute will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

- 3) The right to provide written consent before Taylor Business Institute discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

Taylor Business Institute discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by Taylor Business Institute in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom Taylor Business Institute has contracted as its agent to provide a service instead of using Taylor Business Institute employees or officials (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for Taylor Business Institute.

Upon request, Taylor Business Institute also discloses education records without consent to officials of another school in which a student seeks or intends to enroll. Taylor Business Institute will forward records on request.

- 4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

[NOTE: In addition, an institution may want to include its directory information public notice, as required by § 99.37 of the regulations, with its annual notification of rights under FERPA.]

Educational Records

A student's educational records consist of all files, records, or documents maintained by TBI that contain information directly related to the student, including student academic files, placement files, and financial aid files. The only persons other than the student who are allowed access to such records without the student's consent are individuals who have a legitimate administrative or educational interest in their content, or as required by law.

Exemptions

The following items are exempt from provisions of the Act that guarantee student access, and need not be disclosed to the student under FERPA:

- Parents' Confidential Statement, Financial Need Analysis Report, and the PELL Grant A.D. Report.
- Confidential letters of recommendation received by the college prior to January 1, 1975. As to such letters received after 1974, the Act permits students to waive their right of access if the letters are related to admissions, employment, or honors.
- Records of students produced by instructors or administrators which are maintained by and accessible only to the instructors or administrators.
- School security records.
- Employment records of college employees who are not currently students.
- Records compiled or maintained by physicians, psychiatrists, psychologists, or other recognized professionals or paraprofessionals acting or assisting in such capacities, for treatment purposes, and which are available only to persons providing the treatment.

Directory Information

FERPA also provides that certain information, known as "directory information," may be released unconditionally, without a student's consent, unless the student has specifically requested that the information not be released.

Directory information includes a student's: name, address(es), telephone number(s), date and place of birth, course of study, extracurricular activities, degrees and awards received, last school attended, post-graduation employer(s), job title(s) in post-graduation job(s), academic honors, and dates of attendance.

Students who do not wish to have directory information released by the college may make this preference known when responding to the **Directory Information - Memorandum of Agreement** at the time of enrollment.

Access Without Student Consent

The college may release educational records to the following parties without the prior written consent of the student:

- Other schools where a student has applied for admission. In this case, the student must be advised that the records are being sent and that he or she is entitled to receive a copy and is given an opportunity to review and challenge the records.
- Authorized representatives of the Department of Education or the Comptroller General of the United States.
- State and local authorities where required.
- Accrediting agencies.
- Parents of students who list them as their dependents for purposes of the Internal Revenue Code. However, the college is not required to release such records.
- Appropriate persons or agencies in connection with student applications for, or receipt of, financial aid.
- Courts ordering compliance with a court order or subpoena provided that the student is notified prior to compliance.
- Appropriate persons or agencies in the event of a health or safety emergency, where such release without consent is necessary under the circumstances.

In all other cases, the college shall obtain the written consent of the student prior to releasing educational records to any person or organization.

For more information on FERPA, please visit the College's [website](http://www.tbiil.edu) (www.tbiil.edu).

STUDENT RIGHT TO KNOW AND CAMPUS SECURITY ACT

The Student Right to Know and Campus Security Act passed by Congress on November 9, 1990, mandates that all colleges and universities receiving federal assistance funds under Title IV of the Higher Education Act of 1965 provide graduation and crime data to current and prospective students and employees.

Taylor Business Institute has a designated campus security coordinator and publishes information regarding campus safety and security, sexual harassment, and sexual offenses,

which is distributed to all students at the college at the time of enrollment, and is available to prospective students upon request from the Office of the Executive Assistant to the President. Safety and Security programs are scheduled throughout the year, where students are encouraged to report any safety or security infraction that occurs on the college's premises to the Safety and Security Coordinator or any other official of the college.

SECURITY POLICIES AND PROGRAMS

Taylor Business Institute is committed to providing a safe and secure environment for all members of the campus community. Our goal is to ensure that standard security procedures are in place that represent the best practices in the field to provide a safe and secure environment to our academic community.

For expanded information regarding the security policies and programs, see TBI website ([Safety, Security and Clery Act Policy Handbook](#)) or contact the Safety and Security/Clery Act Coordinator on the fifth floor for a printed copy.

ACADEMIC FREEDOM

Taylor Business Institute fully supports the free exchange of ideas and concepts in the classroom as is appropriate in an academic setting and encourages faculty to explore and disseminate new knowledge, and to speak professionally and as private citizens.

Each course offered by TBI has a master syllabus to assure the general continuity, scope, and sequence of the curriculum. However, TBI faculty members have the freedom to adjust the timing and flow of material, to select and structure class activities, and to expand upon objectives stated in the master class syllabus.

STUDENT SUCCESS DATA – Institutional Disclosure Reporting Table

Institutional Disclosures Reporting Table

Reporting Period: July 1, 2015 - June 30, 2016

| | |
|---------------------------|---|
| Taylor Business Institute | <p>Indicate all ways the disclosure information is distributed or made available to students at this</p> <p>X Attached to Enrollment Agreement</p> <p>X Provided in Current Academic Catalog</p> <p>X Reported on School Website</p> <p>Other: _____</p> <p>_____</p> |
|---------------------------|---|

Per Section 1095.200 of 23 Ill. Adm. Code 1095:

The following information must be submitted to the Board annually; failure to do so is grounds for immediate revocation of the permit of approval.

| DISCLOSURE REPORTING CATEGORY | English as a Second Language |
|---|------------------------------|
| A) For each program of study, report: | |
| 1) The number of students who were admitted in the program or course of instruction* as of July 1 of this reporting period. | 335 |
| 2) The number of additional students who were admitted in the program or course of instruction during the next 12 months and classified in one of the following categories: | |
| a) New starts | 297 |
| b) Re-enrollments | 0 |
| c) Transfers into the program from other programs at the school | 0 |
| 3) The total number of students admitted in the program or course of instruction during the 12-month reporting period (the number of students reported under subsection A1 plus the total number of students reported under subsection A2). | 632 |
| 4) The number of students enrolled in the program or course of instruction during the 12-month reporting period who: | |
| a) Transferred out of the program or course and into another program or course at the school | 0 |
| b) Completed or graduated from a program or course of instruction | 296 |
| c) Withdrew from the school | 80 |
| d) Are still enrolled | 256 |
| 5) The number of students enrolled in the program or course of instruction who were: | |
| a) Placed in their field of study | NA |
| b) Placed in a related field | NA |
| c) Placed out of the field | NA |
| d) Not available for placement due to personal reasons | NA** |
| e) Not employed | NA |
| f) Not available for placement due to continuing education | NA |
| B1) The number of students who took a State licensing examination or professional certification examination, if any, during the reporting period. | NA |
| B2) The number of students who took and passed a State licensing examination or professional certification examination, if any, during the reporting period. | NA |
| C) The number of graduates who obtained employment in the field who did not use the school's placement assistance during the reporting period; such information may be compiled by reasonable efforts of the school to contact graduates by written correspondence. | NA |
| D) The average starting salary for all school graduates employed during the reporting period; this information may be compiled by reasonable efforts of the school to contact graduates by written correspondence. | NA |

*Course of Instruction is defined as a stand alone course that meets for an extended period of time and is directly creditable toward a certificate or other completion credential; individual courses that make up a Program of Study are not considered courses of instruction.

** Not eligible for placement in the U.S.

*** Not available for placement due to continuing education.

Note: As indicated in the PBVS Administrative Rules, Section 1095.200, student retention and graduation rates must be maintained that are appropriate to standards in the field. Furthermore, a State licensing examination or professional certification examination passage rate of at least 50% of the average passage rate for schools within the industry for any State licensing examination or professional certification examination must be maintained.

J) In the event that the school fails to meet the minimum standards, that school shall be placed on probation.

J) If that school's passage rate in its next reporting period does not exceed 50% of the average passage rate of that class of schools as a whole, then the Board shall revoke the school's approval for that program to operate in this State. Such revocation also shall be grounds for reviewing the approval to operate as an institution.

ACADEMIC CALENDAR FOR ASSOCIATE DEGREE PROGRAMS – FALL 2016 – SUMMER 2019

| Term | Month | ENGRADE Term Codes | Start Date | Mid-Point | End Date | EST Completion Date | | Holidays and Observances/ College Breaks/Graduation Dates |
|------------------|----------|--------------------|------------|------------|------------|---------------------|------------|--|
| | | | | | | 6-Quarter | 8-Quarter | |
| 2016 Fall | August | | 8/29/2016 | 9/30/2016 | 11/4/2016 | 11/3/2017 | 3/30/2018 | Thanksgiving – November 24-25, 2016 Christmas – December 25, 2016 WINTER BREAK December 26, 2016 to January 02, 2017 |
| | October | | 10/3/2016 | 11/4/2016 | 12/9/2016 | 1/19/2018 | 6/8/2018 | |
| | November | | 11/7/2016 | 12/8/2016 | 1/19/2017 | | | |
| 2016/2017 Winter | December | | 12/12/2016 | 1/19/2017 | 2/23/2017 | 02/15/2018 | 7/12/2018 | 2017 |
| | January | 2017>GP1>Term1 | 01/23/2017 | 2/23/2017 | 3/30/2017 | 03/22/2018 | 08/16/2018 | |
| 2017 Spring | February | 2017>GP1>Term2 | 2/27/2017 | 3/30/2017 | 5/4/2017 | 04/26/2018 | 09/13/2018 | New Year's Day – January 1, 2017* |
| | April | 2017>GP1>Term3 | 4/3/2017 | 5/4/2017 | 6/8/2017 | 05/31/2018 | 10/25/2018 | Martin Luther King Day–January 16, 2017 |
| | May | 2017>GP1>Term4 | 5/8/2017 | 6/8/2017 | 7/20/2017 | 09/27/2018 | 02/21/2019 | Presidents' Day – February 20, 2017 |
| 2017 Summer | June | 2017>GP1>Term5 | 6/12/2017 | 7/20/2017 | 8/24/2017 | 11/01/2018 | 03/28/2019 | Memorial Day – May 29, 2017 |
| | July | 2017>GP1>Term6 | 7/24/2017 | 8/24/2017 | 9/28/2017 | 09/27/2018 | 02/28/2019 | SUMMER BREAK – July 3-7, 2017 |
| 2017 Fall | August | 2017>GP1>Term7 | 8/28/2017 | 9/28/2017 | 11/2/2017 | 11/01/2018 | 04/04/2019 | Independence Day – July 4, 2017 |
| | October | 2017>GP1>Term8 | 10/2/2017 | 11/2/2017 | 12/7/2017 | 12/06/2018 | 05/02/2019 | Labor Day – September 4, 2017 |
| | November | 2017>GP1>Term9 | 11/6/2017 | 12/7/2017 | 1/18/2018 | 01/17/2019 | 06/06/2019 | Graduation – September 15, 2017 |
| 2017/2018 Winter | December | 2017>GP1>Term10 | 12/11/2017 | 1/18/2018 | 2/22/2018 | 02/28/2019 | 07/25/2019 | Thanksgiving – November 23-24, 2017 |
| | January | 2018>GP1>Term1 | 1/22/2018 | 2/22/2018 | 3/29/2018 | 04/04/2019 | 08/29/2019 | Christmas – December 25, 2017 |
| 2018 Spring | February | 2018>GP1>Term2 | 2/26/2018 | 3/29/2018 | 5/3/2018 | 05/02/2019 | 09/19/2019 | WINTER BREAK December 25, 2017 to January 01, 2018 |
| | April | 2018>GP1>Term3 | 4/2/2018 | 5/3/2018 | 6/7/2018 | 06/06/2019 | 10/24/2019 | |
| | May | 2018>GP1>Term4 | 5/7/2018 | 6/7/2018 | 7/19/2018 | 09/19/2019 | 02/13/2020 | |
| 2018 Summer | June | 2018>GP1>Term5 | 6/11/2018 | 7/19/2018 | 8/23/2018 | 10/24/2019 | 03/19/2020 | New Year's Day – January 1, 2018 |
| | July | 2018>GP1>Term6 | 7/23/2018 | 8/23/2018 | 9/27/2018 | 10/03/2019 | 02/27/2020 | Martin Luther King Day–January 15, 2018 |
| 2018 Fall | August | 2018>GP1>Term7 | 8/27/2018 | 09/27/2018 | 11/01/2018 | 11/07/2019 | 04/02/2020 | President's Day – February 19, 2018 |
| | October | 2018>GP1>Term8 | 10/01/2018 | 11/01/2018 | 12/06/2018 | 12/12/2019 | 5/7/2020 | Memorial Day – May 28, 2018 |
| | November | 2018>GP1>Term9 | 11/05/2018 | 12/06/2018 | 1/17/2019 | 01/23/2020 | 6/11/2020 | SUMMER BREAK – July 2-6, 2018 |
| 2018/2019 Winter | December | 2018>GP1>Term10 | 12/10/2018 | 1/17/2019 | 02/21/2019 | 02/13/2020 | 07/09/2020 | Independence Day – July 4, 2018 |
| | January | 2019>GP1>Term1 | 1/21/2019 | 02/21/2019 | 03/28/2019 | 03/19/2020 | 08/13/2020 | Labor Day – September 3, 2018 |
| 2019 Spring | February | 2019>GP1>Term2 | 02/25/2019 | 03/28/2019 | 05/02/2019 | 4/30/2020 | 09/24/2020 | Graduation – September 14, 2018 |
| | April | 2019>GP1>Term3 | 04/01/2019 | 05/02/2019 | 06/06/2019 | 06/04/2020 | 10/29/2020 | Thanksgiving – November 22, 2018 |
| | May | 2019>GP1>Term4 | 05/06/2019 | 06/06/2019 | 07/18/2019 | 08/13/2020 | 01/07/2021 | Christmas – December 25, 2018 |
| 2019 Summer | June | 2019>GP1>Term5 | 06/10/2019 | 07/18/2019 | 08/22/2019 | 09/17/2020 | 02/11/2021 | WINTER BREAK December 24, 2018 to January 01, 2019 |
| | July | 2019>GP1>Term6 | 07/22/2019 | 08/22/2019 | 09/26/2019 | 10/01/2020 | 02/25/2021 | |

* January 1, 2017 falls on a Sunday, therefore, the holiday will be observed on Monday, January 2, 2017.

ACADEMIC CALENDAR FOR ESL PROGRAM - WINTER 2017 - FALL 2019

| Term | Month | ALAQEST Term Code | ENGRADE Term Codes | Start Date | Mid-Point | End Date | REGISTRATION |
|---------------------|----------------------------|-------------------------------------|------------------------------|---------------------------|------------------------------|-----------------------|--|
| 2017 Winter | March | 201701E | 2017>GP1>ESL Term1 | 3/6/2017 | 4/8/2017 | 5/13/2017 | February 27 - March 3, 2017 Orientation: Feb. 27th & March 1st |
| 2017 Spring | May | 201702E | 2017>GP1>ESL Term2 | 5/22/2017 | 6/24/2017 | 8/5/2017 | May 15-20, 2017 Orientation: May 15th & 17th |
| 2017 Summer | August | 201703E | 2017>GP1>ESL Term3 | 8/14/2017 | 9/16/2017 | 10/21/2017 | August 7-11, 2017 Orientation: August 7th & 9th |
| 2017 Fall | October | 201704E | 2017>GP1>ESL Term4 | 10/30/2017 | 12/2/2017 | 1/13/2018 | October 23-27, 2017 Orientation: October 23rd & 25th |
| SUMMER BREAK | | July 3rd – 7th, 2017 | | | WINTER BREAK | | December 25th, 2017 – January 1st, 2018 |
| HOLIDAYS | New Year's Day 1/1/2017 | Martin Luther King Day 1/16/2017 | President's Day 2/20/2017 | Memorial Day 5/29/2017 | Independence Day 7/4/2017 | Labor Day 9/4/2017 | Thanksgiving 11/24/2017 Christmas 12/25/2017 |
| 2018 Winter | January | 201801E | 2018>GP1>ESL Term1 | 1/22/2018 | 2/24/2018 | 3/31/2018 | January 15-19, 2018 Orientation: January 15th & 17th |
| 2018 Spring | April | 201802E | 2018>GP1>ESL Term2 | 4/9/2018 | 5/12/2018 | 6/16/2018 | April 2-6, 2018 Orientation: April 2nd & 4th |
| 2018 Summer | June | 201803E | 2018>GP1>ESL Term3 | 6/25/2018 | 8/4/2018 | 9/8/2018 | June 18-22, 2018 Orientation: June 18th & 20th |
| 2018 Fall | September | 201804E | 2018>GP1>ESL Term4 | 9/17/2018 | 10/20/2018 | 11/24/2018 | September 10-14, 2018 Orientation: September 10th & 12th |
| Winter 2018 | December | 201805E | 2018>GP1>ESL Term5 | 12/3/2018 | 1/12/2019 | 2/16/2019 | November 26-30, 2018 Orientation: November 26th & 28th |
| SUMMER BREAK | | July 2nd – 6th, 2018 | | | WINTER BREAK | | December 24th, 2018 – January 1st, 2019 |
| HOLIDAYS | New Year's Day 1/1/2018 | Martin Luther King Day 1/15/2018 | President's Day 2/19/2018 | Memorial Day 5/28/2018 | Independence Day 7/4/2018 | Labor Day 9/3/2018 | Thanksgiving 11/23/2018 Christmas 12/25/2018 |
| Winter 2019 | February | 201901E | 2019>GP1>ESL Term1 | 2/25/2019 | 3/30/2019 | 5/4/2019 | February 18-22, 2019 Orientation: February 18th & 20th |
| Spring 2019 | May | 201902E | 2019>GP1>ESL Term2 | 5/13/2019 | 6/15/2019 | 7/27/2019 | May 6-10, 2019 Orientation: May 6th & 8th |
| Summer 2019 | August | 201903E | 2019>GP1>ESL Term3 | 8/5/2019 | 9/7/2019 | 10/12/2019 | July 29 – August 2, 2019 Orientation: July 29th & 31st |
| Fall 2019 | October | 201904E | 2019>GP1>ESL Term4 | 10/21/2019 | 11/23/2019 | 1/4/2020 | October 14-18, 2019 Orientation: October 14th & 16th |
| SUMMER BREAK | | July 1st – 5th, 2019 | | | WINTER BREAK | | December 23rd – 27th, 2019 |
| HOLIDAYS | New Year's Day 1/1/2019 | Martin Luther King Day 1/21/2019 | President's Day 2/18/2019 | Memorial Day 5/27/2019 | Independence Day 7/4/2019 | Labor Day 9/2/2019 | Thanksgiving 11/28/2019 - 11/29/2019 Christmas 12/25/2019 |

GENERAL ADMISSION POLICIES

Taylor Business Institute offers equal opportunity admission without discrimination based on race, color, sex, sexual orientation, religion, age, national origin, physical or mental handicap, or veteran status, in any of its academic programs or activities.

Admission to Taylor Business Institute is limited to students who are beyond compulsory school age and have earned a high school diploma or its equivalent.

In addition to the above any student seeking admission to the College's Criminal Justice and Security Administration degree program must pass a background check and be free of felony convictions.

Students without a high school diploma who wish to receive certification of high school equivalency may do so by contacting their local General Education Development Testing Service and successfully passing a battery of tests to obtain their General Equivalency Diploma (G.E.D.). Students can locate the nearest G.E.D. testing center by calling the American Council of Education (ACE) hotline at (800) 626-9433. More information for G.E.D. test takers can be obtained on the ACE website at www.acenet.edu.

Admission Standards

Admissions at Taylor Business Institute is a three part process: 1) making application, 2) creating the program payment plan and 3) evaluation and determination of admission status.

- 1) **The application process:** In this phase the applicant visits the college and speaks with an admissions representative, who explains the college's programs. If the applicant is interested then he or she declares their intention to enroll into a specific program of study, makes application by completing an enrollment agreement, receives a catalog and disclosure documents, pays the application fee and makes an appointment with the financial aid department.
- 2) **Creating the program payment plan:** In this phase of the process the applicant meets with a financial aid administrator for a face-to-face interview to determine how the tuition, books, supplies and fee charges will be covered. Students are introduced to financial aid options approved for the school and encouraged, when possible, to participate in a self-payment portion for their education. Responsible borrowing is stressed. Federal financial aid is available for students who qualify. Students seeking federal financial aid must comply with all rules and requirements as stipulated by the U.S. Department of Education. A payment plan is established for the enrolling student.
- 3) **Evaluation and determination of admissions status:** The evaluation and determination of a prospective students' admission status is a function conducted by the education department. **The Dean of Academic Affairs is responsible for the admitting of**

students to Taylor Business Institute. It is the function of this Dean and the education department to establish the applicant as a high school graduate or equivalent who can demonstrate a reasonable chance for success in the applicant's chosen program. This evaluation is made through document review, test results, possible writing samples, interviews, and the student's willingness to take developmental coursework and be scheduled for tutoring programs.

The evaluation and determination process will result in one of three possible admission outcomes:

- 1) **Regular admission:** In this status the applicant has completed all appropriate paper work, established evidence of high school graduation through an official transcript or a GED, passed all tests and interviews and is determined to have probable success in graduating from his or her program of study. International students must provide documentation of education equal to or greater than that of a U.S. high school graduate as evaluated by NACES accredited credential evaluation agency.
- 2) **Special admission:** Taylor Business Institute's mission seeks to serve at-risk adults who are often returning to school after sometime away. In recognition of the challenges this presents and the courage it requires, Taylor Business Institute has a Special Admissions status. In this status a student must provide evidence of high school graduation or a GED but may fail to achieve the cut score on one or more of the admissions tests. Special admission of this kind is based on the Dean's assessment that the student's test scores under represent his or her actual ability to succeed in the program. When this occurs, the applicant will be required to submit to an interview by the Dean of Academic Affairs or designee and will be subject to the terms and conditions as stipulated by that office for special admission. Rationale to support a special admissions status must be documented by the Dean of Academic Affairs. Students admitted in this status have one quarter and/or must complete all developmental course work with a grade of C or better to become a regular admitted student.

Students who have met all score requirements, but have not verified another requirement for full admission, may occasionally be permitted to enroll pending verification of the requirement. Special admission of this kind is permitted only in cases where the Dean determines that the requirement is likely to be verified within the term for which enrollment is granted. Students seeking special admission under such circumstances must provide the Office of the Dean of Academic Affairs with documentation that is adequate to support the admitting rationale.

- 3) **Failure to be admitted:** When an applicant cannot demonstrate evidence of high school graduation or possession of a GED, that applicant will not be admitted to Taylor Business

Institute. If an applicant provides evidence of high school graduation or GED but fails to achieve the cut scores required and cannot satisfy the admissions committee of probable success then that applicant will be denied admission to Taylor Business Institute. When a denial occurs the Dean of Academic Affairs will promptly notify the applicant and any fees paid are refunded.

Associate Degree Programs Admission Testing

Minimum standards for admission to TBI’s programs of study include specified scores on the Accuplacer test in categories of sentence skills, reading comprehension, and arithmetic proficiency. Accuplacer score requirements are described below:

| | |
|-----------------------------|----|
| Sentence Skills | 70 |
| Reading Comprehension | 80 |
| Arithmetic | 60 |

General Education Course Placement Testing

All applicants pursuing an Associate of Applied Science degree program at Taylor Business Institute are required to take the Accuplacer examination to assess their skills in math, reading and writing.

Reading/Writing Placement:

To be placed in ENG 101 English Composition applicants to degree programs at Taylor Business Institute must score 80 or above on the Reading Comprehension section and 70 or above on the Sentence Skills section of the Accuplacer exam. *An applicant who scores below 80 in Reading Comprehension must pass COM 99 Developing Critical Reading Skills, a developmental course, with a grade of C or better prior to further studies in the communications area.. An applicant who scores below 70 on the Sentence Skills section of the Accuplacer exam must pass COM 100 Basic Writing and Oral Communications, a developmental course, with a grade of C or better prior to further studies in the communications area.*

Math Placement:

An applicant who scores below 60 on the mathematics section of the Accuplacer test must pass MAT 100 Foundations of Mathematics, a developmental course, with a grade of C or better to further studies in the mathematics area.

An applicant must score 60 or above on the mathematics section of the Accuplacer test to be placed in MAT 103 Intermediate Algebra.

Applicants who can demonstrate, from an official transcript, that they have taken Intermediate Algebra and received a grade of C or better may take MAT 130 Quantitative Literacy.

Developmental/Preparation Courses

COM 100 Basic Writing and Oral Communications, COM 099 Developing Critical Reading Skills and MAT 100 Foundations of Mathematics are developmental/preparation courses and do not count for credit towards an associate degree. Students required to take these courses will have to extend their enrollment period in order to graduate.

Life Experience/Proficiency Credit

Taylor Business Institute does not award credit for life experience. Proficiency credit is awarded only in Keyboarding, Word Processing/Document Formatting and a student's ability to demonstrate knowledge in fundamental computer skills. Students who have qualified for proficiency credit will have tuition prorated to reflect their reduced course load during the affected quarters.

Late Admissions

Students may be eligible for entrance into class for a period of seven business days following the start of class. Applications received after the seventh business day will be retained on reserve status for the next class start date.

TRANSFER CREDIT FROM OTHER INSTITUTIONS

New students who wish to transfer credit from other institutions must provide the Registrar with an official transcript showing grades of C or better in all courses level 101 and above for which transfer credit is requested. **For full consideration, transfer requests, including official transcripts from all institutions previously attended must be received by the Registrar prior to the first day of scheduled classes during the student's first term of enrollment.** Students must make all arrangements to have official transcripts mailed to the Registrar to meet this deadline. Hand carried or "Issued to Student" transcripts will not be accepted.

Taylor Business Institute will accept in transfer only those courses that are determined to be similar in scope and credit to a course within the student's declared program of study. Although acceptance of transfer credit is at the sole discretion of the Registrar, TBI will generally accept in transfer general education course credits that the student has earned in Illinois Articulation Initiative (IAI) approved courses* with a name and course description comparable to one offered within the student's program at TBI. Non-IAI general education

* Refer to the IAI website at www.itransfer.org for a list of IAI participating Colleges and course descriptions.

courses will be evaluated individually to determine their similarity to a course within the student's prescribed program of study.

Except in extraordinary circumstances, the college will not accept more than two quarters of outside credit toward the major core of a degree program.

Tuition is prorated for students who enroll in less than a full program. Students are advised to consult with the Director of Financial Aid to review the effect of transfer credits on financial aid eligibility.

TBI will always give consideration to transfer credits from other accredited institutions recognized by the U.S. Department of Education.

INTERNATIONAL STUDENT ADMISSION

Taylor Business Institute welcomes students from all over the world regardless of nationality, religion, sex, or race. Any student who is not a permanent resident or citizen of the United States and its territories will be considered an international student for purposes of admission.

When Coming From Abroad:

International students seeking admission to Taylor Business Institute directly from abroad should contact the Director of International Student Affairs as soon as possible to allow sufficient time to fulfill all necessary steps in the administrative process. The following requirements must be met before the student may be accepted for admission and issued a U.S. Immigration Student and Exchange Visitor Information System (SEVIS) Form I-20.

1. Submit the completed application for admission with all the processing fees (\$150 non-refundable).
2. Submit an affidavit of financial support from a parent, relative, guardian, sponsor, or governmental agency and bank statement.
3. International students must provide documentation of education equal to or greater than that of a U.S. high school graduate as evaluated by NACES accredited credential evaluation agency.

Upon receipt of the above identified documentation, TBI will issue a U.S. Immigration SEVIS Form I-20. Students whose visas are subsequently denied by the U.S. Consulate are expected to return this form and will receive a full tuition refund.

International students are not required to submit Test of English as a Foreign Language (TOEFL) results, but must earn acceptable scores on the TBI's admissions and placement examinations.

When Transferring from a College within the United States:

Taylor Business Institute welcomes international students who wish to transfer from other colleges and universities in the U.S. International transfer students seeking admission to Taylor Business Institute must contact the Director of International Student Affairs and fulfill the following administrative requirements:

1. Submit a completed application for admission with all the processing fees.
2. Fill out and sign the Transfer Verification Form from Taylor Business Institute. The International Student Advisor will send the Transfer Verification Form to the school from which you want to transfer.
3. SEVIS Form I-20 application (from the prior school).
4. Photocopy of passport with I-94.
5. I-797 (if applicable).
6. Transcript from transferring school and evidence of high school graduation.
7. Evidence of sufficient funds or I-134.
8. Marriage Certificate (if applicable).
9. Birth Certificate (if applicable).

When Change of Status is required within the United States:

1. Submit a completed application for admission with all the processing fees.
2. Photocopy of passport with I-94.
3. Affidavit of Support or Bank Statement.

Note: Some visas may not be changed into a F-1 student visa, such as: i) J-1 exchange visitor visas, ii) Visa Waiver Program visas, iii) C-1 transit visas and iv) K-1 fiancée fiancé visas.

Financial Assistance

Some international students may be eligible for Title IV student aid programs. Generally, Title IV eligibility is restricted to students whose immigration status places them in one or more of the following categories:

- U.S. National
- U.S. legal permanent resident card or registered alien (must possess an I-151 or I-551 card)
- Permanent resident of the Trust Territory of the Pacific Islands
- Permanent resident of the Commonwealth of the Northern Mariana Islands

However, students who do not meet the above criteria may be eligible if they can present one of the following documents from the United States Citizenship and Immigration Services (USCIS):

- I-94 (Arrival-Departure Record) with an appropriate endorsement

- Official documentation that the student has been granted asylum in the U.S.
- Other proof from USCIS that the student is in the U.S. for other than a temporary purpose

Students who believe they may be eligible for such aid should contact the Director of Financial Aid for further information.

Housing

Taylor Business Institute does not maintain on-campus housing. Staff will assist students in locating available off-campus housing, but students must make their own housing arrangements.

REGISTRATION INFORMATION

Students must complete the following registration procedures prior to attending their first class of the quarter:

New students

- Interview with the Admissions Department and complete all admissions testing
- Arrange to have transcripts delivered from all colleges from which they wish to transfer credits
- Complete a financial aid interview and make arrangements for payment with the financial aid office
- Attend orientation and registration process

Returning students

- Complete enrollment agreements
- Schedule academic advising as appropriate
- Meet financial aid requirements

Students may pay tuition and fees in cash, by check, or by bank or credit card. Failure to comply with payment deadlines may result in cancellation of enrollment and re-registration may be necessary. Class schedules are not guaranteed.

Students who register late for classes have to go through a late registration process as directed by the Education Department.

ADMISSION POLICIES FOR STUDENTS ENROLLED IN ENGLISH AS A SECOND LANGUAGE (ESL) PROGRAM

Taylor Business Institute’s English as a Second Language program is a stand-alone course designed to enhance the English-Language proficiency of individuals who have pre-existing vocational knowledge, training, or skills but cannot use that knowledge, training, or skills because of an English speaking deficiency. No vocational training is provided as a part of Taylor Business Institute’s English as a Second Language (ESL) program.

International students coming from abroad or transferring from a college within the United States are not required to submit Test of English as a Foreign Language (TOEFL) results, but must meet the admissions criteria for admission into Taylor Business Institute’s English as a Second Language (ESL) program.

Placement Testing (ESL)

All applicants for admission into Taylor Business Institute’s ESL program are required to take the Accuplacer test.

Taylor Business Institute’s ESL program is divided into six levels. Conversion Tables on the student’s answer keys convert raw scores to percentages and to placement levels to begin instruction. Proficiency passing levels or cut scores for Taylor Business Institute’s six (6) levels are as follows:

| | | | |
|-----------------------------------|---------|--|-----------|
| ESL 101: Beginning Level..... | 0 – 19 | ESL 102: High Beginning Level..... | 20 – 35 |
| ESL 103: Intermediate Level | 36 – 58 | ESL 104: High Intermediate Level | 59 – 75 |
| ESL 105: Advanced Level | 76 – 99 | ESL 106: The Proficiency Level..... | 100 – 120 |

Writing Sample

All students enrolling in the English as Second Language program are asked to submit a writing sample by taking the ‘ESL WritePlacer’ test on Accuplacer.

Oral Interview

If still in doubt after the first two assessments, the candidate must undergo a one-on-one Language Proficiency Interview (LPI) with a member of TBI’s ESL faculty. This interview serves as a comparative tool for accurate initial placement.

FINANCIAL INFORMATION

Tuition and Fees†

Tuition is charged on a per-quarter basis. Payment is due on or before the first day of each quarter. Students are protected against tuition increases if continuously enrolled. Students who, for any reason, must repeat classes to complete their program will be charged current tuition rates for classes repeated.

SIX (6) QUARTER PROGRAMS

Associate of Applied Science Degree (AAS) Programs

1. Criminal Justice and Security Administration

2. Medical Billing and Coding Specialist

| | <u>Cost Per Quarter</u> | | <u>No. of Quarters</u> | | <u>TOTAL</u> |
|---------------------------|-----------------------------|---|----------------------------|---|---------------------|
| <u>Quarterly Charges</u> | | | | | |
| Tuition | \$ 4,725.00 | X | 6 | = | \$ 28,350.00 |
| Book Rental Fee | \$ 150.00 | X | 6 | = | \$ 900.00 |
| Ventra Pass – Option 1 | \$ 116.00 | X | 6 | = | \$ 696.00 |
| Metra Pass – Option 2 | \$ 500.00 | X | 6 | = | \$ 3,000.00 |
| Library Fee | \$ 25.00 | X | 6 | = | \$150.00 |
| Computer Lab Fee | \$ 25.00 | X | 6 | = | \$150.00 |
| <u>One-Time Charges</u> | | | | | |
| Application Fee | | | | | \$ 25.00 |
| Transcript Fee | | | | | \$ 15.00 |
| Background Check Fee* | | | | | \$ 15.00 |
| Total Program Cost | | | | | |
| Ventra Pass – Option 1 | | | | | \$ 30,301.00 |
| Metra – Option 2 | | | | | \$ 32,605.00 |

* Applies only to Criminal Justice and Security Administration Program

† Effective January 26, 2015

SIX (6) QUARTER PROGRAMS[‡]

*Certificate Programs***1. English as a Second Language**

| | <u>Cost Per Quarter</u> | | <u>No. of Quarters</u> | | <u>TOTAL</u> |
|---------------------------|-----------------------------|---|----------------------------|---|--------------------|
| <u>Quarterly Charges</u> | | | | | |
| Tuition | \$ 950.00 | x | 6 | = | \$ 5,700.00 |
| Books and Supplies | \$ 70.00 | x | 6 | = | \$ 420.00 |
| Ventra Pass – Option 1 | \$ 116.00 | x | 6 | = | \$ 696.00 |
| Metra Pass – Option 2 | \$ 500.00 | x | 6 | = | \$ 3,000.00 |
| Computer Lab Fee | \$ 25.00 | x | 6 | = | \$150.00 |
| <u>One-Time Charges</u> | | | | | |
| Application Fee | | | | | \$ 150.00 |
| iTEP Assessment | | | | | \$ 119.00 |
| Total Program Cost | | | | | |
| Ventra Pass – Option 1 | | | | | \$ 7,116.00 |
| Metra – Option 2 | | | | | \$ 9,420.00 |

[‡] Effective January 26, 2016

EIGHT (8) QUARTER PROGRAMS[§]

Associate of Applied Science Degree (AAS) Programs

- 1. Accounting Technician**
- 2. Medical Billing and Coding Specialist**
- 3. Criminal Justice and Security Administration**

| | <u>Cost Per Quarter</u> | | <u>No. of Quarters</u> | | | <u>TOTAL</u> |
|---------------------------|-----------------------------|---|----------------------------|---|--|---------------------|
| <u>Quarterly Charges</u> | | | | | | |
| Tuition | \$ 3,544.00 | X | 8 | = | | \$ 28,352.00 |
| Book Rental Fee | \$ 112.50 | X | 8 | = | | \$ 900.00 |
| Ventra Pass – Option 1 | \$ 116.00 | X | 8 | = | | \$ 928.00 |
| Metra Pass – Option 2 | \$ 500.00 | X | 8 | = | | \$ 4,000.00 |
| Library Fee | \$ 25.00 | X | 8 | = | | \$ 200.00 |
| Computer Lab Fee | \$ 25.00 | X | 8 | = | | \$ 200.00 |
| <u>One-Time Charges</u> | | | | | | |
| Application Fee | | | | | | \$ 25.00 |
| Transcript Fee | | | | | | \$ 15.00 |
| Background Check Fee* | | | | | | \$ 15.00 |
| TOTAL PROGRAM COST | | | | | | |
| Ventra Pass – Option 1 | | | | | | \$ 30,635.00 |
| Metra – Option 2 | | | | | | \$ 33,707.00 |

* Applies only to Criminal Justice and Security Administration Program

4. Electronics Engineering Technology

| | <u>Cost Per Quarter</u> | | <u>No. of Quarters</u> | | | <u>TOTAL</u> |
|---------------------------|-----------------------------|---|----------------------------|---|--|---------------------|
| <u>Quarterly Charges</u> | | | | | | |
| Tuition | \$ 2,756.00 | X | 8 | = | | \$ 22,048.00 |
| Book Rental Fee | \$ 131.25 | X | 8 | = | | \$ 1,050.00 |
| Ventra Pass – Option 1 | \$ 116.00 | X | 8 | = | | \$ 928.00 |
| Metra Pass – Option 2 | \$ 500.00 | X | 8 | = | | \$ 4,000.00 |
| Library Fee | \$ 25.00 | X | 8 | = | | \$ 200.00 |
| Computer Lab Fee | \$ 25.00 | X | 8 | = | | \$ 200.00 |
| <u>One-Time Charges</u> | | | | | | |
| Application Fee | | | | | | \$ 25.00 |
| Transcript Fee | | | | | | \$ 15.00 |
| TOTAL PROGRAM COST | | | | | | |
| Ventra Pass – Option 1 | | | | | | \$ 24,466.00 |
| Metra – Option 2 | | | | | | \$ 27,538.00 |

[§] Effective January 26, 2016

OTHER FEES^{**}

There will also be certain fees students will be charged if they should elect the following services:

1. **Graduation Fee:** Any student who plans to march in the September annual TBI graduation will be charged a \$250.00 graduation fee which includes cap/gown and all services that support the graduation.
2. **Programmatic Fees:** At certain times and in certain classes, students will be charged a fee for activities that may be unique to that program experience.
3. **Certifications:** Students enrolled in Medical Biller Specialist program may elect to take one of three tests, Certificate Coding Associate, Certified Billing and Coding Specialist and/or Certificate Medical Administrative Assistant. Each test is \$105.00. A student who fails once will be allowed to take this test a second time. A student may use their financial aid to cover the cost of the testing. In addition, a student may purchase a program, The Achieve Self-Pace Program, for \$75.00 which will help prepare the student for these tests.
4. **Lab Kit:** There will be a lab kit fee of approximately \$375.00 charged for all students who take the Electronics Engineering Technology course.
5. **Environmental Biology (Lab Materials/Field Research Study Trips):** There will be a \$100.00 fee charged to students during the quarter when they take Environmental Biology course. This fee will be used to cover the cost of expenses for the lab experiments and field research study trips.
6. Students who take the **Criminal Justice Program** will be assessed the following fees:
 - a. **PERC Card:** All graduates from the CJSA program must, at the very minimum, apply for a PERC card. This is critical for entry level employment as a security guard. A \$55.00 fee will be assessed to apply for the PERC card.
 - b. **AED & CPR Certification:** All students in the CJSA program will be assessed a \$90.00 fee when taking CJS105-First Responder & Emergency Procedures Seminar course.
 - c. **Fingerprinting:** At certain times fingerprinting may be required. Students required to be fingerprinted will be charged a \$60.00 fee.
7. **Activity Fee:** At certain times in certain classes students go on field trips. When this occurs and when fees such as admission to events and busses are required, a fee will be charged. Students will be told in advance about these fees and what the cost entails.
8. **Late Registration Fee:** Students enrolled in the English as a Second Language program will be charged a \$50.00 fee for late registration.

** Effective January 26, 2016

CANCELLATION AND REFUND POLICY

TBI's cancellation and refund policy has been constructed to balance students' occasional need to change their education plans with the college's financial investment in reserving a seat for that student in a classroom.

Students should be aware that timely notice of cancellation or withdrawal is essential to securing the maximum refund. Students must take care to notify the college as soon as possible regarding their intention either to cancel their enrollment contract or withdraw from the college.

Illinois Cancellation and Refund Policy

Students not receiving Title IV^{††} grants or loan assistance are subject to the Illinois Cancellation and Refund Policy which is as follows:

Student requests for cancellation of an enrollment agreement must be made in writing and delivered to the college in person or mailed to:

Janice C. Parker, President
Taylor Business Institute
318 West Adams Street, Suite 500
Chicago, Illinois 60606

If the student is a minor, the request must be made by a parent or guardian. Cancellation requests sent by mail are considered delivered at the time and date postmarked. (Any money due a student will be refunded within 14 days after cancellation or withdrawal.)

The college shall mail a written acknowledgement of a student's cancellation or written withdrawal to the student within 15 calendar days of the postmark date of notification. Such written acknowledgement is not necessary if a refund has been mailed to the student within the 15 calendar days.

All student refunds shall be made by the college within 45 calendar days from the date of receipt of the student's cancellation.

Cancellation Policy

A student's enrollment agreement will be considered cancelled, and all monies paid by the applicant will be refunded if, prior to the beginning of classes:

1. The school did not provide the prospective student with a copy of the student's valid enrollment agreement and a current catalog or bulletin;

^{††} Title IV refers to federal financial aid programs. See also FINANCIAL ASSISTANCE.

2. The school cancels or discontinues the course of instruction in which the student has enrolled;
3. The school fails to conduct classes on days or times scheduled, detrimentally affecting the student.
4. The applicant presents medical evidence of inability to participate in the program.
5. The college does not accept the applicant.
6. The college cancels the agreement.
7. The cancellation is requested before midnight of the fifth business day following the postmarked date of the college's letter of acceptance.

If an applicant requests cancellation before classes begin, but after five business days following the postmarked date of the college's letter of acceptance, the college will retain the application fee, not to exceed \$100, but will refund all other monies paid for the contract term.

A student who on personal initiative and without solicitation enrolls, starts, and completes a course of instruction before midnight of the fifth business day after the enrollment agreement is signed, is not subject to the cancellation provisions of this section.

Tuition Refunds

When notice of cancellation is given before midnight of the fifth business day after the date of enrollment but prior to the first day of class, all application-registration fees, tuition, and any other charges shall be refunded to the student.

When notice of cancellation is given after midnight of the fifth business day following acceptance but prior to the close of business on the student's first day of class attendance, the college may retain no more than the application-registration fee which may not exceed \$150 or 50% of the cost of tuition, whichever is less.

When notice of cancellation is given after the student's completion of the first day of class attendance, but prior to the student's completion of 5% of the course of instruction, the college will retain the application-registration fee, an amount not to exceed 10% of the tuition and other instructional charges or \$300 whichever is less. The college must refund the purchase price of books and materials which have been provided by the college and are returned to the college unmarked and the student has provided the college with a notice of cancellation.

If a student is terminated or withdraws from training after having completed 5% of the course of instruction, tuition will be prorated according to the following table:

| If the Student Withdraws... | TBI will Refund... |
|--|---------------------------|
| After 5%, but within the first four weeks of the course, | 80% of the tuition |
| After the first four weeks, but during the first 25%, of the course, | 55% of the tuition |
| During the second 25% of the course, | 30% of the tuition |
| After the first 50% of the course, | No refund will be due |

Deposits and down payments shall become a part of the tuition.

A student who must terminate his or her education is encouraged to give notice of cancellation to the college in writing.

Refund Policy for Students Receiving Title IV Grants or Loan Assistance

When a student who is receiving Title IV Grant or Loan Assistance withdraws from Taylor Business Institute during a loan payment period, the college will determine the amount of Title IV Grant or Loan Assistance the student earned as of his or her withdrawal date as prescribed below:

1. For the purpose of Title IV grant or loan assistance, withdrawal will be counted from:
 - a. The date the student orally notifies either TBI’s Education Office or Business Office of his or her intentions to withdraw, or mails a written withdrawal request to the Business Office Manager at:

Business Office Manager
Taylor Business Institute
318 West Adams Street, Suite 500
Chicago, Illinois 60606; or
 - b. The date the student if contacted by the college and indicates he or she will not be returning.
 - c. Up to the first half of the quarter if no other information is available.
2. Once the date of withdrawal has been determined, the college will then determine the percentage of the term attended by the student to the applicable financial aid programs.

If a student withdraws after completion of 60% of the payment period, no refund will be due.

3. The college will then determine the amount of Title IV aid earned by the student.

The amount of Title IV aid earned by the student is determined by multiplying the total Title IV aid for which the student was eligible by the percentage of term attended.

4. The college will then compare the amount of aid earned to the amount disbursed and, based on this comparison, one of the following adjustments will be made:
 - a. If the amount earned is greater than the amount disbursed, a post-withdrawal disbursement will be offered to the student.

Acceptance of the post-withdrawal disbursement is at the student's discretion.

- b. If the amount of Title IV aid disbursed exceeds the amount earned, the excess Title IV aid must be returned by the college and/or the student.

After the institution has allocated any excess aid for which it is responsible, the student must then return any excess aid for which he or she is responsible.

The student is responsible for returning the difference between any excess aid the institution is required to return and the total excess aid that must be returned to the aid program(s). A student, however, is not required to return 50 percent of the grant assistance that is the responsibility of the student to repay under this Title IV Grants or Loan Assistance Refund Policy. Students or parents, in the case of funds due to be returned to a PLUS Loan, must return or repay as appropriate once the amount to be repaid is determined.

A student who owes an overpayment under the section will remain eligible for Title IV HEA Program Funds through and beyond the earlier of 45 days from the date the college notifies the student of the overpayment, if the student repays the college in full, or enters into a satisfactory repayment agreement, signs a repayment agreement with the Secretary of the U.S. Department of Education within 30 days of the date of the college's determination that the student has withdrawn. The college will send a notice to any student who owes a Title IV HEA Grant overpayment resulting from the student's withdrawal from the college.

5. Any outstanding charges subsequent to the calculations of the return of Title IV grants or loan assistance will be subject to the Illinois refund policy described above.

Order of Return of Title IV Funds and Loan Assistance

Unearned funds credited to either the college or the student will be returned in the following order:

1. Unsubsidized Federal (Direct) Stafford Loans
2. Subsidized Federal (Direct) Stafford Loans
3. Federal Direct PLUS Loans received on behalf of the student
4. Federal PELL Grants
5. Federal SEOG Program Aid

All non-Title IV aid or loan assistance will be applied and refunded according to the refund policy for the State of Illinois.

Request for Refund

Any money due the student will be refunded within 14 days after cancellation or withdrawal.

Minimum Terms for Tuition Payments

Students who are not eligible to participate in financial aid programs available from the U.S. Department of Education must pay all tuition in advance, on or before the first day of each quarter.

Any student receiving financial aid which covers less than the total cost of tuition must establish a satisfactory payment plan prior to starting class.

PAYMENT PLANS

In instances where a student cannot pay for their total tuition during the time of the program in which they have enrolled, a payment plan will be required that identifies the installment payments the student must make until their tuition obligation is satisfied. If the payment plan extends over 12 months or beyond, that student will also be asked to complete a promissory note and appropriate Truth in Lending Act (TILA) forms. Please see the financial aid office or the International Center for more information.

Students with accounts more than 30 days past due will be suspended from classes. Satisfactory arrangements must be made to bring their account to current status. Students who fail to fulfill the financial arrangements agreed upon are suspended from the college and may re-enter only upon full payment of the delinquent portion of their account.

METHODS USED TO COLLECT DELINQUENT PAYMENTS

Arrangements for payment of inactive student accounts are made when the student leaves the college. If these arrangements are not kept, the account is turned over to a collection agency within 30 days from the date of default.

FINANCIAL ASSISTANCE

Taylor Business Institute is approved by the U.S. Department of Education as eligible to participate in several programs offering federal financial assistance to students. Eligibility of the college means that based on individual qualifications or need, TBI students may be eligible to receive financial assistance through one or more of the federal programs.

VERIFICATION PROCEDURE

2016-2017 Year

If a student is flagged for verification, Taylor Business Institute/Financial Aid Department will do the following:

1. Determine the applicant's/student's verification level from ISIR
2. Contact the applicant/student and inform them they have been selected for verification, have them complete the verification form and advise them as to what information must be provided
3. No funds will be awarded until all documentation has been received
4. Students will be given 45 days to provide verification documentation before being withdrawn if the student was considered enrolled.
5. See attached verification tracking flags for 2016 and 2017 years
6. The Financial Aid Department personally contacts the student(s) to notify them if any changes to their financial aid award package.
7. If a student presents the Financial Aid office with new information on corrections to the FAFSA application, the Financial Aid Director will submit the corrections and upon receipt of a new ISIR personally contacts the student to review their new financial aid award package.
8. In certain instances (i.e. falsification of high school/GED completion documents) if federal funds were received, the College President may request the Financial Aid Director to notify the office of the Inspector General
9. Professional Judgment: If an applicant/student requests special consideration to their personal information for the FAFSA submittal, the Financial Aid Director will request appropriate documentation sufficient to support such consideration. If in the judgment of the Financial Aid Director, the documentation is sufficient to support the request, corrections will be submitted and the student will be appropriately funded.
10. Dependency Override - See professional judgment as any circumstance meeting this condition would require professional judgment.
11. Student award may change after verification is completed.

Entrance and Exit Counseling for Federal Student Loans

Student must complete both entrance and exit counseling as a condition of receiving any federal loan awards. Information on these processes is available from the Financial Aid Administrator. It is Taylor Business Institute's practice for entrance interviews to be done in-person. It is Taylor Business Institute's preference that exit counseling be done in-person.

In instances, however, where personal exit interviews are not possible, the college will attempt to reach the student for online exit interviews or exit interviews that can be completed and returned by mail. Entrance and exit counseling is extremely valuable as it makes the student aware of their loan amounts, their responsibility as borrowers and their remedies and recourse should they encounter difficulties. Students with questions concerning this process should immediately contact the financial aid department at (312) 658-5100 or visit www.studentloans.gov for more information.

Responsible Borrowing

Taylor Business Institute feels that access to federal financial aid is a privilege that enables eligible students to begin or continue their education. The college further feels that this privilege should never be abused as abuse could lead to unnecessary indebtedness for the borrower and potentially jeopardize the privilege for other students seeking to attend Taylor Business Institute. It is in this spirit of both privilege and responsibility that Taylor Business Institute encourages its students to borrow responsibly and use only the aid required. Please remember, students are requested to not add unnecessarily to their debt burden. Loans are not gifts and must be repaid with interest.

Repayment of Federal Student Loans – Don't Default

If you are a federal student loan recipient, there are two key points to remember:

1. The interest you pay is low because the federal government subsidizes the rate.
2. If you are a student borrower, you don't have to begin repaying your Stafford Loans until you leave school or become less than a half-time student.

As favorable as these terms are, you shouldn't forget that you must repay your loans. Failure to do so will result in your loans being declared delinquent or in default. This will have a negative impact on your financial status and creditworthiness.

Defaulting on your federal student loans can have serious consequences. Please visit the following website to learn more about the risks and repayment options:

<http://studentaid.ed.gov/PORTALSWebApp/students/english/repaying.jsp>

A student's first step in seeking any type of federal student financial aid is to complete the Free Application for Federal Student Aid (FAFSA). Information provided by the student is used to determine which federal aid programs the student is eligible for, and in some cases, how much aid is available to the student.

Students may visit the college's Financial Aid Office to complete a FAFSA, or may access these forms online at www.fafsa.ed.gov. There is no charge for completing or submitting a FAFSA.

Federal Student Aid Categories

There are three categories of federal student aid for which students may qualify:

- Grants: provide financial aid which does not have to be repaid.
- Loans: provide borrowed money that must be repaid with interest.
- Work-study: allows students to earn money while enrolled to help pay for education expenses.

Federal Student Aid Programs~~††§§~~

Students with demonstrated need may be able to combine awards from one or more of the following aid programs based on the alignment of their personal circumstances with the terms and purposes of the awards.

Federal Pell Grants

Federal Pell Grants are need-based grants available only to undergraduate students. The amount of a Pell Grant award varies with the student's expected family contribution and the cost of attending the college. Grant awards for 2016-17 can range up to \$5815. Students may not receive Federal Pell Grant funds from more than one educational college at a time.

Stafford Loans (Direct Loans)

Stafford Loans are available for undergraduate and graduate or professional students who are enrolled at least half-time. Funds for Direct Loans come from the U.S. Department of

†† The availability of state or federal assistance does not imply that the federal or any state government or any of their agencies guarantee the quality of instruction, nor guarantee the truth or accuracy of any representation contained herein. For additional information on any federal student financial aid programs, students may call the Federal Student Aid Information Center (FSAIC) at 1-800-4-FED-AID (1-800-433-3243) toll free, or 1-800-730-8913 (TTY) toll free for the hearing impaired.

§§ NOTE: The regulations governing all financial assistance programs are subject to change, and students should contact the College's Financial Aid Office for the latest information about these and other loan or financial assistance programs. Students are encouraged to seek traditional loans when their credit strength is sufficient to do so.

Education and are delivered to students through their school. Students repay these loans to the Department of Education or designated servicers.

While the principal for Stafford Loans must be repaid by the student, the amount and schedule of the student's interest obligation depends on whether the loan is subsidized or unsubsidized.

Subsidized Direct Stafford Loans are available to students who can demonstrate financial need. The federal government will pay the interest on a subsidized loan while the student is in school or during grace and deferment periods.

Unsubsidized Direct Stafford Loans are available to all students, regardless of need. Students who receive unsubsidized Stafford Loans are responsible for all interest, although payment is deferred until after graduation.

Federal Direct PLUS Loans

Federal PLUS Loans are unsubsidized loans made to parents. Direct PLUS Loan funds are provided by the federal government through the school. The PLUS Loan interest rate for those loans disbursed between July 1, 2015 and June 30, 2016 is at a fixed rate of 6.84%.

Students who are financially independent, and dependent students who are enrolled at least half time, are eligible to borrow additional Direct Stafford Loan funds if their parents are unable to obtain a Direct PLUS Loan.

Federal Supplemental Educational Opportunity Grant (FSEOG) Program

Federal Supplemental Educational Opportunity Grants are available to students who can demonstrate substantial need. Students do not need to repay FSEOG awards, which range in amount from \$100 to \$4,000.

Federal Work-Study Program

Federal Work-Study is a campus-based program awarded through the college in the form of part-time employment to help students pay education expenses. Students who participate in this program generally work from 10 to 20 hours per week and are paid minimum wage or above. Employment may take place at the college or at off-campus locations. Funds for the program are provided by the Federal Government and may be matched by the participating organizations. Federal Work-Study Funds are based on financial need; however, each institute receives a specific level of funding which limits the number of students who can participate in the program.

SCHOLARSHIPS

The Taylor Business Institute Grant/Scholarship Program

Affordable Education for Chicago Families—Taylor Business Institute (TBI) supports Chicago’s Families and is offering family members grant-based education without student loan debt.

Taylor Business Institute offers high school graduates or those with a GED, the opportunity to attend Taylor Business Institute, if they are Pell grant eligible, with full grants and scholarships – NO STUDENT LOANS. To access this opportunity interested students must contact Taylor Business Institute Admissions representative and schedule an on campus interview.

Students seeking to participate in the TBI Grant/Scholarship Program must agree to not seek additional personal loan funds that will require loan repayment. Students, who require personal loan funds will forfeit this TBI Grant/Scholarship Agreement and should they choose to remain as a TBI student, will be repackaged as a regular Taylor Business Institute student using both Grant and Loan funds.

To maintain good standing in the TBI Grant/Scholarship Program, a student must maintain satisfactory academic progress as defined by their program and maintain satisfactory attendance.

Level Playing Field Scholarships

Taylor Business Institute participates in scholarship programs through the Level Playing Field Foundation. Level Playing Field is a not-for-profit organization dedicated to helping needy, deserving students “level the playing field of opportunity for a career-based education.” These scholarships are targeted primarily to non-traditional students attending TBI who are experiencing economic hardship while attempting to balance college, jobs, and families.

Level Playing Field, a 501(c) 3 not-for-profit organization supports the mission of Taylor Business Institute by offering its enrolling students the following scholarships:

- **The Veterans Scholarship - \$1,000.00 to \$2,000.00 Per Quarter**

In honor of those veterans who served our country, Level Playing Field is offering a scholarship for their service. This scholarship is attendance-based and requires the student to maintain a minimum GPA of 2.0 each quarter.

- The Board of Governors Empowerment Scholarship - \$6,000.00**
Taylor Business Institute's Board of Governors, through Level Playing Field, is offering scholarships to those who are experiencing economic hardships that prevent them from gaining access to the work place. Students seeking this scholarship must be able to demonstrate need. This scholarship is attendance-based and requires the student to maintain a minimum GPA of 2.0 each quarter.
- Diversity Scholarship - \$3,000.00**
Level Playing Field recognizes that the United States is rapidly becoming a more diverse society and like Taylor Business Institute, promotes diversity. Students from multi-cultural backgrounds with an interest in pursuing professional career skills should apply for this scholarship. This scholarship is attendance-based and requires the student to maintain a minimum GPA of 2.0 each quarter.
- Transfer Student Scholarship - \$3,000.00**
Students seeking to transfer into a small, culturally sensitive environment may apply for this scholarship. Students must specify in their essay their reason or need to transfer. International students seeking transfer into Taylor Business Institute's degree programs are encouraged to apply for this scholarship.
- Excellence, Service and Integrity Scholarship - \$3,000.000**
Students who view themselves as or wish to become leaders and can demonstrate commitment to empowering the communities from which they come are encouraged to apply for this scholarship. This scholarship is attendance-based and requires the student to maintain a minimum GPA of 2.0 each quarter.
- Early Acceptance Scholarship - \$3,000.00**
High school graduates needing scholarship assistance are encouraged to apply for early acceptance. Applicants seeking an early acceptance scholarship must apply for these scholarships during the summer or fall quarters. This scholarship is attendance-based and requires the student to maintain a minimum GPA of 2.0 each quarter.
- Program Specific Scholarships - \$ 6,000.00**
This is a merit based scholarship for all the degree programs. Students seeking a scholarship for this category must attend school full-time and demonstrate a 3.0 average in their area of concentration. This scholarship is attendance-based and requires the student to maintain a minimum GPA of 3.0 each quarter.

- **International Student Scholarship - \$8,000.00**

This scholarship is intended for International Students who are seeking professional preparation for workplace skills. International Students applying for this scholarship must demonstrate academic achievement. These scholarships require students to maintain satisfactory attendance and a GPA of 3.0.

- **Second Chance Scholarship - \$ 6,000.00**

This scholarship is intended to support the adult learner who has been away from the educational environment and seeks to return. This scholarship is attendance-based and requires the student to maintain a minimum GPA of 2.0 each quarter.

- **GED Recipient Scholarship - \$6,000.00**

Level Playing Field recognizes the effort it takes for students to pass the General Education Development Examination (G.E.D) and makes this scholarship available for students who have attained this achievement. Students applying for this scholarship must show evidence of having completed a GED program. This scholarship is attendance-based and requires the student to maintain a minimum GPA of 2.0 each quarter.

Scholarships are available only to those who qualify and are limited in number.

If a recipient withdraws or is terminated from Taylor Business Institute, the scholarship is forfeited permanently.

Scholarships are non-transferable. They apply only to tuition and they do not result in cash payments to students.

Scholarships are available only for degree programs and are disbursed quarterly.

For individuals interested in pursuing a Level Playing Field Scholarship for one of the above categories please contact the Taylor Business Institute admission office for more information.

Students also are encouraged to research other scholarship opportunities that may be available.

Other Scholarships

Students are given a listing of scholarship sources and invited to attend a workshop in an effort to investigate other scholarship opportunities for which they may be eligible.

Federal Student Financial Aid Penalties for Drug Law Violations

A conviction for any offense involving the possession or sale of illegal drugs, during a period of enrollment for which you receive Title IV federal student aid, may result in the loss of future financial aid eligibility. If you are convicted of possessing or selling drugs after you submit your Free Application for Federal Student Aid (FAFSA), you must notify your Financial Aid Administrator immediately.

If a student successfully completes a drug rehabilitation program, the student may regain federal student aid eligibility on the date the program is successfully completed.

STUDENT SUPPORT SERVICES

Taylor Business Institute's dedication to promoting students' personal and professional success is reflected in the wide array of traditional and innovative student services available through the college. Contact the Student Services Director for more information.

New Student Orientation

Students new to Taylor Business Institute begin their educational experience with a student orientation where they are introduced to staff and provided an overview of the college's programs, expectations, policies and procedures. Students also explore and discuss attitudes associated with getting the most out of their educational experience.

Print Resources

Student Handbook

TBI provides each student with a Student Handbook which provides expanded details on various services and topics of student interest. The Student Handbook also provides information concerning student rights and responsibilities, and proper procedures for filing grievances with the college and other bodies.

Safety, Security and Clery Act Handbook

TBI provides information regarding on safety, security and the Clery Act that is available on its website ([Safety, Security and Clery Act Policy Handbook](#)) or contact the Safety and Security/Clery Act Coordinator on the fifth floor for a printed copy.

Course Syllabi

During the first week of each quarter, instructors at TBI provide students enrolled in their classes with a course syllabus outlining course objectives, methods of instruction, reading materials, grading practices, and attendance policies. Each syllabus provides contact information for the course instructor and includes instructions for students who require additional assistance.

Academic Services

Testing and Placement

Taylor Business Institute's Testing and Placement Service administers the Accuplacer examination to entering students. These tests assess each student's level of preparation prior to admission to their declared program. The testing service offers additional tests as required by academic departments at the college.

Library

TBI's Library is located on the sixth floor of the building. The Library has program specific volumes, general education books, reference materials, fiction and non-fiction volumes, and current periodicals that support student learning in all programs. Many other resources are available from the Library in electronic formats. Library services include reference and research, reserved readings, electronic database searches, online support programs, library orientation, and instruction in use of resources, materials, and Internet access. Taylor Business Institute also participates in inter-library loans through Researching Across Illinois Library System (RAILS) consortium.

Writing Center/Tutorial Assistance

The Writing Center provides individualized assistance to students seeking to sharpen their skills in spelling, writing, and organization of written materials. Students who would like writing or tutorial assistance should see their classroom instructor, department chairperson, or the Dean of Academic Affairs for information concerning programs available within the college. Occasionally, instructors will refer students to the Writing Center, or require other tutorial assistance as a condition of remaining in a class. Writing Across the Curriculum (WAC) assignments will also be supported in the writing center.

Bookstore

The bookstore is located on the third floor and carries all required textbooks, course packs and classroom instructional materials. Students can rent or purchase books and other supplies from the bookstore after receiving the book rental voucher from the Financial Aid department.

Rental Book Program

In an effort to reduce book costs, students attending Taylor Business Institute may rent their books each quarter. Students electing to use the rental program will be responsible for returning all books at the end of each quarter in order to receive books for the next quarter. Failure to do so may result in additional charges applied to the student's account. Students who choose not to use the rental program and wish to purchase their own books should

request a copy of the book list from the office of the Dean of Academic Affairs or the Bookstore Manager.

This policy does not apply to students enrolled in the English as a Second Language (ESL) program. Textbooks for all courses are available each quarter and are charged to each student's accounts.

Medical Billing and Coding Specialist Program Students:

Students enrolling in the Medical Billing and Coding Specialist program will be required in certain quarters to purchase books that are deemed critical to the practice of their profession and could serve as points of reference in their work life. See Medical Billing and Coding program outline for more details.

Counseling and Other Support

Personal Counseling

The Dean of Academic Affairs provides the majority of academic, personal and attendance counseling for TBI students. However, when circumstances warrant, students may either seek counseling from the school's counseling partner, The Chicago School of Professional Psychology or be referred to outside professional counseling services. Students who would like the assistance of a trained counselor should contact the Dean of Academic Affairs for information on how to make an appointment.

Students who the College determines could benefit from the counseling services provided by the school through its professional counseling partner, The Chicago School of Psychology, may be directed to seek these services as a condition for continued enrollment.

Students with Disabilities

Taylor Business Institute does not discriminate on the basis of disability in admission or access to its programs and activities, and works to provide reasonable accommodation for students with special needs. Taylor Business Institute recognizes and supports the role that Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws have in achieving student success. Taylor Business Institute is committed to making reasonable accommodations for students with qualifying disabilities and to making its campus and facilities accessible as required by applicable law. Taylor Business Institute however cannot make accommodations that fundamentally alter the nature of its programs, cause undue burdens, or create a direct threat to the health and safety of others.

It is the responsibility of the student to request an accommodation and to follow the processes set forth in this policy. A student who does not request an accommodation will not be given one. Likewise, a student with a disability who chooses not to have any accommodations is under no obligation to seek or obtain one.

Students needing accommodation are urged to communicate directly with the college's President or the Dean of Academic Affairs to determine how the college can best help them to attain their educational goals.

Transportation Assistance

Taylor Business Institute participates in the Chicago Transit Authority Ventra U-PASS program. All students enrolled full time at TBI may obtain either a Ventra U-PASS or a Metra Pass when their financial aid packaging is complete. These arrangements are made at registration.

Drug-Free Environment and Drug Prevention Program

TBI promotes a drug-free environment and, to that end, provides a drug prevention program. Information on drug prevention and alcohol abuse is available as a part of this program. Drugs and alcohol are prohibited on TBI premises. If deemed appropriate, students or employees may be referred to abuse help centers. If such a referral is made, continued enrollment or employment will be subject to successful completion of any prescribed counseling or treatment program.

For expanded information regarding the security policies and programs, see TBI website ([Safety, Security and Clery Act Policy Handbook](#)) or contact the Safety and Security/Clery Act Coordinator on the fifth floor for a printed copy.

Career Preparation

Taylor Business Institute recognizes that employment preparation and career advising are integral to its professional skills programs and integrates these services into its training delivery system from the moment its students enroll. Career counseling and placement assistance is available to TBI students and graduates through a variety of interactive and innovative programs. Students enrolled in the degree programs participate in a capstone course in which the employment preparation is incorporated. It covers job-seeking and job-keeping activities and techniques such as identification of individual skills, meeting employers' expectations, interview preparation and presentation, resume and portfolio development and identification of potential employment opportunities in business and industry. A formal interview by the Career Services department is a requirement for graduation.

Graduate Placement

As graduation approaches, students receive job placement counseling through TBI's Career Services Department, including personalized preparation through individual exit interviews. These exit interviews help identify available job openings in the student's field of specialization. Students are counseled on the requirements of business and industry and

coached on how to conduct themselves appropriately during job interviews. Students will produce a portfolio that includes their resumes and letters of reference. They are offered helpful reference sources to assist them in locating firms and geographic areas offering employment opportunities related to their training.

Students are required to contact the Career Services Department for direction on career opportunities available to them upon successful completion of their program. The College maintains a job board where job openings are posted. Job fairs and industry advisory boards play a key role in job development.

Part-Time Placement

Taylor Business Institute's Career Development Department assists students who are seeking part-time work in order to defray a part of their expenses while attending school. Full-time employment is not recommended while attending school.

Transcripts

A copy of each student's transcript is available upon request. This service is subject to the Family Educational Rights and Privacy Act of 1974. Taylor Business Institute reserves the right to limit the number of transcripts provided without a processing fee. Transcripts are withheld if the student's financial account is in arrears.

Taylor Business Institute will provide one official transcript at no cost to the student. The college will require a fee of \$15 for all transcripts requested thereafter.

Student Activities Program

The education of a Taylor Business Institute student occurs both inside and outside the classroom. Student activities facilitate student learning by providing opportunities to explore mutual or diverse extracurricular interests with others.

Through the Student Activities Program, TBI's staff schedules speakers and lecturers and many other events and activities. This enhances student growth and development. Civic engagement opportunities challenge students to develop personally and professionally in the areas of responsibility, social interaction, leadership, communication, and decision-making. Student life at Taylor includes the following:

Academic Recognition

- **Honor Roll Recognition:** Taylor Business Institute encourages excellence and officially recognizes outstanding student achievement by awarding certificates to students with a quarterly cumulative grade point average of 4.0 for Honor Roll and 3.0 to 3.9 for Honorable Mention. Record reviews occur at the end of each quarter to determine eligibility.

- ***Attendance Awards:*** Attendance certificates are awarded to students with fewer than three days absence within a quarter.
- ***Graduation Ceremony:*** Taylor Business Institute’s graduation ceremony is held at least once-a-year in the fall. The Associate of Applied Science degree is conferred upon those students who have successfully completed a program in one of the following areas: Accounting Technician, Medical Billing and Coding Specialist, Electronics Engineering Technology, or Criminal Justice and Security Administration.

Certificates are awarded to students who have successfully completed English as a Second Language program.

Pizza with the President

Pizza with the President occurs each quarter and affords every TBI student the opportunity to meet with the President who reports on the state of affairs at TBI with a question and answer session that follows. Students are given comment cards to identify concerns, suggestions or opportunities if they choose not to ask a question or want to request an appointment. A pizza reception follows.

Other Activities

- Service Learning Projects
- Guest Speaker Program
- Taste of Taylor
- Annual School Picnic
- Constitution Day Write-off
- Writing Center
- Student Lounge with WiFi Access
- Open Lab Time in Classrooms (when classes aren’t in session)

A current calendar of events is available on the college’s website (www.tbiil.edu) or from the Student Activities Coordinator.

For more information, please visit the “Student Support Services” page on the College’s website (www.tbiil.edu).

ACADEMIC GUIDELINES

Start Dates

Listed on the student calendar are quarter “begin” and “end” dates. Quarter begin dates represent start dates for new students who are beginning their studies at TBI during that term. Not every instructional program will enroll new students on every start date. Students should check with the Education Department for new student start dates for specific programs.

Course Titles and Numbering

Business/Training Subjects

| | | | |
|-----------|--|-----------|---------------------------------------|
| ACC | Accounting | EET | Electronics Engineering Technology |
| BUS | Business | ITE | Information Technology |
| CIS | Computer Information Systems | MBS | Medical Billing and Coding Specialist |
| CJS | Criminal Justice and Security Administration | ESL | English as a Second Language |

General Education Subjects

| | | | |
|-----------|-----------------------|-----------|-------------------|
| BIO | Environmental Biology | MAT | Mathematics |
| COM | Communication | PCS | College Readiness |
| ECN | Economics | PSY | Psychology |
| ENG | English Composition | SOC | Sociology |
| HUM | Humanities | SPH | Speech |

The course prefix that appears in the program outline for each program designates the general education or training subject category this course falls within.

Courses numbered 100 or less are considered developmental, and credit for their completion will not be applied toward a degree. 100-level courses numbered 101 or higher are associated with freshman level coursework, 200-level courses are associated with sophomore level study, and 300-level courses are associated with study at the junior level.

ACADEMIC ACHIEVEMENT

Credit Hour Measurement: Taylor Business Institute measures academic performance for its degree programs program in quarter credit hours. The number of credit hours assigned to a traditionally delivered course consists of a minimum of 10 classroom lecture periods of not less than 50 minutes each and which assumes outside reading and/or preparation to receive a unit of credit; 20 laboratory clock hours where classroom theory is applied and explored, or manipulative skills are enhanced to receive a unit of credit; and/or 30 hours of external discipline related work experience with indirect instructor supervision or employer

assessment; or an appropriate combination of all three to receive a unit of credit. Courses which include a combination of lecture and lab work are assigned appropriate credit by the college in a manner consistent with these guidelines.

U.S. Department of Education Definition of Credit Hour

For purposes of federal financial aid the U.S. Department of Education defines a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates at least an equivalent amount of work for other academic activities, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit.

PROGRAMS NOT LEADING TO A DEGREE

Taylor Business Institute currently offers one program that does not lead to a degree:

- The English as a Second Language (ESL) program leads to a certificate.

Clock Hour Measurement

For purposes of disbursing federal financial aid these programs are measured in clock hours:

Taylor Business Institute's English as a Second Language program is measured in clock hours with each 50 minutes period equal to one hour. Credit for these clock hour programs is based on a formula of 1 hour of credit for every 25 hours of instruction.

Academic Load Policy

The following is a typical academic load for TBI students enrolled in its associate degree programs:

In order to graduate within the normal time frame, a full-time student should take between 12 and 16 quarter credit hours. A student who wishes to take more than 16 quarter credit hours in one quarter may seek permission to do so from the Program Chair or the Dean of Academic Affairs. The granting of this permission will depend on the student's academic progress. A student must average at least 39 to 49 quarter credit hours in an academic year to complete the program within the normal time frame for completion.

Abilities and circumstances of students vary greatly. Each student should weigh carefully these factors when deciding the number of hours to carry during a quarter and the length of time to be expended in fulfilling requirements for a degree. Some can carry lighter loads and take longer to fulfill the requirements. As a guideline, freshmen are advised to take no more than 16 hours of credit during the first semester on campus.

Grading System

Grading at Taylor Business Institute is based on daily performance in the classroom/laboratory, tests and laboratory projects, assignments, and final exams.

| Letter Grade | Grade Point | Percentage Equivalent | Indicated Work Quality |
|---------------------|--------------------|------------------------------|-------------------------------|
| A..... | 4.0..... | 90-100 | Excellent |
| B..... | 3.0..... | 80-89 | Good |
| C..... | 2.0..... | 70-79 | Average |
| D..... | 1.0..... | 60-69 | Below Average |
| F | 0.0..... | 59-below | Failure |
| I..... | 0.0..... | N/A..... | Incomplete |

Grading Policy

Grades appearing on student transcripts may be interpreted as follows:

- A** ___ Indicates learning at the highest level. The student not only demonstrated knowledge and understanding of the material but also demonstrated an ability to analyze, synthesize, and evaluate the material with breadth and depth of understanding.
- B** ___ The student not only demonstrated knowledge and understanding of the material, but an ability to apply the material. The student is able, on occasion, to demonstrate an ability to analyze, synthesize, and evaluate the material.
- C** ___ The student demonstrated a basic knowledge and understanding of the material and some ability to apply it.
- D** ___ The student demonstrated limited knowledge and understanding of the material and is not able to apply much of it.
- F** ___ The student failed to demonstrate an acceptable knowledge or understanding of the material, and therefore is not able to apply it. Students earning an F in any required course must repeat that course satisfactorily prior to graduation.
- I** ___ *Incomplete*: Indicates that the student has not completed all work required for the course. Incomplete work must be made up within six weeks of the end of the term within which the I was earned, or a grade of F will result.
- W** ___ *Withdrawal*: Indicates that the student withdrew from the course prior to completion of the term. A course in which a student earns a W will not be considered in the calculation of the cumulative grade point average (CGPA) but will be considered in totaling credits attempted.
- W/A** ___ *Withdrawal due to Attendance*: Indicates that the student was withdrawn from the course prior to the completion of the term due to unsatisfactory attendance. A course in which a student earns a W/A will not be considered in the calculation of the

cumulative grade point average (CGPA) but will be considered in totaling credits attempted.

V ___ *Audit*: Indicates that the student audited the course. Audited courses are attended by the student but do not affect degree credit, credits attempted, or GPA.

Exam ___ Indicates that the student demonstrated knowledge and skill in the subject through a proficiency examination. Proficiency examinations count toward degree credit but are not considered in GPA calculation.

TR ___ *Transferred*: Indicates that the student transferred credit for the course from another institution. Courses for which the student transferred credit from another institution are not considered in calculating GPA at Taylor Business Institute.

Assignment of Grades

Taylor Business Institute has adopted the following guidelines approved by the American Association of University Professors regarding assignment of grades.

The Right of an Instructor to Assign Grades

The Association's Statement on Government of Colleges and Universities places primary responsibility with the faculty "for such fundamental areas as curriculum, subject matter, and methods of instruction." The assessment of student academic performance, it follows, including the assignment of particular grades, is a faculty responsibility. Recognizing the authority of the instructor of record to evaluate the academic performance of students enrolled in a course he or she is teaching is a direct corollary of the instructor's "freedom in the classroom". The faculty member offering the course, it follows, should be responsible for the evaluation of student course work and, under normal circumstances, is the sole judge of the grades received by the students in that course.

The Right of a Student to Appeal the Assigned Grade

According to the Association's Statement on Professional Ethics, "instructors make every reasonable effort ... to ensure that their evaluations of students reflect each student's true merit." The academic community proceeds under the strong presumption that the instructor's evaluations are authoritative. At the same time, of course, situations do arise in which a student alleges that a grade he or she has received is wrong, and the Grievance Policy stated in this catalog provides that "students have a system to address all grievance." Please refer to Grievance Policy on page 64.

Progress and Advancement

Repeat Class Policy (Repeating to raise a grade)

A student may repeat a maximum of five courses. Each course may be repeated only once. If a course is repeated, both attempts will count toward credits attempted, but only the higher grade will be considered in calculating the cumulative grade point average. A charge above

the tuition quoted for a program will apply for repeated courses. The cost will be quoted based upon the number of courses and hours that must be satisfied.

Grade Changes

All requests for grade changes must be approved by the Dean of Academic Affairs. Any requests for grade changes received by the Education department without a signature from the Dean of Academic Affairs will not be accepted and/or processed. Grade change requests will be approved only for a period of two (2) weeks after the submission of final grades with the exception of an incomplete (I) grade which will be allowed a maximum of six (6) weeks period to change. No change-of-grade review will be considered beyond the second (2nd) week after grades are posted from the previous academic term – unless it qualifies as an instructor error. No change of grade may be made on the basis of a reassessment of the quality of a student's work. No term grade (except Incompletes) may be revised by re-examination or reassessment of a student's work after the final grades are entered.

Incomplete Grade Policy

Students who receive an incomplete (I) grade will be given six weeks to remove it. The “I” grade will be removed from the student's academic record when the student satisfies whatever outstanding work resulted in the “I” grade. The instructor then submits a letter grade within the established six-week deadline. If no grade is submitted by the end of the six weeks, the “I” grade will be considered and changed to a final grade of “F”. While the “I” grade remains, the course(s) in which the “I” grade was received will not be considered in the calculation of the cumulative grade point average. It will count toward credits attempted.

Advancement and Graduation

Students attending Taylor Business Institute are considered to have advanced beyond freshman grade level upon successful completion of a 30-week academic year and/or 45 credit hours of academic coursework. Each additional 30 weeks and/or additional 45 credit hours of successful academic coursework within the same program represents advancement to the next grade level.

In order to graduate, students must complete all required courses in their selected program of study with an overall GPA of 2.0 or better. In all courses a grade of C or better must be earned. Students also must meet any and all skill requirements applicable to their program, conduct an exit interview with the Career Services Department, and be free of indebtedness to Taylor Business Institute.

If required, all students enrolled in degree granting programs must take a department competency exam.

Students enrolled in the Medical Billing and Coding Specialist associate degree program must take the National Healthcareer Association (NHA) Certified Billing and Coding Specialist (CBCS) certification exam in order to graduate.

Candidates for graduation are advised to apply for graduation no later than 10 days before the date of the graduation ceremony.

Degree and Certificate Programs

- Associate of Applied Science degrees are awarded to students who meet all graduation requirements for the Accounting Technician, Medical Billing and Coding Specialist, Electronics Engineering Technology, and Criminal Justice and Security Administration programs.
- A certificate is awarded to students who complete the highest level of the ESL program and/or the English program.

Curriculum

The college may, at its discretion, alter the sequence of courses in any program of study. In addition, it may revise the course and/or curriculum content of any program of study.

Student Academic Responsibility

The ultimate responsibility for meeting all academic requirements and deadlines rests with the student. It is the student's responsibility to familiarize himself or herself with college policies, and to know and comply with the requirements of his or her curriculum and all rules governing academic work.

Transferring Taylor Business Institute's Credits to Other Institutions

Taylor Business Institute's credits are not universally transferrable. Receiving institutions reserve the right to accept or deny another school's credits. These institutions may deny credits for a variety of reasons to include differences between curriculum content or insufficient credit hours to transfer. Therefore, students seeking to transfer credits from Taylor Business Institute to other colleges and universities should contact the admissions department(s) at those schools to determine if they will accept Taylor Business Institute's credits.

The Criminal Justice and Security Administration Degree Program Credits

The Criminal Justice and Security Administration program is designed to prepare its graduates for career opportunities in the ever expanding field of Criminal Justice and Security Administration. Students interested in becoming police personnel should inquire within the police jurisdiction in which they would like to practice to determine if Taylor Business Institute's credits are accepted.

Articulation Relationships:

Articulation relationships are formal agreements with and between colleges and/or universities to accept credits earned. While other colleges may accept Taylor Business Institute's credits on a case by case basis the College have four formal articulation agreements with the following colleges or universities:

1. DeVry University
2. East-West University
3. National-Louis University
4. University of Phoenix

Evidence of articulation agreements are on file within the institution and are available for review in the office of the Dean of Academic Affairs.

ATTENDANCE AND ENROLLMENT

Attendance Policy

Consistent attendance is expected for students to succeed in class. Regular attendance in class allows for a systematic presentation and review of material that may be difficult, promotes repetition and affords the time to provide the supportive services often required. Students are expected to attend classes regularly. TBI, while not required to take attendance, realizes that there are life obstructions its students face but still encourages regular attendance. Instructors are responsible for their classroom attendance and may factor attendance in as part of a grade. In classes where instructors feel the number of student absences has been too great to master the course material, instructors have the prerogative to require the student to repeat the class. This repeat class policy, however, must be clearly stipulated in the course syllabus.

When students miss days the classroom instructors have options at hand to support student learning such as tutoring arrangements or class make-up sessions. Students may also get copies of lectures they may have missed so they will not feel lost or fall behind.

For students enrolled in Taylor Business Institute's English as a Second Language program daily attendance will be taken.

Schedule Changes, Withdrawals and Re-entries

Students who wish to change to another program of study or class schedule must obtain permission from the Dean of Academic Affairs. Students who wish to withdraw from or re-

enter a program must notify the Dean of their intentions. Re-entering students will be scheduled for an interview with the Dean to assess their ability to successfully complete the program within the expected maximum time frame. Students will have five days from the start of the quarter to make any schedule changes or drop any classes.

Withdrawing from the College

Official Withdrawal Policy

Students may withdraw from Taylor Business Institute by mailing a written statement notifying the college that he or she will no longer be returning. The notice should be mailed to the Education or Business Office at:

ATTN: Business Office or Education Office
Taylor Business Institute
318 West Adams Street, Suite 500
Chicago, Illinois 60606; or

Students may also orally notify either TBI's Education or Business Office that they will not be returning. Both written and/or oral notice will constitute the date of withdrawal.

Unofficial Withdrawal Policy

For those students who fail to contact the Education Office and are not marked as present on the second attendance roster (week six), attempts will be made to contact the student both by phone and by mail. If the school does not have a response and the student does not return within seven days, the student will be withdrawn.

Termination by the College

The college reserves the right to terminate any student who fails to: maintain passing grades, shows excessive tardiness or absences, fails to make proper payment on their financial account, destroys or damages any property of the college (the student may be held liable for repair and/or replacement of the damaged property), engages in unlawful or improper conduct contrary to the best interest of the college or any conduct that reflects discredit upon the college, or demonstrates behavior disruptive of normal classroom discipline. This list of examples is not intended to be all inclusive. TBI reserves the right to act in the best interest of its constituents and may deem actions committed by a student to be a conduct violation although the action does not appear on a list of examples. Disciplinary action, including immediate removal from TBI premises, suspension of privileges and/or dismissal from the college may result from conduct violations.

STUDENT RIGHTS AND RESPONSIBILITIES

By enrolling at TBI, students assume the responsibility to conduct themselves in accordance with college rules and regulations. These are set forth in this catalog and the Student Handbook issued to all students at the time of enrollment. Every student has the right to be treated with respect by faculty, staff, and fellow students. In turn, every student is expected to treat faculty, staff, and fellow students with respect, and to treat the college's equipment and facilities with proper care and concern.

Taylor students also are expected to conduct themselves off-campus in a manner that reflects favorably upon their association with the college. Suspension or termination may result from a student's violation of federal, state, or local laws.

Diversity

Taylor Business Institute is committed to serving a diverse population. The unique demographic composition of the college necessitates the need for consideration and respect towards others who have different perspectives and cultures. Any discrimination against a student, faculty or staff member due to age, origin, religion, education, culture, income strata, sexual orientation, gender or race is a violation of TBI's code of conduct and will be followed by disciplinary action.

Taylor Business Institute Diversity Break-out by Student Body

Student demographics data disclosed below is gathered through a diversity survey conducted annually.

| | 18 or under | 19 - 21 | 22 – 25 | 26 – 30 | 31 - 35 | 36 - 40 | 41 - 50 | 50+ |
|-----|-------------|---------|---------|---------|---------|---------|---------|-----|
| Age | 2% | 18% | 27% | 24% | 15% | 8% | 5% | 0% |

| | Male | Female | Unknown |
|--------|------|--------|---------|
| Gender | 60% | 40% | 0% |

| | Hetero-sexual | Homo-sexual | Bi-sexual | Other |
|--------------------|---------------|-------------|-----------|-------|
| Sexual Orientation | 89% | 6% | 5% | 0% |

| | United States | Middle-East | Asia | South America | Western Europe | Eastern Europe | Africa |
|-------------------------|---------------|-------------|------|---------------|----------------|----------------|--------|
| Origin/Country of Birth | 18% | 4% | 61% | 7% | 2% | 1% | 7% |

| | Black/ African American | Hispanic/ Chicano | White/ Caucasian | Asian/P.I./ Filipino | Middle-Eastern | Other |
|------|-------------------------|-------------------|------------------|----------------------|----------------|-------|
| Race | 18% | 5% | 5% | 58% | 7% | 7% |

| | Catholic | Protestant | Muslim | Jew | Budhist | Hindu | Baptist | Methodist |
|----------|-------------|---------------|--------------|------|---------|-------|---------|-----------|
| Religion | 7% | 0% | 21% | 1% | 2% | 38% | 5% | 1% |
| | Pentecostal | Church of God | Episcopalian | None | Other | | | |
| | 2% | 4% | 0% | 15% | 5% | | | |

| | High School Graduate | GED | Some College | College Degree or Highest Credential Received | Other |
|--------------------|----------------------|-----|--------------|---|-------|
| Educational Status | 48% | 2% | 14% | 39% | 13% |

| | Own Vehicle | Car Pool | Bus CTA | Bus PACE | Train CTA | Train METRA | Other |
|----------------|-------------|----------|---------|----------|-----------|-------------|-------|
| Transportation | 6% | 2% | 58% | 8% | 54% | 17% | 0% |

| | Single/ Living on Own/No Dependents | Single/ Caring for Parent(s) | Single/ Caring for Children | Married/ No Children or Dependents | Married with Children | Single/ Living with Parents | Married Living with Relatives | Other |
|------------------|-------------------------------------|------------------------------|-----------------------------|------------------------------------|-----------------------|-----------------------------|-------------------------------|-------|
| Household Status | 58% | 4% | 6% | 10% | 12% | 5% | 1% | 10% |

| | Not Working | Part-Time | Full-Time | Not Eligible to Work in the U.S. |
|-------------|-------------|-----------|-----------|----------------------------------|
| Work Status | 57% | 12% | 5% | 35% |

| | Below \$10000/ Year | Below \$20,000/ Year | \$20,000 to \$35,000 / Year | \$35,000 to \$50,000 / Year | \$50,000 to \$75,000 / Year | Over \$75,000 / Year |
|------------------|---------------------|----------------------|-----------------------------|-----------------------------|-----------------------------|----------------------|
| Household Income | 61% | 13% | 15% | 10% | 1% | 0% |

* Data reflects annual June 2016 diversity survey results.

Use of Computers and Network

Use of computers and network services is a privilege enjoyed by students of Taylor Business Institute. As with all privileges, computer or network usage at TBI carries with it certain responsibilities. These responsibilities are set forth in the TBI Acceptable Use Policy and are reproduced below:

Prohibited uses of the TBI Network include, but are not limited to:

- Use of the TBI Network for, or in support of, any illegal purposes
- Use of the TBI Network for, or in support of, any obscene or pornographic purposes; this includes, but is not limited to, the retrieving or viewing of any sexually explicit material;
- Use of profanity, obscenity, or language that is generally considered offensive or threatening to persons of a particular race, gender, religion, sexual orientation, or persons with disabilities
- “Reposting” or forwarding personal communications without the author’s prior consent
- Copying commercial software in violation of state, federal, or international copyright laws
- Using the TBI Network for financial gain or for the transaction of any business or commercial activities
- Intentional disruption of the use of the TBI Network for any other users, including, but not limited to, use of any process, program, or tool to ascertain passwords or engaging in “hacking” of any kind
- Providing access to the TBI Network to unauthorized individuals

For more information regarding network usage guidelines and the wireless network policies and procedures, please refer to the student handbook or the college website (www.tbiiil.edu).

Academic Dishonesty

Taylor Business Institute is dedicated to preparing students with the strongest possible educational foundation for future success, whether in a career or in further higher education. The college therefore has a firm policy against academic dishonesty. Academic dishonesty weakens the educational foundation of the participant and is detrimental to the educational progress of all students.

Academic dishonesty is defined at TBI as participating or assisting in any action intended to result in the improper award of credit for academic work. Actions meeting this definition include, but are not limited to:

- Submitting another student’s work as one’s own

- Giving test questions or answers to, or receiving test questions or answers from, other students
- Copying, or allowing another student to copy answers or work during a test
- Using materials that are not permitted during a test
- The following acts will be considered plagiarism^{***}:
 - presenting ideas and words of another as one's own
 - to use someone's production without crediting the source or giving incorrect information about the sources
 - to present as new and original an idea derived from an existing source
 - failing to put a quotation in quotation marks and citing that quotation
 - changing the words but keeping the sentence structure the same without giving credit, or copying so many words and/or ideas that it makes up the majority of the work
- Copying, or having someone else prepare homework, papers, projects, laboratory reports, or take-home exams (except in those cases designated as group work by the instructor)
- Participating in, assisting with, or knowing about and failing to report any of the above or related activities

When it has been determined by an instructor or the administration that a student has engaged in academic dishonesty the college will impose one or more of the following sanctions on the offending student:

- Require the student to resubmit the assignment or complete a different assignment
- Issue a grade of zero for the assignment
- Issue a failing grade for the course
- Terminate the student from the class and place a permanent note on that student's transcript
- Suspend the student from the college

In determining sanctions to be imposed, the college will consider both the seriousness of the offense and any prior history of academic dishonesty.

The Scope and Nature of Copyright Protection

Taylor Business Institute requires compliance with applicable copyright laws in the use of instructional materials.

The Copyright Act protects all types of expression or authorship fixed in any tangible medium, including written works, paintings, sculptures, photographs, videos, recorded music,

^{***} Source: http://www.plagiarism.org/learning_center/what_is_plagiarism.html

sheet music, computer programs, video games, architectural design, and choreography. It is important to note, however, that the Act does not protect the underlying facts or ideas in a copyrighted work -- only the "expression" of those facts or ideas.

During the applicable term of protection, the author of the work possesses certain exclusive rights (which may be assigned to another party such as the publisher or distributor). These exclusive rights include: (1) the right to copy the work; (2) the right to create derivative works; (3) the right to distribute the work; and (4) the right to display, perform or broadcast the work. Therefore, before exercising any of these rights with respect to a given work, you must obtain permission from the copyright holder unless a statutory exception such as "fair use" applies or the work is in the public domain.

The Public Domain and Other "Free" Works

Copyright protection does not extend to works in the public domain, which include: (1) works for which the applicable term of protection has expired; (2) works published by the federal government (e.g., published by the Centers for Disease Control or the National Oceanic and Atmospheric Association); (3) works that lack sufficient originality or expression to qualify for copyright protection (e.g., unadorned calendars, indices, phonebooks, databases); and (4) works expressly donated to the public domain. Such works may be copied and used without the permission of the author or publisher.

TBI students, instructors or staff who violate this policy are subject to appropriate disciplinary action. Serious violations of this policy may result in expulsion or discharge from Taylor Business Institute.

Individuals who violate state or federal copyright laws may also be subject to criminal/civil action by the appropriate agency or by the owner of the copyright.

Drug/Alcohol

TBI promotes a drug and alcohol free environment. In order to ensure that this policy is maintained, it will suspend and/or terminate any student or employee who is either found using or selling alcohol or drugs on campus, or is found under influence of them.

Profanity

Every student, faculty and staff member of TBI will be treated with respect. Any use of profane language towards any student, faculty, staff member or anyone while on college premises is subjected to disciplinary action including but not limited to suspension and termination.

Weapons

Safety of TBI's students and employees is of utmost importance. No unauthorized weapons are allowed on the college premises. Any student or employee found to be carrying a weapon is subject to immediate termination. Additionally, violations of the law also will be referred to the appropriate law enforcement authorities.

For expanded information regarding the security policies and programs, see TBI website ([Safety, Security and Clery Act Policy Handbook](#)) or contact the Safety and Security/Clery Act Coordinator on the fifth floor for a printed copy.

GRIEVANCE POLICY

There may be times when a student has a complaint or grievance concerning a problem experienced at Taylor Business Institute that he or she may believe cannot be satisfactorily resolved through the ordinary channels. In such instances, the student may wish to file a written grievance regarding the matter.

The grievance process involves the following steps:

Step One: The student should first request a conference with the faculty or staff member who is directly involved in the matter. The student should discuss the issues and seek a resolution.

Step Two: If a mutually satisfactory resolution cannot be reached through a direct conference, the aggrieved party should request a conference with the employee's immediate supervisor or the appropriate program dean.

Step Three: If it is an education matter and a conference with the program dean fails to result in a resolution satisfactory to all concerned parties, the aggrieved party may seek a resolution from the Dean of Academic Affairs.

Step Four: If, after all of the above steps have been completed and the grievance is still not satisfactorily resolved, the aggrieved party may present all facts relevant to the grievance in writing to the President of the college. This step must be completed within 48 hours of receipt of the supervisor's opinion in Step Three.

Within 24 hours of receipt of a written grievance, the President will schedule a Grievance Committee Hearing and notify all parties concerned. The Committee will consist of the President or her designee and two staff or faculty members not involved in the matter in question.

All persons directly involved, or their representatives, must be present at the hearing. Both parties will be given the opportunity to discuss the grievance at that time. The Grievance Committee will then excuse the parties and immediately review and rule on the case. The decision of the Committee will be communicated to those involved in the grievance within 48 hours. The Committee decision will be final.

While TBI does its best to resolve issues of concern to students, students who remain unsatisfied after exhausting their remedies with TBI may elect to seek resolution with appropriate external bodies. These include the state licensing and approval bodies or the U.S. Department of Education.

Illinois Board of Higher Education (IBHE)

1 N. Old State Capital Plaza, Suite 300

Springfield, Illinois 62701-1404

(217) 782-2551

(217) 557-7359

Institutional Complaints Hotline (888) 261-2881 TTY

Further, if the student is not satisfied with any of these outcomes, complaints against this school may be registered with the Illinois Board of Higher Education through their online complaint system at <http://complaints.ibhe.org>, accessible through the agency's homepage (www.ibhe.org). The IBHE online complaint site includes step-by-step instructions and key information about the complaint process.

SATISFACTORY ACADEMIC PROGRESS

Federal regulations require that all students who are receiving financial aid make satisfactory academic progress in order to remain eligible for continuing federal assistance. Consistent with federal requirements, TBI assesses the academic progress of all students at specific points in their educational programs to verify that their program is in keeping with minimum standards set by the college.

Standards set by the college are both qualitative and quantitative. Qualitative standards require students to demonstrate a level of academic success as measured by their cumulative grade point average (CGPA) at specified points within their program. Quantitative standards require evidence that students are making timely progress toward their degree. Quantitative standards are expressed as a percentage of attempted credits successfully earned by specified points in a student's program of study.

Qualitative Standard

Taylor Business Institute students will be evaluated at the end of each 10-week quarter for the duration of their program. In order to be considered to be making satisfactory academic progress toward a degree, a student must have attained a grade point average that is consistent with the possibility of long-term success in his or her program. TBI understands that new students sometimes require time to adjust to the academic environment. TBI permits students who earn somewhat less than a 2.0 average early in their program to remain enrolled. Their performance is monitored quarterly. The student must attain and maintain the requisite 2.0 by their third quarter and any subsequent academic quarters. The college conducts a quarterly review of student academic progress against qualitative standards. All students are expected to meet specified minimum standards at successive points in their program, as illustrated in the chart below:

Evaluation Points

| Required Minimum CGPA by Quarter and Length of Program | | | | | | | | |
|--|-----|-----|-----|-----------------|-----|-----|-----|-----|
| Program Length | 1st | 2nd | 3rd | 4 th | 5th | 6th | 7th | 8th |
| 6 Quarters | 1.5 | 1.7 | 2.0 | 2.0 | 2.0 | 2.0 | | |
| 6 Quarters-ESL | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 | | |
| 7 Quarters | 1.5 | 1.7 | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 | |
| 8 Quarters | 1.5 | 1.7 | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 |

In measuring a student's academic progress, incompletes, and withdrawals do not count toward a student's cumulative grade point average (CGPA) but do count toward credits attempted.

Repeat Class Policy

A student may repeat a maximum of five courses. Each course may be repeated only once. If a course is repeated, both attempts will count toward credits attempted, but only the higher grade will be considered in calculating the cumulative grade point average. A charge above the tuition quoted for a program will apply for repeated courses. The cost will be quoted based upon the number of courses and hours that must be satisfied.

Students enrolled in the English as a Second Language program may repeat a maximum of three levels. Each level may be repeated only once. Students are still required to complete the program within the maximum time frame for completion. If a level is repeated, both attempts will count toward hours attempted, but only the higher grade will be considered in calculating the cumulative grade point average. A charge above the tuition quoted for English as a Second Language program will apply for repeated levels. The cost will be quoted based upon the number of levels and hours that must be satisfied.

Developmental Courses

Developmental courses taught by the college do not count for credit toward an associate degree but will count as a grade in the calculation of cumulative grade point average and as credits attempted.

Quantitative Standard

All students are allowed a maximum time frame of 1½ times the prescribed length of their program, rounded down to the nearest term, to complete that program.

Degree Programs

| Normal Length of Program in Quarters | Maximum Time Frame for Completion in Quarters |
|---|--|
| 6 | 9 |
| 7 | 10 |
| 8 | 12 |

Certificate Program: English as a Second Language

| Level | Normal Length | Maximum Time Frame for Completion |
|--------|---------------|-----------------------------------|
| ESL101 | 6 Quarters | 9 Quarters |
| ESL102 | 5 Quarters | 8 Quarters |
| ESL103 | 4 Quarters | 6 Quarters |
| ESL104 | 3 Quarters | 5 Quarters |
| ESL105 | 2 Quarters | 3 Quarters |
| ESL106 | 1 Quarters | 2 Quarters |

Evaluation Points

To assure that students are making satisfactory progress toward timely completion of their program, the college will conduct a satisfactory progress evaluation at the end of each quarter. At these points, too, students must have achieved the minimum cumulative grade point average (CGPA) described in the chart on the preceding page and credits required as listed in the chart below.

Quantitative Standard: Continued Eligibility

SIX (6) QUARTER Programs

| 1st Academic Year | | | 2nd Academic Year | | | 3rd Academic Year | | | 4th Academic Year | | |
|-------------------|-------|-------|-------------------|-------|-------|-------------------|-------|-------|-------------------|--------|--------|
| Qtr 1 | Qtr 2 | Qtr 3 | Qtr 4 | Qtr 5 | Qtr 6 | Qtr 7 | Qtr 8 | Qtr 9 | Qtr 10 | Qtr 11 | Qtr 12 |

| Program | Total Credits | Completion Time | No. of Qtrs. | Credits Required |
|---------|---------------|-----------------|--------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|
|---------|---------------|-----------------|--------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|

| | | | | | | | | | | | | | | | |
|--|----|---|---|----|----|-----------|----|----|------------|----|----|-----------|--|--|--|
| Criminal Justice & Security Administration (AA Degree) | 96 | Normal Credit Hour Needed to Complete | 6 | 16 | 32 | 48 | 64 | 80 | 96 | | | | | | |
| | | Minimum Credit Hours Needed to Complete | 9 | 11 | 21 | 32 | 43 | 53 | 64 | 75 | 85 | 96 | | | |
| | | | | | | | | | 67% | | | | | | |

| | | | | | | | | | | | | | | | |
|---|----|---|---|----|----|-----------|----|----|------------|----|----|-----------|--|--|--|
| Medical Billing and Coding Specialist (AA Degree) | 96 | Normal Credit Hour Needed to Complete | 6 | 16 | 32 | 48 | 64 | 80 | 96 | | | | | | |
| | | Minimum Credit Hours Needed to Complete | 9 | 11 | 21 | 32 | 43 | 53 | 64 | 75 | 85 | 96 | | | |
| | | | | | | | | | 67% | | | | | | |

* When a minimum evaluation point occurs during a quarter, the evaluation will be performed at the end of the prior quarter.

Quantitative Standard: Continued Eligibility

EIGHT (8) QUARTER Programs

| 1st Academic Year | | | 2nd Academic Year | | | 3rd Academic Year | | | 4th Academic Year | | |
|-------------------|-------|-------|-------------------|-------|-------|-------------------|-------|-------|-------------------|--------|--------|
| Qtr 1 | Qtr 2 | Qtr 3 | Qtr 4 | Qtr 5 | Qtr 6 | Qtr 7 | Qtr 8 | Qtr 9 | Qtr 10 | Qtr 11 | Qtr 12 |

| Program | Total Credits | Completion Time | No. of Qtrs. | Credits Required |
|---------|---------------|-----------------|--------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|
|---------|---------------|-----------------|--------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|

| | | | | | | | | | | | | | | | |
|--------------------------------------|----|---|----|----|----|-----------|----|----|-----------|----|----|-----------|----|----|-----------|
| Accounting Technician (AA Degree) | 97 | Normal Credit Hour Needed to Complete | 8 | 12 | 24 | 36 | 49 | 61 | 73 | 85 | 97 | | | | |
| | | Minimum Credit Hours Needed to Complete | 12 | 8 | 16 | 24 | 32 | 40 | 49 | 57 | 65 | 73 | 81 | 89 | 97 |

67%

| | | | | | | | | | | | | | | | |
|--|----|---|----|----|----|-----------|----|----|-----------|----|----|-----------|----|----|-----------|
| Criminal Justice & Security Administration (AA Degree) | 96 | Normal Credit Hour Needed to Complete | 8 | 12 | 24 | 36 | 48 | 60 | 72 | 84 | 96 | | | | |
| | | Minimum Credit Hours Needed to Complete | 12 | 8 | 16 | 24 | 32 | 40 | 48 | 56 | 64 | 72 | 80 | 88 | 96 |

67%

| | | | | | | | | | | | | | | | |
|--|-----|---|----|----|----|-----------|----|----|-----------|----|-----|-----------|----|----|------------|
| Electronics Engineering Technology (AA Degree) | 102 | Normal Credit Hour Needed to Complete | 8 | 13 | 26 | 38 | 51 | 64 | 77 | 89 | 102 | | | | |
| | | Minimum Credit Hours Needed to Complete | 12 | 9 | 17 | 26 | 34 | 43 | 51 | 60 | 68 | 77 | 85 | 94 | 102 |

67%

| | | | | | | | | | | | | | | | |
|---|----|---|----|----|----|-----------|----|----|-----------|----|----|-----------|----|----|-----------|
| Medical Billing and Coding Specialist (AA Degree) | 96 | Normal Credit Hour Needed to Complete | 8 | 12 | 24 | 36 | 48 | 60 | 72 | 84 | 96 | | | | |
| | | Minimum Credit Hours Needed to Complete | 12 | 8 | 16 | 24 | 32 | 40 | 48 | 56 | 64 | 72 | 80 | 88 | 96 |

67%

* When a minimum evaluation point occurs during a quarter, the evaluation will be performed at the end of the prior quarter.

English as a Second Language Program

| Program Level | Qtr1 | Qtr2 | Qtr3 | Qtr4 | Qtr5 | Qtr6 | Qtr7 | Qtr8 | Qtr9 |
|---------------|------|------|------|------|------|------|------|------|------|
|---------------|------|------|------|------|------|------|------|------|------|

Placement: ESL Level 1

| | | | | | | | | | |
|---------------|-----|-----|-----|-----|------|------|-----|------|------|
| Normal Length | 200 | 400 | 600 | 800 | 1000 | 1200 | | | |
| MTF | 200 | 200 | 200 | 400 | 600 | 800 | 800 | 1000 | 1200 |

Placement: ESL Level 2

| | | | | | | | | |
|---------------|-----|-----|-----|-----|------|-----|-----|------|
| Normal Length | 200 | 400 | 600 | 800 | 1000 | | | |
| MTF | 200 | 200 | 200 | 400 | 600 | 800 | 800 | 1000 |

Placement: ESL Level 3

| | | | | | | |
|---------------|-----|-----|-----|-----|-----|-----|
| Normal Length | 200 | 400 | 600 | 800 | | |
| MTF | 200 | 200 | 200 | 400 | 600 | 800 |

Placement: ESL Level 4

| | | | | | |
|---------------|-----|-----|-----|-----|-----|
| Normal Length | 200 | 400 | 600 | | |
| MTF | 200 | 200 | 200 | 400 | 600 |

Placement: ESL Level5

| | | | |
|---------------|-----|-----|-----|
| Normal Length | 200 | 400 | |
| MTF | 200 | 200 | 400 |

Placement: ESL Level 6

| | | |
|---------------|-----|-----|
| Normal Length | 200 | |
| MTF | 200 | 200 |

A student will not be making satisfactory academic progress, if (a) the student's cumulative grade point average (CGPA) in his or her program of study is less than the CGPA required at that Evaluation Point or (b) the student has not successfully achieved the credits required as stipulated in the maximum time frame for their program of study.

Continued Eligibility

An additional satisfactory academic progress evaluation will be made at the sixty seventh percentage point (67%) of the maximum time frame. At this point, if satisfactory academic progress in terms of grade point average and/or number of credits completed has not been achieved, then the student will be terminated.

Probationary Conditions

Students who fail to meet the minimum academic achievement and successful course completion standards at any of the qualitative and quantitative evaluation points will be issued an official SAP warning. The student may continue to receive Title IV Aid for the quarter in which the warning was issued. A student who has received an SAP warning will have to meet the minimum standards by the end of that quarter. No appeal is necessary for reinstatement to normal status for this quarter. A student, who has received an official SAP warning and does not meet the minimum SAP requirement by the end of the quarter, will be placed on academic probation for a period of one quarter. A student will be considered making satisfactory academic progress during this probationary period and will be eligible for financial aid. If at the end of the probationary quarter the student does not meet the qualitative and/or quantitative standards then the student will be terminated or placed in an extended enrollment status. If a student meets the academic standard, the student will return to regular status.

Appeal

A student may appeal the satisfactory academic progress decision based upon mitigating circumstances. In order to appeal a decision, the student must submit a written petition to the Dean of Academic Affairs, including any evidence that substantiates the basis for the appeal and a reasonable expectation that the student will meet the requirements for satisfactory academic progress and graduation and that the maximum time frame constraints will be met. If the student's appeal is granted, the student may continue to be enrolled and receive financial aid for one quarter while on probation. A Taylor Business Institute student will be allowed one appeal during their academic career.

Re-Entrance Procedures

A student who withdraws or has been dismissed by the college may return only after an interview with the Dean of Academic Affairs, or the Dean's designee. The purpose of the interview is to establish that the reasons causing dismissal or withdrawal have been rectified to the mutual satisfaction of both the student and the Dean of Academic Affairs, or the Dean's designee. In all cases the Dean of Academic Affairs, or the Dean's designee, will recommend that the student re-enter the college at a specific point to best assist the student in completing the program. In the case of re-entrance, consideration will be given for previous training successfully completed.

The re-entering student must re-enroll, at which time eligibility for financial assistance will be reviewed. Eligibility for financial assistance can only be re-established if the student was meeting the satisfactory academic progress standard at the time of withdrawal from the institution. Students for whom eligibility for financial assistance cannot be re-established will either not be allowed to re-enroll or be placed in an extended enrollment status.

Enrolling in a New Program

A student, who before completion, changes his or her educational objective by enrolling in a new program will have the grades and credits attempted for those courses associated with the new program considered in the cumulative grade point average. A student who, after completing a program, enrolls in a different program for additional credential will have the grades and credits attempted for those courses associated with the new program considered in the cumulative grade point average. In both conditions, for purposes of determining the maximum time frame for the new program, the time spent in the previous course will then be recalculated by multiplying the adjusted program length by 1.5.

Extended Enrollment

Students who are terminated for failure to make satisfactory academic progress as stipulated in the above stated policy must be removed from regular enrollment status for at least one quarter. During this quarter and any succeeding quarters, students may continue if approved to do so in an extended enrollment period until satisfactory academic progress has been achieved. There is no financial aid eligibility while on extended enrollment status. The following disclosures must be discussed with each student seeking to be placed on an extended enrollment status and agreed to in writing. Once satisfactory academic progress has been achieved, students will be enrolled in regular status and regain eligibility for financial aid.

If, however, at 67% of the maximum time frame, satisfactory academic progress in terms of grade point average and/or number of credits attempted has not been regained, then the student will be terminated.

1. The student is not eligible for additional student aid while in an extended enrollment status and is responsible for any tuition and fees assessed by the college.
2. While in an extended enrollment status, students must seek to correct academic deficiencies by retaking courses or practicing previously learned skills in order to re-establish satisfactory academic progress. However, in no case can a student exceed one and one-half times the standard time frame either as a regular student or in an extended enrollment status and receive the original academic credential for which he or she enrolled.

Transfer Credits from Other Institutions

Students who wish to transfer credits from other institutions or students who pass proficiency exams may do so subject to the conditions stipulated under transfer credit and proficiency credit policy in this catalog. Transfer and proficiency credits will not count in the calculation of the student's CGPA. The maximum time frame for completion will be adjusted by subtracting the number of transfer credits from the number of total program credits. The maximum time frame is then recalculated by multiplying the adjusted program length by 1.5.

Leave of Absence Policy – Title IV Recipients

For the purposes of Title IV, Taylor Business Institute students cannot receive Leave of Absence. Students who leave for any reason will be processed as withdrawals.

Leave of Absence Policy – Non-Title IV Recipients

Taylor Business Institute will grant a leave of absence to students for up to 90 days in any twelve-month period. During this period the student is not considered withdrawn and no refund calculation is required. The following conditions must be met to qualify for a leave of absence:

1. The request should arise from serious, unexpected, or extraordinary circumstances.
2. There is a reasonable expectation that the student will return to the college.
3. The request is to be made in writing. It is to be signed and dated requesting the leave of absence prior to the leave. If, however, unforeseen circumstances prevent the student from providing a written request, then the college may grant the request if it documents its decision and collects the written request at a later date.
4. Where possible, third-party supporting documentation should accompany the request.
5. The leave of absence will not involve additional charges by the college.
6. Approval must be granted in writing, in accordance with the college's policy, from the academic dean to the petitioning party. Copies will be forwarded to the financial aid and business offices.

If it is necessary, a subsequent leave of absence may be approved due to unforeseen circumstances covered under the Family and Medical Leave Act of 1993. This leave cannot exceed 30 days. Such a subsequent leave must also be documented as stated above.

The college will not charge students for a leave of absence. If a student's leave of absence is not approved or the student fails to return at the end of the approved leave of absence, the student is considered withdrawn. Refund requirements will apply as of this date or any earlier date that the college receives notice.

Leave of Absence Policy – International Students

General Leave

There are times when international students may need to leave the college for personal or professional reasons.

Therefore, please be advised that all requests for a Leave of Absence (LOA) for general reasons must be submitted at least five (5) weeks in advance of the planned leave date. All applications must be submitted to the Dean of Academic Affairs.

All applications submitted for a general Leave of Absence (LOA) will be processed and approved based on the following criteria:

1. Student must have been in attendance at least 3 terms. Satisfactory completion of at least
2. 2 terms in 2 different courses is required.
3. The student's account must be current at the time of request.
4. The student's attendance must be satisfactory.
5. The student must be making satisfactory academic progress, a CGPA of 2.0 or better.

For more information or if you have any questions, please contact the Dean of Academic Affairs.

Medical Leave

In addition to the conditions as stated above international students will also be eligible for a medical leave if they meet the following:

International students who have a medical reason for taking either no classes or less than a full-time load may receive a leave authorization for medical reasons for up to four quarters maximum. However, medical documentation must be submitted for each quarter that a student is requesting approval for leave. To be eligible for a medical leave the student must submit documentation to the Dean of Academic Affairs from a licensed medical doctor, doctor of osteopathy or licensed clinical psychologist indicating that the student is not able to attend class that quarter. This documentation does not have to contain a diagnosis or details of the student's condition or illness.

ACADEMIC AND CAREER PROGRAMS

Taylor Business Institute offers associate of applied science degree programs that focus on preparing students for immediate employment. All programs of study are offered in-residence at the college's 318 West Adams Street, Chicago, Illinois campus. TBI's A.A.S. degree programs provide the advanced training and foundations in general education that many employers cite as a requirement for career advancement.

Associate of Applied Science (A.A.S.) Degree Programs

The Associate of Applied Science is a professionally focused degree designed for students whose primary interest is in acquiring the skills necessary to enter the job market immediately upon graduation. To earn an A.A.S. degree from Taylor Business Institute, a student must complete 39 hours of credit from TBI's General Education Core and a total of 57 to 63 credit hours in the program major core associated with their area of applied study.

Although the A.A.S. degree is designed principally for immediate entry into the workforce, some opportunities exist for students who complete this degree to continue advanced career preparation at four-year institutions offering programs compatible with their work at Taylor Business Institute.

The following programs are approved by the Illinois Board of Higher Education (IBHE) and the Higher Learning Commission (HLC) and lead to an Associate of Applied Science Degree.

- Accounting Technician
- Criminal Justice and Security Administration
- Electronics Engineering Technology
- Medical Billing and Coding Specialist

Certificate Programs

The following program is approved by the Illinois State Board of Education (ISBE), the Higher Learning Commission (HLC) and the United States Citizenship and Immigration Services (USCIS) and lead to a certificate.

- English as a Second Language (ESL)

GENERAL EDUCATION PHILOSOPHY

(Revised July 10, 2014 and Approved in August 2014)

Taylor Business Institute's *General Education Core* prepares students to contribute to a complex, ever changing, diverse and multicultural world. The Associates of Applied Science degree provides the students with specialized knowledge and skills that connect with immediate employment opportunities. It is not designed primarily as basis for transfer to a bachelor's degree program, although it can serve that purpose. The General Education Core is designed to provide students with broad integrative knowledge and intellectual skills related to lifelong learning which also support employability. Today's employers are looking not only for specialized skills but for skills in writing, thinking and interpersonal relationships that are crucial to the workplace. These skills are also essential to the academic and intellectual empowerment of a diverse and underserved student body. Students in all A.A.S. degree programs at TBI must participate in core General Education courses. What is learned in these courses is also reinforced in across the curriculum initiatives that promote general education values throughout their program of study.

Taylor Business Institute's General Education Program has the following mission and expected Student Learning Outcomes:

Mission: In keeping with the mission of Taylor Business Institute the faculty seeks to empower students to acquire a broad range of intellectual and practical skills during the completion of their degrees. The achievement of these outcomes will prepare students to be life-long learners and to effectively participate in future employment, educational, and public service opportunities.

Learning Outcomes: Upon completion of the General Education requirements, students will be able to:

1. Demonstrate preparedness for further college study and life-long learning.

- a. Demonstrate curiosity about various topics including the desire to explore topics in some depth.
- b. Show initiative in completing work on time, contributing positively to the learning environment and expanding learning opportunities.
- c. Show respect for all persons, including authority figures.
- d. Access credible information from a variety of sources.
- e. Demonstrate basic computer skills.

2. Communicate effectively both orally and in writing.

- a. Apply different types of communication in their appropriate contexts.
- b. Write short essays and research papers with clear organization, documentation and minimal grammatical errors.

- c. Communicate effectively for both informative and persuasive purposes.
 - d. Contribute to small group discussions and teams.
 - e. Identify and explain key ideas and arguments in textbooks and other types of readings.
- 3. Use critical thinking as a response to exposure to information and ideas.**
- a. Use problem solving and decision making skills individually and in small groups.
 - b. Demonstrate tolerance and appreciation for ideas and peoples who have differing perspectives.
 - c. Demonstrate self-awareness regarding the source and development of their values and beliefs.
 - d. Articulate arguments which rely on evidence which is not based solely on personal perception and/or unsupported generalizations.
 - e. Analyze and evaluate systems of attitudes, beliefs and values using reason in order to be prepared for ethical issues in society, work, and the environment.
- 4. Master quantitative skills which can be applied in a variety of contexts.**
- a. Show skills in data collection, presentation and analysis.
 - b. Use trend analysis to understand problems.
 - c. Demonstrate basic computational skills and logic as needed.
 - d. Interpret real life situations using algebra

All beginning first-year students enrolled in the Associate of Applied Science degree programs at Taylor Business Institute will complete 39 credit hours of general education course work prior to graduation with an associate degree. This course work is aligned with the Illinois Articulation Initiative (IAI) general studies course descriptions and once completed, should subsequently enhance transfer opportunities to other educational institutions.

COMMUNICATIONS (12 hours required)

| | | |
|---------------|------------------------------|---|
| ENG 101 | English Composition I | 4 |
| ENG 102R..... | English Composition II | 4 |
| SPH 101 | Speech | 4 |

MATHEMATICS (8 hours required)

| | | |
|--------------|-----------------------------|---|
| MAT 103..... | Intermediate Algebra | 4 |
| MAT 130..... | Quantitative Literacy | 4 |

PHYSICAL/LIFE SCIENCES (8 hours required – choose BIO or PHY – MBCS students must take BIO)

| | | |
|----------------|--------------------------------|---|
| BIO 119..... | Environmental Biology | 4 |
| BIO 120L | Environmental Biology Lab..... | 4 |
| PHY 109..... | Physics and Society..... | 4 |
| PHY 110L..... | Physics Lab | 4 |

SOCIAL/BEHAVIORAL SCIENCES (7 hours required)

| | | |
|------------------------------|---|---|
| PCS 110 | College Readiness (required in first quarter) | 3 |
| Choose one of the following: | | |
| PSY 107 | Psychology | 4 |
| SOC 108..... | Sociology | 4 |
| ECN 101..... | Economic Principles | 4 |

HUMANITIES (choose one – 4 hours required)

| | | |
|---------------|--|---|
| ENG 200 | Survey of American Literature | 4 |
| HIS 101 | United States History: 1865 to the present | 4 |
| HUM 102 | Intro to Logic & Critical Thinking..... | 4 |

“R” indicates a research component that is incorporated into this course to make it Illinois Articulation Initiative (IAI) compatible.

Program Description

The Associate of Applied Science in Accounting Technician familiarizes students with accounting fundamentals. Students will learn the recording functions of the accounting process as well as analyze, classify, and summarize financial reports and other similar documents. In addition to basic accounting skills, students in this program will receive advanced training focused on cost accounting and principles of business law.

Program Learning Outcomes

In addition to demonstrating competence in the College-wide General Education Outcomes of Taylor Business Institute, Accounting students will, upon completion of their program, be able to:

1. Demonstrate the ability to utilize the accounting cycle to record transactions, process information and prepare financial statements for a business.
 - a) Prepare and analyze basic journal entries.
 - b) List and explain the various types of classifications of general ledger accounts used by the typical business activity.
 - c) Explain and prepare the various steps in the accounting cycle.
 - d) Demonstrate knowledge of the purpose of the Balance Sheet, Income Statement and Statement of Owner's equity.
2. Show knowledge of how to apply basic accounting processes.
 - a) Demonstrate knowledge of federal taxation rules for individuals, and the means and techniques of tax planning and preparation.
 - b) Demonstrate knowledge of budgeting and product costing techniques and methods related to the control and evaluation of business operations.
3. Express a variety of qualitative and quantitative skills necessary for employment and lifelong learning.
 - a) Perform general computer competence with the ability to input data.
 - b) Demonstrate skills to do a variety of computations and apply logic as needed.
 - c) Communicate effectively in English, both in writing and in speaking.
 - d) Demonstrate skills necessary for effective teamwork in a diverse work environment.

Career Opportunities

Graduates of this program are prepared for entry-level positions in such areas as bookkeeping, billing and posting clerks, accounting clerks, payroll and timekeeping clerks and tax preparers.

Entrance Requirements

See Admission Policies on pages 23-30 of the TBI academic catalog.

Training Equipment

Students will use computers and academic support software.

Class Size

Classes range in size from 15 to 25 students, with the typical class consisting of 20 students.

*** Fewer than 10 graduates, no gainful employment disclosure information required.**

ACCOUNTING TECHNICIAN* PROGRAM OUTLINE

GENERAL EDUCATION CORE (39 Credits)

Students in all A.A.S. degree programs at TBI must participate in core General Education courses. The general education component of the A.A.S. degree requires a minimum of 39.0 credit hours designed to meet the skills needed for an occupation. The general education components comprise Communication, Humanities, Social/Behavioral Sciences, Mathematics and Physical/Life Sciences.

CORE REQUIREMENTS (44 Credits)

| | | |
|---------------|----------------------------------|---|
| ACC 101 | Accounting I..... | 4 |
| ACC 102 | Accounting I Lab | 2 |
| BUS 106A..... | Introduction to Business | 4 |
| ACC 103 | Accounting II | 4 |
| ACC 104 | Accounting II Lab | 2 |
| ACC 108 | Income Tax & Payroll System..... | 4 |
| ACC 201 | Accounting III..... | 4 |
| ACC 202 | Accounting III Lab..... | 2 |
| ACC 203 | Cost Accounting I | 4 |
| ACC 204 | Cost Accounting I Lab | 2 |
| BUS 201A..... | Business Law | 4 |
| ACC 205 | Cost Accounting II..... | 4 |
| ACC 206 | Cost Accounting II Lab..... | 2 |

SUPPORT REQUIREMENTS (14 Credits)

| | | |
|----------------|---|---|
| BUS 101 | Keyboarding..... | 2 |
| BUS 102B | Business Communication..... | 4 |
| BUS 104C | Introduction to Microsoft Office Suite Applications | 2 |
| BUS 115..... | Economics for Business | 4 |
| ACC 299 | Integrative Seminar in Accounting Technician | 2 |
| CIS 101 | Introduction to Computers and Information Systems | 2 |

“R” indicates a research component that is incorporated into this course to make it Illinois Articulation Initiative (IAI) compatible.

* Fewer than 10 graduates, no gainful employment disclosure information required.

Program Description

The Criminal Justice and Security Administration degree program is designed to prepare students for employment in a wide variety of entry level positions in security related fields within the government and private sector. Graduates will be able to plan, manage and supervise services provided by private security and government concerns. Students will be taught principles of basic security concepts and practices and will understand the fundamental concepts involved in Homeland Security and Terrorism, firearm safety and defensive tactics, electronic security and surveillance as well as the broad concepts of constitutional law and criminal law. Practical applications of various security service function will be taught.

Program Learning Outcomes

In addition to demonstrating competence in the College- wide General Education Outcomes of Taylor Business Institute, Criminal Justice and Security Administration students will, upon completion of the program, be able to:

1. Demonstrate knowledge of the theoretical aspects of crime, criminal justice and security.
 - a) Identify and discuss basic theories and concepts regarding the criminal justice system and its operation including law, policing, courts, and corrections.
 - b) Identify and discuss security and public safety concepts and operations.
 - c) Distinguish the perspectives of various disciplines as they contribute to the field of criminal justice including psychology, sociology, ethics and physiology.
2. Demonstrate the ability to apply principles and techniques of criminal justice to criminal justice practice.
 - a) Demonstrate analytical and practical skills in the investigation and resolution of crime and security situations.
 - b) Demonstrate oral and written skills in interviewing witnesses, victims, and suspects and in the composition of clear, concise, complete, and accurate reports.
3. Demonstrate the personal qualities needed to an effective practitioner in a criminal justice position or agency.
 - a) Demonstrate ability to function as a member of a team in a global and multicultural society showing self-awareness and respect for the community and co-workers.
 - b) Display readiness for employment in an entry level criminal justice or security position.

Service Learning

This program has a service learning component that is taught in both the CJS102-Basic Security Concepts and Practices and the CJS109-Juvenile Delinquency/Juvenile Justice courses. Service Learning is defined as a teaching method that enriches learning by empowering students through meaningful service that benefits the common good.

Career Opportunities

Graduates of this program are prepared for entry-level positions in such areas as security, loss prevention and surveillance. Other career opportunities include positions in corporate or private security management, retail or industrial loss prevention, and insurance investigation. For individuals who are currently employed in entry level positions in the field of criminal justice, the Criminal Justice and Security Administration degree program will provide a solid educational foundation for professional development and advancement.

Entrance Requirements

See Admission Policies on pages 23-30 of the TBI academic catalog.

Training Equipment

Equipment used will include cardiopulmonary resuscitation (CPR) machines for CPR training, computers, first-aid kits, Automated External Defibrillator (AED) machines, and other pertinent equipment used in the criminal justice field.

Class Size

Classes range in size from 15 to 25 students, with the typical class consisting of 20 students.

*** Gainful Employment Disclosure Information:** *For information on graduation rates, median debt of graduates completing this program and other important information, visit <http://www.tbil.edu/CJSA/Gedt.html>.*

CRIMINAL JUSTICE & SECURITY ADMINISTRATION*

PROGRAM OUTLINE

GENERAL EDUCATION CORE (39 Credits)

Students in all A.A.S. degree programs at TBI must participate in core General Education courses. The general education component of the A.A.S. degree requires a minimum of 39.0 credit hours designed to meet the skills needed for an occupation. The general education components comprise Communication, Humanities, Social/Behavioral Sciences, Mathematics and Physical/Life Sciences.

CORE REQUIREMENTS (51 Credits)

| | | |
|----------------|---|---|
| CJS 101 | Introduction to Criminal Justice..... | 4 |
| CJS 102 | Basic Security Concepts & Practices | 3 |
| CJS 103A | Electronic Security & Surveillance Lab | 2 |
| CJS 104 | Introduction to Criminology | 4 |
| CJS 105 | First Responder & Emergency Procedures Seminar..... | 2 |
| CJS 106 | Constitutional Law | 4 |
| CJS 107 | Introductions to Corrections | 4 |
| CJS 108 | Probation and Parole | 4 |
| CJS 109 | Juvenile Delinquency/Juvenile Justice | 4 |
| CJS 110 | Police Organization and Management | 4 |
| CJS 111 | Homeland Security and Terrorism..... | 4 |
| CJS 112A | Communications & Case Reporting Workshop..... | 2 |
| CJS 201 | Criminal Law | 4 |
| CJS 203A | Firearms Safety and Defensive Tactics Seminar | 2 |
| CJS 204 | Criminal Investigations | 4 |

SUPPORT REQUIREMENTS (6 Credits)

| | | |
|---------------|---|---|
| BUS 101 | Keyboarding..... | 2 |
| CJSA299 | Integrative Seminar in Criminal Justice and Security..... | 2 |
| | Administration | |
| CIS 101 | Introduction to Computers and Information Systems..... | 2 |

“R” indicates a research component that is incorporated into this course to make it Illinois Articulation Initiative (IAI) compatible.

* **Gainful Employment Disclosure Information:** For information on graduation rates, median debt of graduates completing this program and other important information, visit <http://www.tbil.edu/CJSA/Gedt.html>.

Program Description

The Electronic Engineering Technology program has two tracks, one with Electronic Circuit emphasis and the other with Visual Programming emphasis. The core program, common to both tracks, provides the successful student with skills in basic electronics, component usage, modern lab documentation techniques, and the analysis of analog circuits, digital circuits and microcontroller systems. In the final two academic quarters, The Electronics Track focuses on Solid State Device operation and the study of Digital Communication Systems. The Programming Track offers 12 credit Hours of programming within a visual environment, such as .NET, or another contemporary tool, based on current industry trends.

Program Learning Outcomes

In addition to demonstrating competence in the College- wide General Education Outcomes of Taylor Business Institute, Electronics Engineering Technology students will, upon completion of the program, be able to:

1. Demonstrate broad knowledge of electrical and electronic engineering technology practices.
 - a) Know how to download/Install/Troubleshoot/Use common software tools such as Schematic Capture, Circuit Simulator, General Utilities, Open Office Suite and Program updates.
 - b) Identify, locate, use and specify the key parameters for the essential passive and active electronic components.
 - c) Identify, locate, use and specify the key parameters for the essential Analog and Digital Integrated Circuit Functions.
 - d) Understand how to use and employ appropriate basic electronic test equipment types related to Measurement, Signal Generation, Oscilloscope, power supply and performance.
2. Apply gained electronic knowledge to wide range of fields
 - a) Demonstrate ability to describe, utilize, analyze and troubleshoot electronic systems.
 - b) Perform Manual and Automated Tests of prototypes of circuit blocks for performance.
3. Demonstrate soft skills and qualities necessary for participation in an entry level position in Electronics.
 - a) Work effectively as an individual and as a member of a multidisciplinary team and displays good customer service skills.
 - b) Communicate effectively both orally and in writing.

Career Opportunities

Successful Graduates will qualify for a variety of positions in Electronics Engineering Technology. Career fields to include: Electronics Laboratory technician; Electronics Build, Test and Analysis; Electronic System Installation and Maintenance, Manufacturing Equipment Installation/Maintenance; Technical Sales/Support.

Entrance Requirements

To insure the success of the applicant, entrance requirements will be strictly enforced. See Admissions Policies on pages 23-30 of the TBI academic catalog.

Training Equipment

Students will use the following equipment: computer systems, network hubs, printers, basic computer peripherals, standard hand tools, soldering irons and test equipment, including the Volt ohm Meter, Digital Volt-Meter, power supply, oscilloscopes and signal generators.

Class Size

Class sizes range from 10 to 15 students.

*** Fewer than 10 graduates, no gainful employment disclosure information required.**

Program Description

The Medical Billing and Coding Specialist program prepares graduates for a variety of challenging career opportunities in the healthcare field. Students are introduced to the basic principles of health insurance and medical billing & coding for environments, such as, hospitals, doctor's offices and insurance companies. Students are also provided a strong foundation in health related office systems and software applications. Students will be prepared to take billing and coding certification exams.

Program Learning Outcomes

In addition to demonstrating competence in the College- wide General Education Outcomes of Taylor Business Institute, Medical Billing and Coding Specialist students will, upon completion of the program, be able to:

1. Demonstrate critical thinking skills while applying knowledge of specialized medical, insurance and regulation systems and terminologies.
 - a) Define basic health insurance terminology relating to medical billing and the claims process.
 - b) Define basic anatomical, physiological and pathological terms used in medical terminology.
 - c) Apply security & privacy concepts according to HIPAA guidelines.
 - d) Differentiate between major classes of health insurance.
2. Apply a variety of computer skills necessary to prepare documents related to billing, coding and health care settings.
 - a) Collect, interpret, and analyze source documents to create accurate medical records.
 - b) Prepare accurate health insurance claim forms including CMS 1500 and UB-04.
 - c) Operate health insurance billing software.
 - d) Apply ICD-9-CM, ICD-10-CM CPT, and HCPCS codes based on medical documentation.
3. Demonstrate soft skills and qualities necessary for participation in an entry level position in the medical field.
 - a) Apply communication skills, both oral and written, including letters, memos, telephone, and email, in interactions with patients, physicians and coworkers.
 - b) Demonstrate the ability to research employment opportunities, prepare an effective employment package, and present oneself positively in a job interview.
 - c) Express an awareness of the need for continued professional education and growth.
 - d) Demonstrate the ability to work as a member of a team with diverse backgrounds, attitudes and beliefs in a healthcare setting.

Career Opportunities

Graduates of this program will be prepared for entry-level positions in the insurance, medical billing and related healthcare industries. They are employed as medical billers, unit secretaries, patient service representatives and medical records clerks.

Entrance Requirements

See Admission Policies on pages 23-30 of the TBI academic catalog.

Training Equipment

Students will use computers and academic support software and other learning resources.

Class Size

Classes range in size from 15 to 25 students, with the typical class consisting of 20 students.

*** Fewer than 10 graduates, no gainful employment disclosure information required.**

MEDICAL BILLING AND CODING SPECIALIST* PROGRAM OUTLINE

GENERAL EDUCATION (39 Credits)

Students in all A.A.S. degree programs at TBI must participate in core General Education courses. The general education component of the A.A.S. degree requires a minimum of 39.0 credit hours designed to meet the skills needed for an occupation. The general education components comprise Communication, Humanities, Social/Behavioral Sciences, Mathematics and Physical/Life Sciences.

CORE REQUIREMENTS (45 Credits)

| | | |
|----------------|--|---|
| MBS 101 | Introduction to Medical Billing | 4 |
| MBS 102A | Anatomy and Physiology I..... | 4 |
| MBS 103A | Anatomy and Physiology II | 4 |
| MBS 104A | Medical Terminology..... | 4 |
| MBS 106A | Introduction to Medical Coding..... | 4 |
| MBS 201A | Medical Billing | 4 |
| MBS 202A | Medical Coding for Billers | 4 |
| MBS 203B | Computerized Billing and Collections/Reimbursements..... | 2 |
| MBS 206B | Healthcare Regulations and Guidelines | 3 |
| MBS 211 | Pathophysiology and Pharmacology..... | 4 |
| MBS 212 | Advanced Medical Billing | 4 |
| MBS 213 | Advanced Medical Coding | 4 |

SUPPORT REQUIREMENTS (12 Credits)

| | | |
|----------------|---|---|
| BUS 101 | Keyboarding..... | 2 |
| BUS 102B | Business Communications | 4 |
| BUS 104C | Introduction to Microsoft Office Suite Applications | 2 |
| CIS 101 | Introduction to Computers and Information Systems..... | 2 |
| MBCS299 | Integrative Seminar in Medical Billing and Coding | 2 |
| | Specialist | |
| SRL 101 | Skills Reinforcement Lab-I** | |
| SRL 102 | Skills Reinforcement Lab-II** | |

“R” indicates a research component that is incorporated into this course to make it Illinois Articulation Initiative (IAI) compatible.

*** Fewer than 10 graduates, no gainful employment disclosure information required.**

*** Skills reinforcement labs are mandatory for all students enrolled in the Medical Billing and Coding Specialist Program. Skills reinforcement lab courses will be offered twice in the duration of the program. First lab course will be offered at the mid-point and the second lab course will be offered in the final quarter of the program.*

Program Description

The English as a Second Language Program allows non-native speakers to develop the English language proficiency necessary to succeed in academic or personal pursuits. As a stand-alone program – not integrated into any other TBI program offering – it instructs students through its multi-level, integrated-skills approach. Students achieve the necessary knowledge and language skills to efficiently and effectively pursue their professional careers or life goals within the United States or abroad.

Program Learning Outcomes

Upon completion of the ESL Programs at Taylor Business Institute, a student will be able to:

1. Communicate in the English language, both in writing and speech, in a way which shows situational flexibility and language skill.

Assessed through the following parts of the iTEP Academic-Plus exam:

- a) Grammar – 2 parts
 - b) Listening – 3 parts
 - c) Reading – 2 parts
 - d) Writing - Part I
 - e) Speaking – Part 1
2. Engage in critical thinking, using the English language, relevant to typical academic discourse.
Assessed through the following parts of the iTEP Academic-Plus exam:
 - a) Writing – Part II
 - b) Speaking – Part II
 3. Demonstrate cultural and self- awareness by acknowledging and assessing distinguishing qualities of their own culture and other world cultures.
 - a) Assessed through an activity developed by the ESL program faculty

Entrance Requirements

See Admission Policies for ESL program on page 27-30 of the TBI academic catalog.

Training Equipment

Equipment used will include computers with audio/video and headphones capacity, overhead projectors, tape recorders, CD players and DVD players.

Exit Testing

Students in the ESL program will be administered an exit exam in the final quarter of their study.

Class Size

Classes generally range in size from 12 to 15 students.

PROGRAM OUTLINE

| | | |
|-----------------|--|-----|
| ESL 101 | Beginning Level..... | 200 |
| ESL 102 | High Beginning Level..... | 200 |
| ESL 103 | Intermediate Level | 200 |
| ESL 104 | High Intermediate Level | 200 |
| ESL 105 | Advanced Level | 200 |
| ESL 106 | The Proficiency Level..... | 200 |
| ESL 107** | Advanced ESL Proficiency Seminar | 200 |

*** Gainful Employment Disclosure Information:** *For information on graduation rates, median debt of graduates completing this program and other important information, visit <http://www.tbil.edu/ESL/Gedt.html>.*

** This quarter is an option for students who wish to have a deeper cultural assimilation experience and is not a requirement for program completion. Only students who have satisfied all program requirements as described for the English as a Second Language program are eligible to enroll for this cultural assimilation class.

COURSE DESCRIPTIONS

Accounting Courses

ACC 101.....Accounting I
Quarter Credit Hours.....4
Corequisite ACC 102

An introduction to accounting principles and procedures encompassing theories of debit and credit, and the accounting cycles for sole proprietorship. Topics include procedures for journalizing, posting, preparing work sheets, and financial statements, adjusting closing entries and determining the post closing trial balance. This course also covers accounts receivable, accounts payable and bank reconciliation. Writing assignments and reserved readings, as appropriate to the discipline, are part of the course.

ACC 102.....Accounting I Lab
Quarter Credit Hours.....2
Corequisite ACC 101

Applications of accounting principles and procedures covered in ACC 101. Includes instruction and practice assignments to develop accounting proficiency through the use of computerized simulations.

ACC 103.....Accounting II
Quarter Credit Hours.....4
Prerequisite ACC 101
Corequisite ACC 104

Continuation of ACC 102 with an emphasis on special topics including inventory valuation, accounting for property, plant, equipment, and intangible assets. Partnership accounting and payroll will also be covered. Writing assignments and reserved readings, as appropriate to the discipline, are part of the course.

ACC 104.....Accounting II Lab
Quarter Credit Hours.....2
Prerequisite ACC 102
Corequisite ACC 103

Use of computers and accounting software programs in the performance of work assignments based on material covered in ACC 103. Students complete Accounting Simulation II practice set.

ACC 108.....Income Tax & Payroll Systems
Quarter Credit Hours.....4
Prerequisites..... ACC 103, CIS 101

Payroll applications including methods of computing wages and salaries, keeping records, and preparing government reports. This course also introduces principles of taxation, taxable income, deductible and non-deductible expenses, and individual returns for net income and other schedules.

ACC 201.....Accounting III
Quarter Credit Hours.....4
Prerequisites..... ACC 103
Corequisite ACC 202

Continuation of ACC 103. Emphasis is placed on corporation accounting including contributed capital, retained earnings, stock and bond transactions. In addition, the statement of cash flows and financial ratio analyses will be covered. Writing assignments and reserved readings, as appropriate to the discipline, are part of the course.

ACC 202.....Accounting III Lab
Quarter Credit Hours.....2
Prerequisites..... ACC 104
Corequisite ACC 201

Students use accounting software to perform work assignments based on material covered in ACC 201. Introduction to database software

for analysis and interpretation of financial records.

ACC 203.....Cost Accounting I
Quarter Credit Hours.....4
Prerequisites..... ACC 201
Corequisite ACC 204

Introduction to basic cost concepts, job order costing, and process costing. Decision-making procedures and skills necessary for cost accounting. Writing assignments and reserved readings, as appropriate to the discipline, are part of the course.

ACC 204.....Cost Accounting I Lab
Quarter Credit Hours.....2
Prerequisites..... ACC 202
Corequisite ACC 203

The completion of work assignments based on material covered in Cost Accounting I theory class is required. Cost Accounting simulation set must be completed.

ACC 205.....Cost Accounting II
Quarter Credit Hours.....4
Prerequisite ACC 203
Corequisite ACC 206

In-depth study of process and job order costing, with an examination of the role of the cost accountant in today's business environment. Students apply principles of cost accounting in a business simulation. Writing assignments and reserved readings, as appropriate to the discipline, are part of the course.

ACC 206.....Cost Accounting II Lab
Quarter Credit Hours.....2
Prerequisites..... ACC 105, ACC 204
Corequisite ACC 205

Laboratory companion course to ACC 205. Students use the most popular spreadsheet productivity programs to demonstrate cost

accounting concepts and complete assignments for ACC 205.

**ACC 299.....Integrative Seminar:
Accounting Technician (Capstone)**
Quarter Credit Hours.....2

In this capstone course, Accounting Technician students will examine and integrate their learning across the curriculum, including general education and professional knowledge, skills and attitudes. They will demonstrate their learning and job readiness in Accounting fields through the production of a portfolio. This portfolio will document their learning and show performance on internal and external assessment tools. (2 credits) Prerequisites include a C or better in ENG 101, a minimum cumulative GPA of 2.0 and completion of the following ACC courses:

- ACC101
- ACC103
- ACC108
- ACC201
- ACC203

Business Courses

BUS 101.....Keyboarding
Quarter Credit Hours.....2

Develops and strengthens touch keyboarding techniques with a focus on building speed and accuracy.

BUS 102BBusiness Communications
Quarter Credit Hours.....4
Prerequisite Earn a C or better in COM 100

This course examines modes of business writing including memos, and various correspondence to customers, clients or other individuals involved in business transactions. Emphasis is placed on editing, formatting and communications theories specific to professional contexts. Writing assignments

and reserved readings, as appropriate to the discipline, are part of the course.

BUS 104C.....Introduction to Microsoft Office Suite Applications

Quarter Credit Hours.....2

Fundamentals of computer information systems as applied to using microcomputers with hands-on instruction in Outlook, Excel, Access, and PowerPoint software applications.

BUS 106AIntroduction to Business

Quarter Credit Hours.....4

A survey course on the various forms of business organizations, finance, personnel problems, marketing and business government relations. Writing assignments and reserved readings, as appropriate to the discipline, are part of the course.

BUS 115Economics for Business

Quarter Credit Hours.....4

Introduction to national income theories, price theories and behavior of the firm under varying economic conditions. Includes the economic roles of business, government and households; economic fluctuations and growth; money and banking; and international economics. The following policies were also added to all the courses to reflect uniformity in curriculum. It is however, discretion of an instructor to change the grade assignments.

BUS 201A..... Business Law

Quarter Credit Hours.....4

Examines major laws relevant to business relationships and transactions. Topics include agency, contracts, negotiable instruments, and personal property. Writing assignments and reserved readings, as appropriate to the discipline, are part of the course.

Computer Information Systems Courses

CIS 101..... Introduction to Computers & Information Systems

Quarter Credit Hours.....2

This course introduces the students to the functions and usage of computers and information systems. Students will learn the basics of computer software, hardware and operating systems. Students will also develop portfolios demonstrating the ability to use word processing spreadsheets, multimedia and email communication. Successful completion of this course requires the knowledge of TBI's plagiarism policy, copyright and infringement laws.

CIS 102A Introduction to Computer Software

Quarter Credit Hours.....3

Provides the technical student with an overview of software as it applies to microcomputers to include the inner workings of computers and software installation. Students will also be able to navigate and use word processing, spreadsheets and presentation software.

Criminal Justice and Security Administration Courses

CJS 101 Introduction to Criminal Justice

Quarter Credit Hours.....4

This course introduces the major theories of criminal justice and is a survey and analysis of the criminal justice system, including an historical and philosophical overview of the development, with special emphasis on the system's primary components (police, courts,

and corrections), and the relationship of these components in the administration of criminal justice in the United States. Writing assignments and reserved readings, as appropriate to the discipline, are part of the course.

CJS 102 Basic Security Concepts and Practices

Quarter Credit Hours.....3

This is an overview of contemporary security and public safety concepts and practices. It examines the history and function of modern security and public safety agencies. This is a curricular service learning course. Writing assignments and reserved readings, as appropriate to the discipline, are part of the course.

CJS 103A ..Electronic Security & Surveillance Lab

Quarter Credit Hours.....2

The lab introduces basic techniques of electronic security and surveillance. Students are exposed to surveillance concepts and tactics. This course explores connections between communication, surveillance, and control in contemporary information societies.

CJS 104 Introduction to Criminology

Quarter Credit Hours.....4

Prerequisite:CJS 101 or departmental consent

This course is an introduction to the multi-disciplinary study and analysis of the nature, causes, and control of crime; measurement of crime; and the interactive roles of the system, victim, and offender. Writing assignments and reserved readings, as appropriate to the discipline, are part of the course.

CJS 105 First Responder and Emergency Procedures Seminar

Quarter Credit Hours.....2

This course discusses the roles of first responders in a variety of emergency

scenarios. It will also provide training in basic first aid and cardiopulmonary resuscitation (CPR).

CJS 106Constitutional Law

Quarter Credit Hours.....4

Prerequisite CJS 101

This course overview examines the United States Constitution and the legal dynamics of constitutional drafting and interpretation. It emphasizes the work of the Supreme Court. Writing assignments and reserved readings, as appropriate to the discipline, are part of the course.

CJS 107 Introduction to Corrections

Quarter Credit Hours.....4

PrerequisiteCJS 101 or departmental consent

This course is an introduction to the American correctional system. It examines history, evolutions, and philosophy of punishment and treatment; operation and administration in institutional and non-institutional settings; and issues in constitutional law. Writing assignments and reserved readings, as appropriate to the discipline, are part of the course.

CJS 108 Probation and Parole

Quarter Credit Hours.....4

Prerequisite:CJS 101 or departmental consent

This course covers the roles of probation and parole officers, including pre-sentence investigation; conditions of probation and parole; parole boards; the administrative relationship of probation to community and criminal justice system agencies; and effectiveness, supervision, rehabilitation, recidivism, and aftercare. Writing assignments and reserved readings, as appropriate to the discipline, are part of the course.

**CJS 109 Juvenile Delinquency/
Juvenile Justice**

Quarter Credit Hours.....4

This course is an overview and analysis of the juvenile criminal justice system in the United States. History and the philosophies of society's reaction to juvenile behavior and problems is examined along with the interaction among the police, judiciary, and correction within the context of cultural influences. This course introduces theoretical perspectives of causation and control. Writing assignments and reserved readings, as appropriate to the discipline, are part of the course.

**CJS 110 Police Organization &
Management**

Quarter Credit Hours.....4

This course is an overview of contemporary law enforcement agencies and their functions within the criminal justice system. It examines organization, functions, ethics, civil liability, and police subculture. Writing assignments and reserved readings, as appropriate to the discipline, are part of the course.

CJS 111Homeland Security & Terrorism

Quarter Credit Hours.....4

This course covers current issues of terrorism and homeland security. Topics include level warnings, weapons of mass destruction, homeland security, ideology of terrorism, historical perspectives on the development of terrorist groups, and provide a framework of the impact of domestic and foreign terrorism of perceptions of safety and security. Writing assignments and reserved readings, as appropriate to the discipline, are part of the course.

**CJS 112ACommunication and Case
Reporting Workshop**

Quarter Credit Hours.....2

Prerequisite CJS 101

This workshop provides practice with the formats involved in writing reports describing factual events within the criminal justice field.. It familiarizes students with forms and specialized vocabulary common to criminal justice communications. Writing assignments and reserved readings, as appropriate to the discipline, are part of the course.

CJS 201Criminal Law

Quarter Credit Hours.....4

Prerequisite CJS 101

This course examines the philosophy and history of criminal law and the adversarial system. Topics include the constitutional foundation of criminal law and procedure, the Exclusionary Rule and various defenses of the 4th Amendment to arrests, stops, and warrantless searches. Writing assignments and reserved readings, as appropriate to the discipline, are part of the course.

**CJS 203AFirearms Safety and
Defensive Tactics Seminar**

Quarter Credit Hours.....2

This course discusses firearms history, safety, maintenance, and use. It will review local and national firearms laws. The Course introduces the student to Verbal Judo to self-defense through communication instead of force as a defense.

CJS 204 Criminal Investigations

Quarter Credit Hours.....4

Prerequisite CJS 101

This course is an overview of concepts, tools, and protocols of criminal investigations. It examines surveillance, evidence collection,

witness interviews and interrogations. Writing assignments and reserved readings, as appropriate to the discipline, are part of the course.

CJSA 299.....Integrative Seminar: Criminal Justice and Security Administration
 Quarter Credit Hours.....2

In this capstone course, Criminal Justice and Security Administration students will examine and integrate their learning across the curriculum, including general education and professional knowledge, skills and attitudes. They will demonstrate their learning and job readiness in Criminal Justice and Security Administration fields through the production of a portfolio. This portfolio will document their learning and show performance on internal and external assessment tools.

Prerequisites include a C or better in ENG 101, a minimum cumulative GPA of 2.0 and completion of the following CJSA courses:

- CJS101
- CJS102
- CJS106
- CJS201

Electronics Engineering Technology Courses

EET 101.....Principles of Electronics
 Quarter Credit Hours.....4
 Prerequisites EET 107
 CorequisiteEET 102L

This course offers a concise and practical overview of the basic principles, theorems, circuit behavior and problem-solving procedures for basic electronic components, including resistors, capacitors, inductors and transformers. Basic electronic circuit building blocks are introduced, including amplifiers,

voltage references and logic circuits. Writing assignments and reserved readings, as appropriate to the discipline, are part of the course.

EET 102L..... Principles of Electronics Lab
 Quarter Credit Hours.....2
 Corequisite EET 101

This course involves construction of simple circuits using resistors, inductors and capacitors with D.C. and A.C. power supplies. Hands-on training with D.C. power supply, function generators, oscilloscope, sweep generator and other test equipment allows students to apply their theoretical knowledge in a real-world environment.

EET 103B.....Solid State Devices
 Quarter Credit Hours.....4
 Prerequisites..... EET 101
 CorequisiteEET 104L

This course introduces students to semiconductor materials, physics, devices and technology. This course develops basic semiconductor physics concepts, familiarizing the student with current and future trends in component science, so that their application to electronic circuits and systems can be grasped. Components include Transistors, Switching devices, Opto-Electronic devices, and IC fabrication. An emphasis will be placed on finding and downloading manufacturer data sheets through the Internet. Writing assignments and reserved readings, as appropriate to the discipline, are part of the course.

EET 104L.....Solid State Devices Lab
 Quarter Credit Hours.....2
 CorequisiteEET 103B

This Lab Course is offered in parallel with Solid State Devices EET103, and offers a concise and practical hands-on overview of the basic principles, theorems, and equations that govern modern solid-state components.

EET 105B..... Digital Systems
Quarter Credit Hours.....4
Prerequisites..... EET 101, EET 107
Corequisites.....EET 106L

This course examines digital logic and troubleshooting digital systems. Topics include base conversions, base operations, complements, logic gates, Boolean algebra, proof by induction, universal gates, combination circuits and Karnaugh-maps. Writing assignments and reserved readings, as appropriate to the discipline, are part of the course.

EET 106L..... Digital Systems Lab
Quarter Credit Hours.....2
Corequisites.....EET 105B

The digital systems lab course provides hands-on experience in designing and implementing digital/logic circuits. The laboratory experiments involve the design and testing of digital systems using small and medium scale integrated circuits. Students are exposed to designing with discrete components and various system boards.

EET 107..... Technical Math
Quarter Credit Hours.....4
Prerequisites..... MAT 103 and Math Proficiency Test

This course is designed to introduce electronics student to the mathematical concepts that are fundamental to electronics engineering technology. Topics reviewed are algebraic expressions, graphs, and quadratic equations. Other topics covered include trigonometric functions and applications, the mathematical concepts underlying Kirchoff's Law, node voltage, mesh analysis, superimposition as well as the theorems of Thevenin and Norton.

EET 110Excel as an Engineering Tool (Elective)
Quarter Credit Hours.....4
Corequisites..... EET 107

Introduction to the use of Excel as a lab documentation tool. Basic number formatting and data handling techniques are presented, in application to data generated in the EET107 class. Import and export of shared data files provides a bench-to-finish data flow.

EET115Introduction to Networking (Elective)
Quarter Credit Hours.....4
Prerequisites.....CIS102A

This course is designed to provide students with the theoretical and practical knowledge needed to perform as entry level network technicians. Students will be able to define networking, understand the goal of networking, and how to build a network within the OSI framework. Additionally, students will be able to discuss and apply the OSI model in business scenarios. Also, students will learn hardware concepts, hybrid topologies, Ethernet Basics and Non-Ethernet Networks. Students will be able to install a physical network, wireless network, understand network protocols (i.e, NetBEUI, IPX/SPX, TCP/IP), and network operating systems.

EET 125 Advanced Digital Systems
Quarter Credit Hours.....4
Prerequisites.....EET 105B
CorequisiteEET 126L

Discussion of advanced digital logic and troubleshooting of digital systems. Large scale integrated circuits, including programmable devices are covered. Writing assignments and reserved readings, as appropriate to the discipline, are part of the course.

EET 126L.... Advanced Digital Systems Lab
Quarter Credit Hours.....2
Corequisite EET 125

This is the hands-on corequisite with EET125. Students are introduced to Computer-Aided Design tools and hardware description programming language (VHDL) for design, simulation, and verification.

EET 127..... Circuit Analysis
Quarter Credit Hours.....4
Prerequisites EET 101, EET 107
CorequisiteEET 128L

More complex circuits and subsystems, using primarily analog integrated circuits. Control circuits, amplifiers, switching regulators and other circuit blocks are analyzed and assessed. Emphasis is on prediction and measurement of performance relative to expectations. Writing assignments and reserved readings, as appropriate to the discipline, are part of the course.

EET 128L..... Circuit Analysis Lab
Quarter Credit Hours.....2
Corequisite EET 127

This is the hands-on corequisite with EET127. Emphasis will be placed on study of current evaluation boards from IC manufacturers.

EET 201A..... Digital Communications
(Elective)
Quarter Credit Hours.....4
Prerequisites EET 103B, EET 105B, EET 106L, EET 125
CorequisiteEET 202L

In conjunction with EET202L, this course introduces the basic techniques used in modern digital communication systems and provides fundamental tools and methodologies used in the analysis and design of these systems. Students will learn serial communications, data transmission networks, bus communications, and digital modulation

techniques. Writing assignments and reserved readings, as appropriate to the discipline, are part of the course.

EET 202L..... Digital Communications Lab
(Elective)
Quarter Credit Hours.....2
Corequisites..... EET 201A

In conjunction with EET201, this course teaches the fundamentals of Digital Communications in a practical lab environment. Emphasis is placed on studying evaluation circuits from leading IC manufacturers.

EET 203A.....Microcontrollers
Quarter Credit Hours.....4
Prerequisites..... EET 201A and EET 107
CorequisiteEET 204L

In conjunction with EET204L, this course provides students with the background needed to understand and use any 8/16-bit microcontroller. Employing a microcontroller used in industry (selection based on industry trends), students explore bus operation, peripheral ports, clock behavior and input/output functions. Basic code examples from manufacturer’s support centers are compiled, and program loading are also covered. Writing assignments and reserved readings, as appropriate to the discipline, are part of the course.

EET 204L.....Microcontrollers Lab
Quarter Credit Hours.....2
Corequisites..... EET 203A

In conjunction with EET203, this course provides students with the background needed to understand and use any 8/16-bit microcontroller. Employing a microcontroller used in industry (selection based on industry trends), students explore bus operation, peripheral ports, clock behavior and

input/output functions. Basic code examples from manufacturer's support centers are compiled, and program loading are also covered.

**CJSA 299.....Integrative Seminar:
Electronics Engineering Technology**

Quarter Credit Hours.....2

In this capstone course, Electronics students will examine and integrate their learning across the curriculum, including general education and professional knowledge, skills and attitudes. They will demonstrate their learning and job readiness in Electronics fields through the production of a portfolio. This portfolio will document their learning and show performance on internal and external assessment tools. (2 credits) Prerequisites include a C or better in ENG 101, a minimum cumulative GPA of 2.0 and completion of the following EET courses:

- EET101
- EET103B
- EET105B
- EET125
- EET127
- EET203A

ITE 102.. Programming Essentials (Elective)

Quarter Credit Hours.....4

Prerequisites.....MAT 103, ITE 104

CorequisiteITE 112L

Taught in conjunction with ITE112L, this course introduces basics of programming logic, as well as algorithm design and development, including constants, variables, expressions, arrays, files and control structures for sequential, iterative and decision processing. Students learn to design and document program specifications using tools such as flowcharts, structure charts and pseudocode. Training will occur in a modern visual programming environment. Writing assignments and reserved readings, as

appropriate to the discipline, are part of the course.

ITE 112L.....Programming Essentials Lab

(Elective)

Quarter Credit Hours.....2

Corequisite ITE 102

This course is the hands-on corequisite, in support of topics covered in ITE102.

ITE 103L... Computer Troubleshooting Lab

Quarter Credit Hours.....2

This course teaches basic troubleshooting skills as related to computer hardware and software. Theoretical and contextual explanations are presented as installation and troubleshooting exercises. Students develop procedural skills to identify and correct computer problems with common peripherals and software.

ITE 104.....Introduction to Programming

(C, C++)

Quarter Credit Hours.....2

The source and structure of applications written in Visual Basic are introduced through simple programs and test utilities. Peripheral interface and data handling techniques are exercised in conjunction to data-logging exercises.

ITE 201A.....Advanced Programming

(Elective)

Quarter Credit Hours.....4

Prerequisite ITE 102

Corequisites.....ITE 211L

This course covers advanced facets of Visual programming in a contemporary development environment such as Visual .NET. Another, more advanced environment may be chosen based on industry trends. Writing assignments and reserved readings, as appropriate to the discipline, are part of the course.

ITE 211L.....Advanced Programming Lab
(Elective)

Quarter Credit Hours.....2
Corequisites.....ITE 201A

This course is the hands-on corequisite, in support of topics covered in ITE201.

Medical Biller Specialist Courses

MBS 101.....Introduction to Medical Billing
Quarter Credit Hours.....4

Students will gain preliminary knowledge to comprehend various aspects of medical billing such as claim filing, transmission, processing and adjudication. Students will learn the fundamental guidelines for completing CMS-1500 and claim submission. Furthermore, student will undergo training to communicate with patients, providers, and the third party in a medical or billing office set-up. Students will be introduced to different Managed Care Organizations, as well as third party payers like: Medicare, Medicaid, TRICARE, and Blue Cross Blue Shield. Moreover, appreciating responsibilities of a Medical Billing and Coding Specialist are an integral part of the course. Writing assignments and reserved readings, as appropriate to the discipline, are part of the course.

MBS 102A Anatomy and Physiology I
Quarter Credit Hours.....4

This course will place a strong emphasis on building a foundation of anatomy and physiology as it relates to the different human body systems and their associated pathology. Student will be introduced to the basic concepts in various levels of anatomical organization. The topics covered will include

neurology, endocrinology, osteology, and myology, integumentary system, and special senses. Vocabulary building will be stressed. The students will learn to apply the knowledge of anatomy and physiology to medical billing and associated medical specialties. Writing assignments and reserved readings, as appropriate to the discipline, are part of the course.

MBS 103AAnatomy and Physiology II
Quarter Credit Hours.....4
Prerequisite MBS 102A

A continuation of MBS102A, this course will place a strong emphasis on building a foundation of anatomy and physiology as it relates to the different human body systems and their associated pathology. The topics covered will include endocrinology, hematology, cardiology, pulmonology, urology, immunology and gastroenterology. Vocabulary building will be stressed. The students will learn to apply the knowledge of anatomy and physiology to medical billing and associated medical specialties. Writing assignments and reserved readings, as appropriate to the discipline, are part of the course.

MBS 104AMedical Terminology
Quarter Credit Hours.....4
Prerequisite MBS 103A

The student will learn to define medical terminology by analyzing Greek and Latin prefixes, suffixes, and root words. The student will also learn the correct pronunciation of medical terminology. An emphasis will be placed on correlating medical terminology with their associated disease, diagnosis, and therapies. Writing assignments and reserved readings, as appropriate to the discipline, are part of the course.

MBS 106A.....Introduction to Medical Coding
Quarter Credit Hours.....4
Prerequisites..... MBS 104A

This course will introduce the students to the concepts of diagnostic coding through ICD-9-CM, procedural coding using CPT-4, and specialty coding using HCPCS. The student will learn the standard format for each coding book as well as the basic steps for applying the rules to code patient services and diagnosis. Writing assignments and reserved readings, as appropriate to the discipline, are part of the course.

MBS 201AMedical Billing
Quarter Credit Hours.....4
Prerequisite MBS 101

This course will build upon basic medical billing concepts learned in MBS 101 and allow students to develop efficiency in processing various insurance claims. Specifically, this course will take a closer look at billing rules and guidelines for claim processing, transmission, and adjudication in medical office. In addition to reviewing the basics of health insurance claims process and learning about proper filing and handling of medical documentation. Students will learn details of reimbursement and payment systems as well as structure of total practice management and revenue cycle. Writing assignments and reserved readings, as appropriate to the discipline, are part of the course.

MBS 202A Medical Coding for Billers
Quarter Credit Hours.....4
Prerequisite MBS 106A

This course focuses on the applications of coding. In this course, the students will code source documents that he or she can expect to

encounter in employment. The student will analyze and synthesize source documents and apply ICD-9-CM, CPT-4, and HCPCS codes based on medical documentation. Writing assignments and reserved readings, as appropriate to the discipline, are part of the course.

MBS203B...Computerized Billing/Collections
Reimbursements

Quarter Credit Hours.....2
PrerequisiteMBS 101, MBS102A

This course will introduce the student to the electronic billing process thru the use of the NDC MediSoft™ system. Through the use of the software and course instruction the student will master the skill of processing patient claims and claim transmission for the purposes of payment and reimbursement. Emphasis will be placed on the administrative and electronic skills necessary for the effective billing, collection and reimbursement of claims within the medical business office. Students will gain hand-on experience with patient records, management, insurance billing, collections and receipt of insurance reimbursements. Upon completion of this course, student should be able to complete an electronic billing simulation via the utilization of the MediSoft™ system.

MBS206B Healthcare Regulations and
Guidelines

Quarter Credit Hours.....3
Prerequisite .MBS 101, MBS102A, MBS106A

This course will introduce the student to the concepts, rules and regulations of medical collections with the combination of medical law and ethics. Students will learn the systematic approach to common billing office practices that will include collection processes and procedures as it relates to physician,

hospital and third party payer collections during the first half of the quarter. Second half of the quarter will be focused on the combination of those collection efforts with medical law and ethics. Student will be introduced to the legal, moral and ethical issues that arise within the medical community. The half of the course will include an overview of laws and ethics that is related to patient care as well as the application and practice of collection practices through the use of case studies and other simulated exercises. Upon completion, students should be able to apply policies and procedures for access and disclosure of Protected Health Information and legal requirements of the Health Insurance Portability and Accountability Act by promoting ethical standards.

MBS 211.....Pathophysiology and Pharmacology
 Quarter Credit Hours.....4
 PrerequisiteMBS103A, MBS104A

An introduction to basic concepts of pathophysiology and pharmacology. Students examine the phenomena that produce alternations in human physiologic function and the resulting human response. In addition to the general pharmacology of drug actions on the autonomic, cardiovascular and central nervous systems. Upon completion of the course, students will understand basic pathophysiological changes, including how pathological processes are manifested, progress in the body and the common disease and medication associated with those diagnosis. Students must have an understanding of normal functions of the body systems in order to understand the abnormal functions and manifestations of the disease and drug processes; therefore, Anatomy and Physiology is a prerequisites for this class.

MBS 212.....Advanced Medical Billing
 Quarter Credit Hours.....4
 Prerequisite ..MBS101, MBS106A, MBS201A

This course will cover the advance techniques and administrative skills required to work in medical office, billing office, or a hospital setting. It is designed to give students advanced instruction on computerized insurance forms and electronic insurance filing transmission. Students will analyze case studies to complete CMS 1500 and UB-04 claim forms as well as complete claim processing relating to diagnostic and electronic data interchange for private insurance and managed care organizations, Medicare, Medicaid, TRICARE, and Workers' Compensation. Students will learn to appreciate the 'medical necessity' required for file a claim, thus it will help them assimilate their coding knowledge to their billing skills. Moreover, it will cover the current issues of the healthcare billing industry. Writing assignments and reserved readings, as appropriate to the discipline, are part of the course.

MBS 213..... Advanced Medical Coding
 Quarter Credit Hours.....4
 PrerequisiteMBS201A, MBS202A

This is an advanced coding course which presents a higher level of both physician and hospital coding systems principles in assigning valid diagnostic and procedural codes, expanding on and further applying concepts learned in MBS201A and MBS202A. Inpatient, Outpatient and Office Coding Guidelines will be utilized for accurate selection of principal diagnosis and procedures. The student will expand on and apply the principles of reimbursement and coding derived from prior introductory courses to accurately identify and sequence the principal diagnosis and procedure codes that should be included in the case studies and

coursework presenting during the 12 week session.

SRL 101.....Skills Reinforcement Lab-I
Contact Hours20

Students will continue the learning and use of computerized medical office software programs. Including how to enter patient demographics, scheduling, posting accounts, printing reports and working with claims. Keyboarding theory and skills necessary for the operation of computers will be also reinforced.

MBCS 299..... Integrative Seminar:
Medical Billing and Coding Specialist
Quarter Credit Hours.....2

In this capstone course, Medical Billing and Coding Specialist students will examine and integrate their learning across the curriculum, including general education and professional knowledge, skills and attitudes. They will demonstrate their learning and job readiness in the Health Care field through the production of a portfolio. This portfolio will document their learning and show performance on internal and external assessment tools.

Prerequisites include a C or better in ENG 101, a minimum cumulative GPA of 2.0 and completion of the following:

- Must have taken NHA CBCS exam
- MBS 203A
- MBS 206B

SRL 102.....Skills Reinforcement Lab-II
Contact Hours20

Students will continue the learning and use of computerized billing software programs. Including the more complicated systems and computerized functions such as correction of patient accounts, follow-ups, extensive work on corrective claims and correction needed for re-billing of claims.

General Education Courses

Communication

COM 099..... Developing Critical Reading Skills

Quarter Credit Hours.....4

This course is designed to advance reading and study skills needed for college work. It focuses on vocabulary acquisition, reading comprehension and critical reading skills. Topics include identifying main ideas and supporting details, determining author's purpose and tone, distinguishing between fact and opinion, identifying patterns of organization in a paragraph or passage, recognizing the relationships between sentences, using context cues to determine the meaning of words, identifying logical inferences and conclusion, reasoning and analyzing arguments for bias.

COM 100.....Basic Writing and Oral Communications

Quarter Credit Hours.....4

An intensive study of Standard English grammar and usage, with emphasis on the communicative and logical aspects of sentence structure in inflections and cases specifically as it relates to the process of writing. Additional attention is given to paragraph structure, the expression of thought, and the construction of transitions to facilitate the interrelation of sentences and paragraphs. Writing assignments and reserved readings, as appropriate to the discipline, are part of the course.

ENG 101..... English Composition I

Quarter Credit Hours.....4

Prerequisite: C or better in COM 100, or 80 or above in Reading Comprehension and 70 or above in Sentence Skills on the Accuplacer test.

This course develops awareness of the writing process. Skills in writing various forms of compositions are emphasized in the following areas: illustration, description, narration, process, and comparison/contrast. Students will practice techniques needed in personal essays. Writing assignments and reserved readings, as appropriate to the discipline, are part of the course.

ENG 102R.....English Composition II

Quarter Credit Hours.....4

Prerequisite: Earn a C or better in ENG 101

This course develops awareness of the writing process; provides intentional, organizational, and editorial strategies; stresses the variety of uses for writing; and emphasizes critical skills in reading, thinking, and writing. Skills in writing various forms of compositions will be emphasized in the following areas: definition, classification, cause and effect, and argument. Students will practice techniques needed in documenting research, such as quoting, paraphrasing, and summarizing. Writing assignments and reserved readings, as appropriate to the discipline, are part of the course.

SPH 101.....Speech

Quarter Credit Hours.....4

Introduction to communication theory as context for the development and practice of skills in verbal communication. Examines the communication process; provides strategies for invention, organization, and expression; emphasizes critical skills in listening, reading, thinking, and speaking. Students learn to adapt to a variety of communication contexts through various assignments, including exercises in informative and persuasive speaking. Writing assignments and reserved readings, as appropriate to the discipline, are part of the course.

Humanities

ENG 200.....Survey of American Literature

Quarter Credit Hours.....4

Prerequisite: C or better in COM 100, or 80 or above in Reading Comprehension and 70 or above in Sentence Skills on the Accuplacer test.

This course develops awareness of the development of literature of the United States from its beginnings to the present through analysis of representative texts including diverse ethnic groups and a variety of genres.

HIS 101.....United States History: 1865 to the present

Quarter Credit Hours.....4

Political, social and economic history of the United States, from the conclusion of the Civil War to the present.

HUM 102.....Introduction to Logic and Critical Thinking

Quarter Credit Hours.....4

Practical application of logical principles and methods of constructing and evaluating arguments. Students conduct logical analyses of formal and informal fallacies; explore the consistency and logical consequences of a given set of statements; and test their ability to apply principles of logic and critical thinking in constructing arguments. Writing assignments and reserved readings, as appropriate to the discipline, are part of the course.

Mathematics

MAT 100Foundations of Mathematics

Quarter Credit Hours.....4

A developmental, non-degree credit course that is required for students who need to develop their basic skills in mathematical

computation. Overview of elementary mathematics in the following areas: decimals, percentages, common fractions and their applications and geometry. Writing assignments and reserved readings, as appropriate to the discipline, are part of the course.

MAT 103Intermediate Algebra

Quarter Credit Hours.....4

Prerequisite: C or better in MAT 100 or 60 or above in Arithmetic on the Accuplacer test.

This course is an overview of: exponents, scientific notation, integers, linear equations, slope and graphing, and quadratic equations. Writing assignments and reserved readings, as appropriate to the discipline, are part of the course.

MAT 130Quantitative Literacy

Quarter Credit Hours.....4

PrerequisiteMAT 103

This course is designed to develop mathematical reasoning skills through interpreting formulas, graphs, and schematics; displaying real world situations symbolically, numerically, and verbally; and utilizing algebraic, geometric, and statistical models to solve problems. Writing assignments and reserved readings, as appropriate to the discipline, are part of the course.

Physical and Life Sciences

BIO 119Environmental Biology

Quarter Credit Hours.....4

Corequisite BIO 120L

Introduction to the basic ecological principles that underlie the interrelationships and interdependence of biotic and abiotic environmental factors. This course is designed

to develop environmental and scientific literacy among the students. This course also examines the impact of anthropogenic activities including human population, urbanization, use of fossil fuels and agriculture on ecosystems. An evaluation of possible solutions and courses of action to minimize the negative impact on ecosystems will be made. Writing and research assignments, as appropriate to the discipline, are part of the course. Writing assignments and reserved readings, as appropriate to the discipline, are part of the course.

BIO 120L..... Environmental Biology Lab
 Quarter Credit Hours.....4
 CorequisiteBIO 119

Laboratory companion to BIO119 course that reinforces the concepts learned in theory by experimentation and research. This laboratory courses emphasizes scientific inquiry through a breadth of selected concepts focusing on environmental issues. Concepts include ecology, biodiversity, evolution, physiology and health, and human populations. Biological issues with personal and social implications will be clearly integrated throughout the course emphasizing current environmental issues and possible solutions or courses of action. Development of scientific literacy will be a foundation of the course to enable students to make informed decisions.

PHY 109 Physics and Society
 Quarter Credit Hours.....4

Examines selected concepts and methods from the following topics relating to physical phenomena encountered in the natural world and in human society: mechanics, heat, acoustics and waves, light and optics, and modern physics

PHY 110L Physics Lab
 Quarter Credit Hours.....4
 CorequisitePHY 109

A laboratory course that examines selected concepts and methods from the following topics relating to physical phenomena encountered in the natural world and in human society: mechanics, heat, acoustics and waves, light and optics, and modern physics

Social and Behavioral Sciences

PCS 110..... College Readiness
 Quarter Credit Hours.....3

College Readiness will prepare underserved adult learners new to collegiate contexts how to meet the challenges presented by academic environments. Special emphasis will be placed on academic and professional behavior standards, appropriate discursive patterns, academic preparation methods and standards, intellectual modes used for engaging complex or problematic material and approaching topics from various perspectives to facilitate interdisciplinary academic inquiry.

PSY 107.....Psychology
 Quarter Credit Hours.....4

A survey of the study of human behavior with emphasis on the scientific nature of contemporary psychological investigation. Topics include the biology of behavior, sensation and perception, learning, memory, cognition, motivation, emotion, lifespan, development of behavior, personality, abnormal behavior and its therapies, social behavior, and individual differences. Writing assignments and reserved readings, as appropriate to the discipline, are part of the course.

SOC 108 Sociology
Quarter Credit Hours.....4

The study of society, focusing on the rules, interactions and cultural patterns that organize everyday life. Includes the analysis of social conflict, the structure and function of institutions, the dynamics of individual and group interactions, social stratification and interactions among diverse groups of people. Writing assignments and reserved readings, as appropriate to the discipline, are part of the course.

ECN 101Economic Principles
Quarter Credit Hours.....4

Introduction to price theories, the behavior of the firm under varying market conditions and the behavior of the consumer. Special emphasize on financial literacy concepts and practices.

English as a Second Language Courses

ESL 101 Beginning Level
Clock Hours200
Prerequisite Placement Test

This level provides students with basic skills in speaking, listening, reading and writing. It provides students with basic grammar and vocabulary for social and academic contexts. Through class and lab activities, students use the themes of time, weather, family relationships, people and places, occupations, and nourishment to authentically practice and monitor all four English language skills at a basic level.

ESL 102High Beginning Level
Clock Hours200
Prerequisite Placement Test or successful completion of the previous level

This course offers reinforcement and enrichment of basic grammar, vocabulary, spelling, and communicative skills, with increased emphasis on accurate oral production. Students are encouraged to engage in creative all-language communicative activities where they use new skills and knowledge to increase their proficiency in English. Students are expected to master the content of the level.

ESL 103 Intermediate Level
Clock Hours200
Prerequisite Placement Test or successful completion of the previous level

This level provides further practice in all four skill areas, where both production and accuracy are carefully monitored. The course offers a review, expansion, or introduction of core English competencies. Students become

comfortable with their mastery of the core skills, and they are better able to negotiate personal and social situations.

ESL 104High Intermediate Level
Clock Hours200
Prerequisite Placement Test or successful completion of the previous level

The purpose of this course is to build and strengthen fluency and competency. Students are expected to grasp more subtleties of the target language in all four skills areas, which reach a new level of sophistication. Students express and respond to more human conditions and situations; they become more articulate in expressing their knowledge, emotions and opinions.

ESL 105 Advanced Level
Clock Hours200
Prerequisite Placement Test or successful completion of the previous level

This advanced course is designed to expand and sharpen student language ability in all skill areas. Written communication, reading and writing, receive particular emphasis. Students become more sophisticated in interpreting, analyzing and expressing themselves in all forms of the target language.

ESL 106 The Proficiency Level
Clock Hours200
Prerequisite Placement Test or successful completion of the previous level

This is a capstone course designed for advanced students. It features an integrated approach to develop and refine critical thinking skills. Diverse and level-appropriate activities stimulate and require students to integrate and evaluate new information; they effectively expand their knowledge base and develop greater confidence in their language skills. Students especially hone writing and

speaking skills, and they discover new dimensions in their reading and listening skills. Students approach the level of typical, educated, beginning undergraduate students.

ESL107 .Advanced ESL Proficiency Seminars

Clock Hours200

Prerequisite Successful completion of
ESL 106

This ESL elective series is designed for students who are: 1) preparing for general or specific proficiency examinations, e.g., TOEFL, IELTS, and GRE—verbal component and 2) pursuing professional careers in the United States. The course is an advanced intensive review and is intended for those students who still exhibit a need for further practice in one or all of the four language skill areas: listening, speaking, reading, and writing. In addition, the course features an integrated approach to refine critical thinking skills, especially in reading and writing. The content and format will allow students to focus on areas of weakness or interest. (Exam registrations and results will be monitored.) The three components of the elective series are:

ESL107-A: Reading & Writing

ESL107-B: Listening & Speaking

ESL107-C: Special Topics

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| Campus security | http://www.tbiil.edu/student-consumer-information/ |
| Drug and alcohol abuse prevention program | http://www.tbiil.edu/student-consumer-information/ |
| Emergency procedures | http://www.tbiil.edu/student-consumer-information/ |
| Fire safety | http://www.tbiil.edu/student-consumer-information/ |
| Student Financial Assistance | |
| Assistance available from federal, state, local and scholarship programs | 40-46 |
| Conflict of Interest Policy | http://www.tbiil.edu/student-consumer-information/ |
| Contact information for assistance in obtaining institutional or financial aid information | http://www.tbiil.edu/student-consumer-information/ |
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| Title IV Code of Conduct Policy | http://www.tbiil.edu/student-consumer-information/ |
| Student Outcomes | |
| Number of students who graduated | http://www.tbiil.edu/student-consumer-information/ |
| Job placement for graduates in field or related field | http://www.tbiil.edu/student-consumer-information/ |
| Placement rates for graduates | http://www.tbiil.edu/student-consumer-information/ |
| Retention rates by program | http://www.tbiil.edu/student-consumer-information/ |
| Completion Rate Disclosure | http://www.tbiil.edu/student-consumer-information/ |

Institutional Assurance

Taylor Business Institute assures that all data it makes public are accurate and complete, including those reporting on student achievement of learning and student persistence, retention, and completion.

PERSONNEL DIRECTORY

Academic Affairs

Ahmed, Syed Neyaz

Program Chair/Professor of Allied Health Programs
M.B.B.S. Karnatak University Al-Ameen Medical College – Medicine and Surgery

Borman, David

Professor, Accounting Technician
B.S. Southern Illinois University – Finance
M.S. DePaul University – Accounting
Post Baccalaureate Studies Northwestern University – Finance

Burnside, Michelle

Professor, Psychology
B.A. National-Louis University – Liberal Arts Studies/Social Sciences
B.A. National-Louis University – Psychology/Social Sciences
M.A. National-Louis University – Adult Developmental Studies – Social Science
M.A. National-Louis University – Psychology

Cullinane, Justin

Professor, English as a Second Language
B.A. Georgetown University -
Major: Sociology, Minor: English
M.A. Southern Illinois University –
Master of Arts, Sociology

Davis, Vince*

Professor, Criminal Justice
A.A. Kennedy King - Liberal Arts
B.A. Chicago State University – Secondary Education
M.S. Chicago State University – Criminal Justice

Dixon, Dorenda

Program Chair of Criminal Justice/
Director of Career Services
B.A. Chicago State University – Psychology
M.S. Chicago State University – School Guidance
M.S. Chicago State University – Corrections/
Criminal Justice

Elliott, Susan

Professor, Communications and Humanities
B.A. Saint Xavier University – Liberal Studies
M.A. Saint Xavier University – Teaching of College Writing, Secondary Focus on Literacy

Glasow, Jane

Professor, English as a Second Language
B.A. Napier Polytechnic of Edinburgh
M.A. Northeastern Illinois University – Linguistics
TEFL Certificate – EBC International

Gorleku, Zuzana*

Instructor, English as a Second Language
B.S. Concordia University – Secondary Education
M.S. Loyola University - Secondary Education
M.S. University of P.J. Safarik – Teaching English as a Foreign Language

Iqbal, Malik

Dean/Chief Academic Officer
A.A.S. Taylor Business Institute – Electronics Engineering Technology
B.A. University of Punjab – Economics & Statistics
M.B.A. University of Management & Technology – Marketing & Management
M.S. Institute of Computer Science – Database Management

Academic Affairs

Kopteros, Michelle

Librarian

B.L.A. University of Maine at Presque Isle – Liberal Studies

M.L.I.S. Dominican University – Library & Information Sciences

King, Hoyt

Professor, English as a Second Language

B.A. & B.S. Cleveland State University

Major: History and Political Science

M.A. – St. Petersburg State University, St. Petersburg, Russia

Major: Master of Arts in Philology (Applied Linguistics)

M.A. (mat) Degree

Major: Secondary Education Social Studies and Foreign Language (Russian)

TESOL – Cleveland State University

ESL Endorsement

Foreign Language/ESL: Continuing Ed.

Bilingual Ed.

Kumar, Rakesh

President, Faculty Senate

Instructor, Medical Billing/Life Sciences

A.A.S. Taylor Business Institute – Electronics Engineering Technology

Bachelor's and Master's degree in Life Sciences from the University of Delhi and Jawaharlal Nehru University as translated by Educational Perspectives (a NACES member organization)

Mansour, Jack

Professor of Electronics

B.A. Northeastern Illinois University -

Electronics Engineering

McNeal, Dawn

Assessment Coordinator

B.A. Trinity College – Social Science

M.A. University of Georgia – Sociology

Ph.D. University of Georgia – Sociology

McNutt, Steven*

Professor, Communications

B.A. Columbia College – Marketing Communication

M.A. – Governors State University – Communications & Training

Morrow, Clifton

Professor, Mathematics

B.A. Music – Case Western Reserve University

B.S. Mathematics – Case Western Reserve University

Master of Applied Mathematics – Case Western Reserve University – Applied Mathematics

Moseley, Ronald

Program Chair/Professor, Accounting

B.A. Morehouse College – Business Administration

M.B.A. Atlanta University – Business Administration

M.P.A. Nova Southeastern University – Public Administration

Omar, Abdulmagid

Instructor, Electronics Engineering Technology

B.S. University of Tripoli –

Telecommunications and Electronics

M.S. Case Western Reserve University – Electrical Engineering

Ph.D. University of Missouri-Columbia – Electrical Engineering (Digital Signal Processing)

Academic Affairs

Pates, Cassius*

Professor, Criminal Justice
A.A.S. Wright College, Criminal Justice
B.A. Benedictine University – Management
M.B.A. Benedictine University – Management

Saleem, Samra

Teacher's Assistant, Allied Health Programs
M.B.B.S. Lahore Medical & Dental College,
University of Health Sciences
B.Sc. University of the Punjab – General
Science

Sanders, Adean*

Instructor, Computer Applications
B.S. Southern University – Secondary
Education
M.A. Governors State University – Teacher
Education

Schweizer, Cheryl

Professor, English as a Second Language
M.A. Northeastern Illinois University –
Linguistics
TESL Specialization - Loyola University
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B.A. Valpraiso University – English with
French Minor

Smith, Denise

Professor, English as a Second Language
A.A. South Suburban College – Social Work
B.A. Governor State University –
Interdisciplinary Studies
M.A. Governor State University –
Communication
M.A. Concordia University – Curriculum &
Instruct-ESL-Endorsement

Stuart, Douglas

Professor, English as a Second Language
M.A. Chicago Counseling and Psychotherapy
Center – Interdevelopmental Institute
PhD Illinois Institute of Technology –
Linguistics

Tan, Hien

Professor, English as a Second Language
B.A. University of Languages and International
Studies, (ULIS) Hanoi, Vietnam - Language
and International Studies
M.A. Concordia University - Teaching English to
Speakers of Other Language

Tomaszewski, Maricel

B.S. West Visayas State University –
Mass Communication (Journalism)
Certificate - Cambridge English Level 5
Certificate in Teaching English to Speakers of
Other Languages (CELTA)

Young, Lena

Director of Student Services
B.S. Southern Illinois University – Business
Teacher Education
M.A. Chicago State University – Education
Administration

Zimet, Amelia

Head Librarian
B.A. Union College – American Studies
M.A. McGill University – Library Information
Science, Archives

* Taylor Business Institute maintains a list of
adjunct instructors who may be scheduled for
specific course needs.

Administration

Dixon, Dorenda

Director of Career Services/
Program Chair of Criminal Justice
B.A. Chicago State University – Psychology
M.S. Chicago State University – School
Guidance
M.S. Chicago State University – Corrections/
Criminal Justice

Coleman, Letitia

Special Projects Coordinator
B.S. Olivet Nazarene University
M.B.A. Saint Xavier University – Management

Elliott, Susan

Executive Assistant, Office of the President,
Safety & Security/Clery Act Coordinator
B.A. Saint Xavier University – Liberal Studies
M.A. Saint Xavier University – Teaching of
College Writing, Secondary Focus on Literacy

Davis, Florence

Director of Financial Aid
B.A. Lake Forest College

Kumar, Ranjay

International Student Advisor
A.A.S. Taylor Business Institute
B.A. University of Delhi
M.A. University of Delhi
M.C.A. Gurukula Kangri Vishwavidyalaya,
Haridwar

Medina, Elizabeth

Financial Aid Administrator
A.A.S. Taylor Business Institute

Parker, Franklin

Vice President
B.A. Hampton University

Parker, Janice C.

President/CEO
A.A. Donnelly College
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*Pd.D. Benedictine College - Kansas

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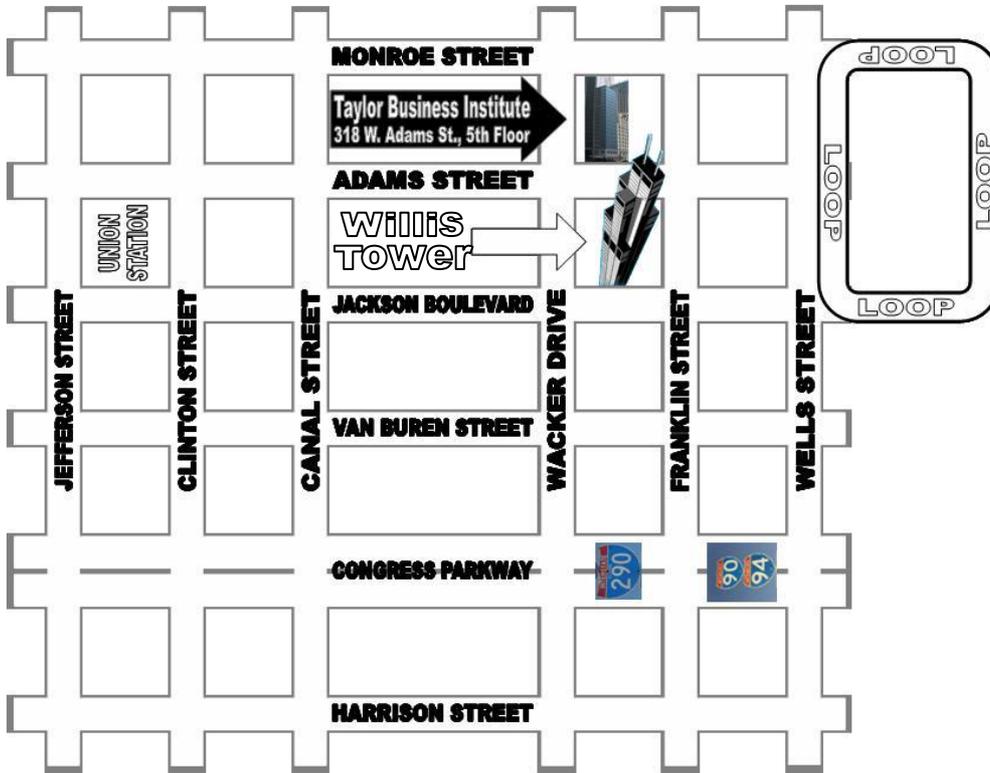
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MAP AND DIRECTIONS



318 West Adams Street, Suite 500, Chicago, Illinois 60606

Directions

From the North

Take I90E/I94E towards Chicago, exit at East Monroe St., turn right onto South Wells St., turn right onto West Adams St.

Take South Lake Shore Drive, exit at Randolph St., turn left on Michigan Ave. and turn right on Adams St.

From the West

Take I290E towards Chicago, exit at Franklin St. and turn left on Adams St.

From the South

Take I90W/I94W towards Chicago, exit to Congress Parkway, exit at Franklin St. and turn left on Adams St.

Take North Lake Shore Drive, exit at Columbus Drive and turn left on Adams St.

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Mission

Taylor Business Institute promotes higher learning that empowers a diverse, and often underserved population through the acquisition of general education, professional skills and applied degrees.



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