

Taylor Business Institute

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(312) 658-5100

www.tbiil.edu

2010 – 2012

MISSION.....	7
Explication.....	7
VISION	9
GOALS	9
CORE VALUES - IDEALS.....	9
LEGAL CONTROL	10
BOARD OF GOVERNORS	11
MESSAGE FROM THE PRESIDENT	12
HISTORY OF TAYLOR BUSINESS INSTITUTE.....	13
LOCATION AND FACILITY	13
ACCREDITATION	14
APPROVAL*	14
AFFIRMATIVE ACTION AND TITLE IX.....	14
FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974	15
STUDENT RIGHT TO KNOW AND CAMPUS SECURITY ACT	18
SECURITY POLICIES AND PROGRAMS	18
ACADEMIC FREEDOM.....	18
ACADEMIC CALENDAR.....	19
GENERAL ADMISSION POLICIES	20
Admission Standards	20
Associate Degree Programs Admission Testing.....	22
Diploma Programs Admission Testing.....	22
General Education Course Placement Testing.....	22
TRANSFER CREDIT FROM OTHER INSTITUTIONS.....	24
INTERNATIONAL STUDENT ADMISSION	24
REGISTRATION INFORMATION.....	26
Admission Policies for Students Enrolled in English as a Second Language (ESL) Program.....	27
Placement Testing (ESL).....	27
FINANCIAL INFORMATION.....	29
Tuition and Fees.....	29
CANCELLATION AND REFUND POLICY	30
Illinois Cancellation and Refund Policy	30
Order of Return of Title IV Funds and Loan Assistance.....	34
PAYMENT PLANS	34
TUITION DISCOUNTS	35
METHODS USED TO COLLECT DELINQUENT PAYMENTS.....	35
FINANCIAL ASSISTANCE	35
Entrance and Exit Counseling for Federal Student Loans.....	35

Responsible Borrowing.....	35
Repayment of Federal Student Loans – Don’t Default.....	36
Federal Student Aid Programs	37
<i>Federal Pell Grants</i>	37
<i>Stafford Loans (Direct Loans)</i>	37
<i>PLUS Loans</i>	38
<i>Federal Supplemental Educational Opportunity Grant (FSEOG) Program</i>	38
<i>Federal Work-Study Program</i>	38
Scholarships	38
Federal Student Financial Aid Penalties for Drug Law Violations	39
STUDENT SERVICES	39
New Student Orientation	39
Print Resources	39
<i>Student Handbook</i>	39
<i>Course Syllabi</i>	39
Academic Services.....	39
<i>Testing and Placement</i>	39
<i>Library</i>	40
<i>Writing Center/Tutorial Assistance</i>	40
Bookstore.....	40
<i>Rental Book Program</i>	40
Counseling and Other Support.....	41
<i>Personal Counseling</i>	41
<i>Students with Disabilities</i>	41
<i>Transportation Assistance</i>	41
<i>Drug-Free Environment and Drug Prevention Program</i>	41
Career Preparation	42
Transcripts	43
Student Activities Program.....	43
<i>Academic Recognition</i>	43
<i>Pizza with the President</i>	44
ACADEMIC GUIDELINES	45
ACADEMIC ACHIEVEMENT	45
Grading System.....	46
Grading Policy	46
Progress and Advancement.....	47
<i>Repeat Class Policy (Repeating to raise a grade)</i>	47
<i>Incomplete Grade Policy</i>	47
<i>Advancement and Graduation</i>	47
<i>Curriculum</i>	48
<i>Student Academic Responsibility</i>	48

Transferring Taylor Business Institute’s Credits to Other Institutions.....	48
<i>The Criminal Justice and Security Administration Degree Program Credits</i>	49
<i>Articulation Relationships:</i>	49
ATTENDANCE AND ENROLLMENT	49
Attendance Policy	49
Appeal of Dismissal.....	50
Schedule Changes, Withdrawals and Re-entries	51
Termination by the College	51
STUDENT RIGHTS AND RESPONSIBILITIES	51
Diversity.....	51
Use of Computers and Network.....	53
Academic Dishonesty	53
The Scope and Nature of Copyright Protection.....	54
Drug/Alcohol	55
Profanity.....	55
Weapons.....	55
GRIEVANCE POLICY	56
Mediation and Arbitration	57
SATISFACTORY ACADEMIC PROGRESS	58
Qualitative Standard	58
Repeat Class Policy	59
Developmental Courses	59
Quantitative Standard	59
Continued Eligibility.....	62
Probationary Conditions	62
Appeal.....	62
Re-Entrance Procedures.....	62
Enrolling in a New Program	63
Extended Enrollment	63
Transfer Credits from Other Institutions	63
Leave of Absence Policy – Title IV Recipients.....	64
Leave of Absence Policy – Non-Title IV Recipients	64
GENERAL EDUCATION PHILOSOPHY	65
ACADEMIC AND CAREER PROGRAMS.....	66
Accounting (Advanced).....	67
Criminal Justice & Security Administration.....	68
Electronics Engineering Technology.....	69
Medical Biller Specialist.....	70
Medical Secretary	71
English as a Second Language.....	72
COURSE DESCRIPTIONS.....	73

Accounting Courses	73
Business Courses	74
Computer Information Systems Courses	75
Criminal Justice and Security Administration Courses	75
Electronics Engineering Technology Courses	77
Medical Biller Specialist Courses	80
General Education Courses	83
English as a Second Language Courses	85
PERSONNEL DIRECTORY	87
MAP AND DIRECTIONS	91
APPENDIX	92
Safety and Security Incident Report	109
Building Access Request Form	110
Special Complaint Form	111
INDEX	112



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 professional diplomas 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 six educational programs currently being offered – four academic associate degree programs, one diploma program and one certificate program. 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, professional diplomas 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. Certificate of Approval to Operate has been issued by the Illinois State Superintendent of Education, 100 North First Street, Springfield, Illinois 62777.

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

Jerry Butler, Commissioner
Cook County Board of Commissioners

Secretary

Lonnie Jenkins, Director
Information Technology
Lucent Technologies, Inc.

Robert A. Crouch
Director of Human Resources
Roseland Community Hospital

Father John Cusick, Director
Young Adult Ministry Council
Archdiocese of Chicago

John B. Jenkins, President
Illinois Institute of Art

Yejide Osikanlu, Ph.D., Professor
Moraine Valley Community College

Srikanth Parepally, President
Metmox, Inc.

Franklin Parker, Vice President
Taylor Business Institute

Janice Parker, President/CEO
Taylor Business Institute

Matthew Pickering, President
Pickering & Associates LLC

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, a diploma 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 diploma and 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 24,000 square feet of space on three floors, the campus has 14 classrooms or laboratories, a library, a writing center, student lounge, instructor work area and bookstore. The administration, career services, financial aid, resource room, conference room and employee lounge comprise one floor.

ACCREDITATION

Taylor Business Institute is accredited by the Accrediting Council for Independent Colleges and Schools (ACICS) to award diplomas and Associate of Applied Science degrees. The Accrediting Council for Independent Colleges and Schools is listed as a nationally recognized accrediting agency by the United States Department of Education and is recognized by the Council for Higher Education. Questions concerning Taylor Business Institute's accreditation may be directed to ACICS at the following address:

Accrediting Council for Independent Colleges and Schools
750 First Street NE, Suite 980
Washington, DC 20002-4241
(202) 336-6780

APPROVAL*

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

Illinois Board of Higher Education
431 East Adams, 2nd Floor
Springfield, Illinois 62701

Illinois State Board of Education
100 North First Street
Springfield, Illinois 62777

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

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 Compliance Coordinator.

* Evidence of the institution's accreditation and license or approval is on display at the college. Copies of these documents may also be obtained by written request to the Office of the President.

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.

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 the appendix at the end of this catalog.

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.

ACADEMIC CALENDAR

Quarter	Start Date	End Date
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2010 Fall

September	9/7/2010	11/12/2010
October	10/11/2010	12/17/2010
November	11/15/2010	1/28/2011

2010/2011 Winter

December	12/27/2010	3/4/2011
January	1/31/2011	4/8/2011

2011 Spring

March	3/7/2011	5/13/2011
April	4/11/2011	6/17/2011
May	5/16/2011	7/29/2011

2011 Summer

June	6/20/2011	9/2/2011
August	8/1/2011	10/7/2011

2011 Fall

September	9/6/2011	11/11/2011
October	10/10/2011	12/16/2011
November	11/14/2011	1/27/2012

2011/2012 Winter

December	12/27/2011	3/2/2012
January	1/30/2012	4/6/2012

2012 Spring

March	3/5/2012	5/11/2012
April	4/9/2012	6/15/2012
May	5/14/2012	7/27/2012

2012 Summer

June	6/18/2012	8/31/2012
July	7/30/2012	10/5/2012

2012 Fall

September	9/4/2012	11/9/2012
October	10/8/2012	12/14/2012
November	11/12/2012	1/25/2013

Holidays / Special Events / College Breaks	
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11/25/2010	Thanksgiving
11/26/2010	Thanksgiving
12/24/2010	Christmas
12/25/2010	Christmas
12/31/2010	New Year's Day Observed
Jan 3-7, 2011	Winter Break*
1/17/2011	Martin Luther King Day
2/21/2011	President's Day
5/30/2011	Memorial Day
June 27-30, 2011	Summer Break
7/4/2011	Independence Day
9/2/2011	Graduation Application Deadline
9/5/2011	Labor Day
9/16/2011	Annual Graduation Ceremony
11/11/2011	Veteran's Day
Nov 24-25, 2011	Thanksgiving
12/25/2011	Christmas
12/26/2011	Christmas
Jan 2-6, 2012	Winter Break*
1/2/2012	New Year's Day Observed
1/16/2012	Martin Luther King Day
2/20/2012	President's Day
5/28/2012	Memorial Day
June 24-28, 2012	Summer Break
7/4/2012	Independence Day
9/7/2012	Graduation Application Deadline
9/3/2012	Labor Day
9/21/2012	Annual Graduation Ceremony
Nov 22-23/2012	Thanksgiving
12/25/2012	Christmas
12/26/2012	Christmas
12/31/2012-1/4/2013	Winter Break*

* Does not apply to new class starts in December.

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.

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 or a GED, passed all tests and interviews and is determined to have probable success in graduating from his or her program of study.
- 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 (CPAT). 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 scaled score requirements for a program, 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 associate degree programs include specified scaled scores on the Career Program Assessment Test (CPAT) in categories of language usage, reading, and numerical proficiency. CPAT scaled score requirements are described below for each Associate of Applied Science (A.A.S.) degree program:

Accounting (Advanced) (A.A.S.), Medical Biller Specialist (A.A.S.) and * Criminal Justice and Security Administration (A.A.S)

Score at or above the following scaled scores on the Career Program Assessment Test (CPAT):

Language Usage.....	48
Reading	47
Numerical.....	45

Electronics Engineering Technology (A.A.S.)

Score at or above the following scaled scores on the Career Program Assessment Test (CPAT):

Language Usage.....	48
Reading	47
Numerical.....	47

* Applicants to the Criminal Justice and Security Administration Program must also pass a background check. The student must be free of felony convictions.

Diploma Programs Admission Testing

Applicants who meet institutional admissions requirements (*i.e.* are beyond compulsory school and are high school graduates or the equivalent) may be admitted to a diploma program if they satisfy the following minimum admission requirements:

Medical Secretary

Score at or above the following scaled scores on the Career Program Assessment Test (CPAT):

Language Usage.....	48
Reading	47
Numerical.....	45

General Education Course Placement Testing

All applicants pursuing an Associate of Applied Science degree or a diploma program at Taylor Business Institute are required to take an 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 or diploma 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 and/or 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 and MAT 100 Foundations of Mathematics are developmental/preparation courses and do not count for credit towards either an associate degree or a diploma. Students required to take these courses will have to extend their enrollment period in order to graduate.

Ability to Benefit

Taylor Business Institute does not offer alternative avenues for admission based on testing for “Ability to Benefit” as defined by the U.S. Department of Education. As a condition for admission to TBI’s associate degree or diploma programs, all applicants must show evidence of a high school graduation or a G.E.D.

Life Experience/Proficiency Credit

Taylor Business Institute does not award credit for life experience. Proficiency credit is awarded only in keyboarding and word processing courses. Students who have qualified for proficiency credit in these subjects 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 six business days following the start of class. Applications received after the sixth 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 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 diploma or 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 ACICS institutions or institutions accredited by agencies 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.

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

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. Submit an official transcript showing graduation from high school or secondary level school and a letter of recommendation from the principal or head master of the school.

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 Combined English Language Skills Assessment (CELSA) test.

This U.S. Department of Education approved test is designed as an assessment and level placement instrument for high school and adult ESL students. It places students into beginning to advanced levels of grammar (structure), reading and multi-skills courses allowing for an integrated skills approach. The CELSA test was adopted by the Illinois Community College and Adult Education System.

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.....	1 – 24	ESL 102: High Beginning Level.....	25 – 40
ESL 103: Intermediate Level	41 – 52	ESL 104: High Intermediate Level	53 – 62
ESL 105: Advanced Level	63 – 71	ESL 106: The Proficiency Level.....	72+

Writing Sample

Students who place beyond ESL 102, High Beginning Level, on the CELSA test will be asked to submit a thirty (30) minute timed writing sample.

Students who test into ESL 102 or higher are considered to have “waived” or proficiencied out of all prior levels.

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.

TUITION CHARGE PER QUARTER

DAY PROGRAMS	Tuition* Per Quarter	Quarters	Application Fee	Transportation Cost*	Fee	Program Cost*
Medical Biller Specialist (Associate Degree)	\$4,500	6	\$25	\$60 per quarter 6 quarters = \$360	\$150 per quarter 6 quarters = \$900	\$28,285
Medical Secretary (Diploma)	\$4,500	4	\$25	\$60 per quarter 4 quarters = \$240	\$150 per quarter 4 quarters = \$600	\$18,865
Accounting – Advanced (Associate Degree)	\$4,500	6	\$25	\$60 per quarter 6 quarters = \$360	\$150 per quarter 6 quarters = \$900	\$28,285
Electronics Engineering Technology (Associate Degree)	\$4,500	7	\$25	\$60 per quarter 7 quarters = \$420	\$150 per quarter 7 quarters = \$1050	\$32,995
Criminal Justice and Security Administration (Associate Degree)	\$4,500	6	\$25	\$60 per quarter 6 quarters = \$360	\$150 per quarter 6 quarters = \$900	\$28,500
English as a Second Language (Certificate)	\$900	6	\$150	\$60 per quarter 6 quarters = \$360	\$70 per quarter 6 quarters = \$420	\$6,330

EVENING PROGRAMS	Tuition* Per Quarter	Quarters	Application Fee	Transportation Cost*	Book Rental Fee	Program Cost*
Medical Biller Specialist (Associate Degree)	\$3,375	8	\$25	\$60 per quarter 8 quarters = \$480	\$113 per quarter 8 quarters = \$900	\$28,405
Medical Secretary (Diploma)	\$3,600	5	\$25	\$60 per quarter 5 quarters = \$300	\$120 per quarter 5 quarters = \$600	\$18,925
Accounting – Advanced (Associate Degree)	\$3,375	8	\$25	\$60 per quarter 8 quarters = \$480	\$113 per quarter 8 quarters = \$900	\$28,405
Electronics Engineering Technology (Associate Degree)	\$3,938	8	\$25	\$60 per quarter 8 quarters = \$480	\$131 per quarter 8 quarters = \$1050	\$33,055
Criminal Justice and Security Administration (Associate Degree)	\$3,375	8	\$25	\$60 per quarter 8 quarters = \$480	\$113 per quarter 8 quarters = \$900	\$28,620

OTHER FEES

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

- Transportation:** Transportation cost estimate is based on students who require U-Pass. Transportation cost will be higher (up to \$300) for students who require Metra pass.
- In addition students who take the Criminal Justice Program will be assessed additional fees should they elect to take the following:

<u>Certifications</u>	• 20 Hour Unarmed Certification (PERC Card)	\$55	• Fingerprinting (if applicable)	\$60
	• AED & CPR Certification	\$75	• Criminal Background Check	\$25
- ESL Students Only • Late Registration Fee
 \$50 |

* Price increase is effective 4/1/2011. The total program cost for students enrolled in the criminal justice and security administration program also include other fees, estimated at \$215, for PERC card, AED & CPR certification, fingerprinting and criminal background check.

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:

[†] Title IV refers to federal financial aid programs. See also FINANCIAL ASSISTANCE.

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;
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. The unexplained absence of a student from the college for more than 15 school days shall constitute constructive notice of cancellation to the school. For purposes of cancellation the date shall be the last day of attendance.

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 Attendance 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 is contacted by the college and indicates he or she will not be returning.

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.

The percentage of the term attended is determined by dividing the number of calendar days attended by the student as of the student's withdrawal date by the total number of calendar days in the term.

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 PLUS Loans received on behalf of the student
4. Federal Direct PLUS Loans received on behalf of the student
5. Federal PELL Grants
6. 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.

TUITION DISCOUNTS

Students who pay cash for all of their tuition will be eligible for a 15 percent discount. In order to be eligible for the discount, students must pay their tuition in cash for any quarter in which they are enrolled. If a student ceases to pay cash at any point within that quarter, the student will revert to the tuition rate in which they were originally enrolled and a new payment agreement will be executed. When this occurs students will no longer be eligible for the cash discount. Students who drop and re-enter, however, will not be price protected and must pay the tuition currently being charged at the time they re-enter.

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.

Entrance and Exit Counseling for Federal Student Loans

You 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.

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 2010-11 will range from \$555 to \$5,550. 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 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.

‡ 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.

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 is at a fixed rate of 8.5%.

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

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. Students interested in applying for Level Playing Field scholarships should contact the Director of Financial Aid. Students also are encouraged to research other scholarship opportunities that may be available. Scholarship search seminars are scheduled by the librarian.

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 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.

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.

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 CPAT and Accuplacer examinations 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, computer 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 Consortium of Academic and Research Libraries in Illinois (CARLI) and Metropolitan Library System (MLS).

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.

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 voucher from the Financial Aid department. Also, pictures for the Student ID and U-Pass are taken at the bookstore.

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.

Counseling and Other Support

Personal Counseling

The Dean of Academic Affairs and the Dean of Administration provide the majority of academic, personal and attendance counseling for TBI students. However, when circumstances warrant, students may 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 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 U-PASS program. All students enrolled full time at TBI may obtain either a 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 detailed information, see the security policies and programs appendix at the end of this catalog.

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 participate in an employment preparation course and other activities designed to smooth the transition from education to employment.

Employment Preparation Seminar

This course may be conducted in either a classroom or a workshop environment. 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 \$5 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. Community service 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 every year in September. The Associate of Applied Science degree is conferred upon those students who have successfully completed a program in one of the following areas: Accounting (Advanced), Medical Biller Specialist, Electronics Engineering Technology, or Criminal Justice and Security Administration. Diplomas are awarded to those students who have successfully completed the Medical Secretary and the Accounting (Basic) 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.

- Service Learning Projects
- Guest Speaker Program
- Taste of Taylor
- Annual School Picnic
- Constitution Day Write-off
- Writing Center
- Book Club
- Student Lounge with WiFi Access
- Open Lab Time in Classrooms (when classes aren't in session)
- TOEFL (Test of English as Foreign Language) Testing Center

A current calendar of events is available on the college's website (www.tbil.edu) or from the Student Services Coordinator.

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

ACCAccounting	EETElectronics Engineering Technology
BUSBusiness	ITEInformation Technology
CISComputer Information Systems	MBSMedical Secretary and Medical Biller
CJSCriminal Justice and Security Administration	ESLEnglish as a Second Language (See catalog insert for program description)

General Education Subjects

BIO.....Environmental Biology	MAT.....Mathematics
COMCommunication	PSYPsychology
ENGEnglish Composition	SOC.....Sociology
HUMHumanities	SPHSpeech

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

Taylor Business Institute measures academic performance in quarter credit hours. A quarter credit hour is the unit of credit awarded for 50 minutes per week for one ten-week quarter of lecture or 100 minutes per week for one ten-week quarter of laboratory learning. Courses which include a combination of lecture and laboratory work are assigned appropriate credit by the college in a manner consistent with these guidelines.

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.

P ___ *Pass*: Indicates that the student took the course on a pass/no pass basis and passed. Courses taken on a pass/no pass basis count toward degree credit and credits attempted but are not considered in GPA calculation.

NP ___ *No Pass*: Indicates that the student took the course on a pass/no pass basis and failed to pass. Courses taken on a pass/no pass basis count toward degree credit and credits attempted but are not considered in GPA calculation.

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.

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.

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 general education core 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 Development 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.

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

Degree, Diploma and Certificate Programs

- Associate of Applied Science degrees are awarded to students who meet all graduation requirements for the Accounting (Advanced), Medical Biller Specialist, Electronics Engineering Technology, and Criminal Justice and Security Administration programs.
- Professional diplomas are awarded to students who meet all graduation requirements for the Medical Secretary and the Accounting (Basic) programs.
- A certificate is awarded to students who complete the highest level of the ESL 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 the school's accrediting agencies, 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. The Criminal Justice and Security Administration program is not designed to train individuals to be police officers. Credits from this program are not transferable to the Chicago Police Department. 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 acceptable.

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 five formal articulation agreements with the following colleges or universities:

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

ATTENDANCE AND ENROLLMENT

Attendance Policy

Reporting an Absence or Tardy

The faculty of Taylor Business Institute understands that extenuating circumstances occur in everyone's lives that are beyond control. Therefore, students must contact the Administrative Assistant for Education at (312) 658-5119 and give their name and reason for the absence/tardiness. Day students must contact the Administrative Assistant by 9:30 a.m. and evening students by 6:00p.m.

TBI records attendance using a key-hour system. It is this key-hour upon which absences and tardiness are based. For administrative purposes, TBI has identified key-hours for both its morning and evening sessions: 10:30 a.m. for day students and 7:00 p.m. for evening students. Instructors will take attendance at these times and forward it to the Administrative Office for recording. Instructors have discretion regarding the attendance practices used within their classroom but must publish these practices in their syllabus.

The key-hour attendance policy at Taylor Business Institute is summarized as follows:

1. A student who arrives late to class more than fifteen minutes due to any reason will be considered tardy. Three tardies constitute one absence.
2. A student who arrives for classes after key-hour attendance has been submitted must report to the Education Department Office to receive attendance credit for that day.
3. A student who accumulates 12% (5) consecutive class days of absence while enrolled in day classes or 12% (3) consecutive days of absence while enrolled in evening classes will be withdrawn from school unless they show cause why withdrawal should not occur.
4. A student will be placed on attendance probation if, at any time during a ten-week quarter, he/she has missed over 10% (four days for mornings or two days for evenings) of classes cumulatively.
 - a. If a student violates his/her attendance probation without valid and approved cause, he/she will be subject to dismissal. The student can appeal dismissal one (1) time.
 - b. If a student on attendance probation accumulates additional absences he/she will be placed on attendance probation for the next quarter. If the student's absences still exceed 10% at the end of this second term, he/she will be subject to dismissal. The student can appeal dismissal one (1) time.
 - c. If a student exceeds the 10% of accumulative absences in any subsequent quarter, he/she will be subject to dismissal. The student can appeal dismissal one (1) time.
5. When a student enters a period of attendance probation, The Dean of Administration will make an effort to promptly notify the student. Failure to notify, however, does not relieve the student of the consequences of additional absences occurring after a probationary period is entered.
6. A student who must terminate his or her education is encouraged to give notice of cancellation to the college in writing. The unexplained absence of a student from the college for more than 15 school days shall constitute constructive notice of cancellation to the school. For purposes of cancellation the date shall be the last day of attendance.

Appeal of Dismissal

Except for dismissal due to five (5) consecutive class days of absence while enrolled in the day portion of a program or three (3) consecutive days of absence while enrolled in the evening program, a student whose dismissal has been initiated may appeal if he/she wishes to remain enrolled. A dismissed student may appeal to the Dean of Administration and Dean of Academic Affairs who will make the final determination. The appeal must be in writing and fully document the circumstances of the appeal. The appeal should be submitted to the Deans within three (3) class days of when a student is notified on-site or within a reasonable time frame (generally not to exceed four (4) class days) when a student must be notified off-site.

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.

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	26 - 30	31 - 35	36 - 40	41 - 50	50+
Age	2%	11%	27%	30%	10%	9%	6%

	Male	Female	Unknown
Gender	30%	70%	0%

	Hetero-sexual	Homo-sexual	Bi-sexual
Sexual Orientation	91%	5%	4%

	United States	India	Mexico	Puerto Rico	Other
Origin/Country of Birth	84%	14%	1%	1%	3%

	Black/ African American	Hispanic/ Chicano	White/ Caucasian	Asian/P.I./ Filipino	Middle-Eastern	Other
Race	56%	17%	5%	13%	1%	9%

	Catholic	Protestant*	Muslim	Jew	Budhist	Hindu	Other
Religion	19%	15%	3%	1%	1%	10%	51%

* Baptist, Methodist, Pentecostal, Church of God in Christ, Episcopalian.

	High School Graduate	GED	Some College
Educational Status	44%	12%	44%

	Own Vehicle	Car Pool	Train	Bus	Other
Transportation	6%	1%	48%	44%	1%

	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	26%	7%	35%	2%	8%	14%	5%	4%

	Not Working	Part-Time	Full-Time	Not Eligible to Work in the U.S.
Work Status	51%	22%	18%	9%

	Below \$10,000/ 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%	19%	13%	4%	3%	0%

* Data reflects annual November 2009 diversity survey.

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 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

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, 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

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

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 detailed information, see the security policies and programs appendix at the end of this catalog.

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, the institution's accrediting body, or the U.S. Department of Education.

The Accrediting Council for Independent Colleges and Schools (ACICS) provides complaint procedures for the filing of complaints against accredited institutions. ACICS requires that the complainant have exhausted all complaint and grievance procedures provided under institutional policy before registering a complaint with ACICS. Should such a complaint be filed, ACICS will review the matter to determine whether there may have been any violation

of its criteria and/or standards, and can take action only if it is determined that there has been such a violation. ACICS can be contacted at:

750 First Street NE, Suite 980
Washington, DC 20002
(202) 336-6780

Further, if the student is not satisfied with any of these outcomes, he or she may also appeal to the Illinois State Board of Education, Department of Adult Vocational and Technical Education, Private Business and Vocational Colleges Section, 100 West Randolph Street, Chicago, IL 60601 • (312) 814-5818 or 100 North First Street, Springfield, IL 62777 • (866) 262-6663 • (217) 782-2948.

Mediation and Arbitration

If any dispute should arise out of the Student's enrollment and attendance at the Institution which cannot be resolved through the College's established grievance procedures, no matter what issues it involves and how either the Student or the Institution might describe, plead or style the dispute, both the Student and the Institution agree that, if they cannot resolve the dispute through their own negotiations, they shall first make a good faith effort to resolve the dispute by participating in a mediation process with a neutral mediator and then, if the dispute is not resolved, it shall be submitted to binding arbitration under the Federal Arbitration Act, all as specified below:

- (a) The mediator shall be selected from a list of approved mediators maintained by a court or bar association situated in the same community (the "Local Community") as the campus of the Institution which the Student is attending, and the Institution shall pay the mediator's fees.
- (b) If arbitration occurs, it shall be conducted at a convenient location within the Local Community, pursuant to the Commercial Arbitration Rules of the American Arbitration Association (AAA) by a single arbitrator selected from an AAA list in accordance with AAA selection rules.
- (c) All costs for AAA arbitration fees, the arbitrator's fees and facility fees will be paid by Institution to the extent that they exceed the filing fee for initiation of a lawsuit at a court situated within the Local Community.
- (d) All determinations as to the scope and enforceability of this arbitration agreement shall be made by the arbitrator and not by a court.
- (e) The arbitrator's award shall be final and binding on both parties, and may be filed for enforcement by either the Student or the Institution in any court having jurisdiction.

The Institution and the Student acknowledge that they are voluntarily and irrevocably electing arbitration as the remedy for any unresolved dispute they may have and waiving any rights they may have to bring a lawsuit in any state or federal court of competent jurisdiction and to try their dispute before a judge or jury.

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 or diploma. 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 or a diploma, 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 fourth 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
4 Quarters	1.5	1.5	1.7	2.0				
5 Quarters	1.5	1.5	1.7	2.0	2.0			
6 Quarters	1.5	1.5	1.7	2.0	2.0	2.0		
7 Quarters	1.5	1.5	1.7	2.0	2.0	2.0	2.0	
8 Quarters	1.5	1.5	1.7	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.

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.

Normal Length of Program in Quarters	Maximum Time Frame for Completion in Quarters
4	6
5	7
6	9
7	10
8	12

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.

DAY 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	Credits Required	Credits Required	Credits Required	Credits Required	Credits Required	Credits Required	Credits Required	Credits Required	Credits Required	Credits Required	Credits Required
Accounting (AA Degree)	97	Normal Credit Hour Needed to Complete	6	16	32	49	65	81	97						
		Minimum Credit Hours Needed to Complete	9	11	22	32	43	54	65	75	86	97			
										67%					
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%					
Electronics Engineering Technology (AA Degree)	102	Normal Credit Hour Needed to Complete	7	15	29	44	58	73	87	102					
		Minimum Credit Hours Needed to Complete	10	10	20	31	41	51	61	71	82	92	102		
										67%*					
Medical Biller 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%					
Medical Secretary (Diploma)	65	Normal Credit Hour Needed to Complete	4	16	33	49	65								
		Minimum Credit Hours Needed to Complete	6	11	22	33	43	54	65						
										67%					

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

EVENING Programs

Program	Total Credits	Completion Time	No. of Qtrs.	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
Accounting (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 Biller 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%	
Medical Secretary (Diploma)	65	Normal Credit Hour Needed to Complete	5	13	26	39	52	65							
		Minimum Credit Hours Needed to Complete	7	9	19	28	37	46	56	65					
														67%*	

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

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 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 must be removed from regular enrollment status for at least one quarter. During this quarter and any succeeding quarters, students may continue 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 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.

GENERAL EDUCATION PHILOSOPHY

Integrated within all Taylor Business Institute curricula is its General Education course work. Taylor Business Institute's *General Education Core* prepares students to live, assimilate and contribute to a complex, ever changing, diverse and multicultural world. Taylor Business Institute has identified the following goals as essential to the academic and intellectual empowerment of a diverse and underserved student body. Students in all programs must participate in core General Education courses and across the curriculum initiatives that support technical learning and improve their quality of life. Taylor Business Institute's Department of General Education offers courses in several disciplines:

Mathematics

Students will learn methods of quantitative analysis and master effective problem solving skills and techniques. Students will apply mathematics principles to real-world applications such as resource allocation, and personal planning.

Communication

Students will learn to communicate effectively using both oral and written media appropriate for a variety of purposes and audiences including classroom, workplace and cultural assimilation.

Physical/Life Sciences

Students will learn about their relationship with diverse environments and will better appreciate the importance of responsibly using resources. Students will investigate the complex relationships between human communities and the environments in which they develop.

Social/Behavioral Science

Students will explore different systems of belief and social practice to better understand the world at large and the diverse work environments to which they will be exposed professionally. Students will examine operational definitions of society and culture, enabling them to examine their own backgrounds and to prepare for interaction with those who hold different beliefs and value systems.

Critical Thinking

Students will learn to employ reason as an appropriate response, and to think objectively about patterns of attitude, belief, and value in order to prepare for the complex moral, ethical and professional challenges they will face. Students will learn to identify potential flaws in their own reasoning and in the ideas of others.

ACADEMIC AND CAREER PROGRAMS

Taylor Business Institute offers both degree and diploma programs focused 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. Taylor's A.A.S. degree programs build upon training components included in the college's diploma programs. This provides TBI's diploma graduates the opportunity to return to complete their degree on an accelerated schedule. The college's diploma programs offer students the fastest route to a job by focusing on technical training and minimizing general education course requirements.

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 between 32 to 36 hours of credit from TBI's General Education Core and a total of 62 to 67 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 Accrediting Council for Independent Colleges and Schools (ACICS) and lead to an Associate of Applied Science Degree.

- Accounting (Advanced)
- Criminal Justice and Security Administration
- Electronics Engineering Technology
- Medical Biller Specialist

Diploma Programs

The following programs are approved by the Illinois State Board of Education (ISBE) and the Accrediting Council for Independent Colleges and Schools (ACICS) and lead to a diploma.

- Medical Secretary

Certificate Programs

The following program is approved by the Illinois State Board of Education (ISBE), the Accrediting Council for Independent Colleges and Schools (ACICS) and the United States Citizenship and Immigration Services (USCIS) and lead to a certificate.

- English as a Second Language (ESL)

Accounting (Advanced)

60 Week Day and 80 Week Evening Program
Associate in Applied Science Degree
97 Quarter Credit Hours

Program Objectives: The Associate of Applied Science in Accounting 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.

Career Opportunities: Graduates may find work as junior members of an accounting staff in small and medium-sized businesses.

Entrance Requirements: See Admission Policies on pages 17-24 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.

GENERAL EDUCATION (36 Credits)

Communications

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

Life Sciences

BIO 119..... Environmental Biology	4
BIO 120L .. Environmental Biology Lab	4

Humanities

HUM 102 .. Intro to Logic & Critical Thinking ...	4
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Mathematics

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

Social & Behavioral Sciences

PSY 107 Psychology or	
SOC 108.... Sociology	

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 105 Spreadsheets	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 (17 Credits)

BUS 101 ...Keyboarding.....	2
BUS 102B..Business Communications	4
BUS 103B..Word Processing/Document	2
Formatting	
BUS 104B..Introduction to Computer.....	2
Application Software	
BUS 110College Readiness.....	3
BUS 200A Employment Preparation Seminar...2	
CIS 101Introduction to Computers and	2
Information Systems	

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

Criminal Justice & Security Administration 60 Week Day and 80 Week Evening Program
 Associate in Applied Science Degree
 96 Quarter Credit Hours

Program Objectives: The Criminal Justice and Security Administration degree program is designed to prepare students for employment in corporate or other private security management settings, and for a wide range of entry-level positions within government offices responsible for law enforcement and criminal justice administration. 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.

The President at Taylor Business Institute will allow Service Learning to be taught through the Basic Security Concepts & Practices course in the Criminal Justice and Security Department. Service Learning at Taylor Business Institute is defined as a teaching method that enriches learning by empowering students through meaningful service that benefit the common good, expressing when and as possible the concerns of the communities from which Taylor Business Institute students come. Service learning must be coordinated and structured by the college. It is an activity that is integrated into and influences the life-long learning of Taylor Business Institute’s students. Service learning must have a component and an articulated learning outcome.

Career Opportunities: Opportunities for government employment in this field include positions in law enforcement and corrections at the municipal, state and federal levels. Graduates are prepared for jobs such as probation officer, emergency response management team member, customs agent, federal security agent and Homeland Security agent. Other career opportunities include positions in corporate or other private security management, retail or industrial loss prevention, and insurance investigation.

Entrance Requirements: See Admission Policies on pages 17-24 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.

GENERAL EDUCATION (36 Credits)

Communications

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

Life Sciences

BIO 119.....Environmental Biology.....	4
BIO 120L.....Environmental Biology Lab.....	4

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

Humanities

HUM 102.....Intro to Logic & Critical Thinking	4
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Mathematics

MAT103.....Intermediate Algebra.....	4
MAT 130.....Quantitative Literacy	4

Social & Behavioral Sciences4

PSY 107.....Psychology or	
SOC 108.....Sociology	

CORE REQUIREMENTS (Contd...)

CJS 203A.....Firearms Safety and Defensive Tactics Seminar	2
CJS 204.....Criminal Investigations	4

SUPPORT REQUIREMENTS (9 Credits)

BUS 101.....Keyboarding.....	2
BUS 110.....College Readiness	3
BUS 200A.....Employment Preparation Seminar.....	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.

Program Objectives: 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.

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 17-24 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.

GENERAL EDUCATION (36 Credits)

Communications

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

Life Sciences

BIO 119	Environmental Biology	4
BIO 120L....	Environmental Biology Lab	4

CORE REQUIREMENTS (56 Credits)

EET 101	Principles of Electronics	4
EET 102L..	Principles of Electronics Lab.....	2
EET 105B ..	Digital Systems	4
EET 106L..	Digital Systems Lab.....	2
EET 107	Technical Math	4
EET 110	Excel as an Engineering Tool	4
EET 125	Advanced Digital Systems.....	4
EET 126L..	Advanced Digital Systems Lab.....	2
EET 127	Circuit Analysis	4
EET 128L..	Circuit Analysis Lab	2
EET 203A ..	Micro-Controllers	4
EET 204L..	Micro-Controllers Lab	2
ITE 103L...	Computer Troubleshooting Lab.....	3
ITE 104	Introduction to Visual Programming ..	3

ELECTIVES Electronics Track (12 Credits)

EET 103B ..	Solid State Devices ¹	4
EET 104L..	Solid State Devices Lab ¹	2
EET 201A ..	Digital Communications ²	4
EET 202L..	Digital Communications Lab ²	2

Humanities

HUM 102.....	Intro to Logic & Critical Thinking ...	4
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Mathematics

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

Social & Behavioral Sciences..... 4

PSY 107.....	Psychology or	
SOC 108	Sociology	

ELECTIVES Programming Track (12 Credits)

ITE 102.....	Programming Essentials ¹	4
ITE 112L ...	Programming Essentials Lab ¹	2
ITE 201	Advanced Programming ²	4
ITE 211L ...	Advanced Programming Lab ²	2

SUPPORT REQUIREMENTS (10 Credits)

BUS 101	Keyboarding	2
BUS 110	College Readiness.....	3
BUS 200A ..	Employment Preparation Seminar	2
CIS 102A...	Introduction to Computer Software ...	3

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

¹ Scheduled in the 6th quarter.

² Scheduled in the 7th quarter.

Medical Biller Specialist

60 Week Day and 80 Week Evening Program
Associate in Applied Science Degree
96 Quarter Credit Hours

Program Objectives: The Medical Biller Specialist program prepares graduates for a variety of challenging career opportunities in the healthcare field. Students receive a strong foundation in office systems, clerical and software applications, as well as an introduction to the basic principles of health insurance and medical billing.

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

Entrance Requirements: See Admission Policies on pages 17-24 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.

GENERAL EDUCATION (36 Credits)

Communications

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

Life Sciences

BIO 119	Environmental Biology	4
BIO 120L.....	Environmental Biology Lab	4

Humanities

HUM 102.....	Intro to Logic & Critical Thinking... 4
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Mathematics

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

Social & Behavioral Sciences4

PSY 107.....	Psychology or
SOC 108	Sociology

CORE REQUIREMENTS (47 Credits)

BUS 103B .	Word Processing / Document Formatting	2
BUS 104B .	Introduction to Computer Application Software.....	2
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 203A	Computerized Physician Billing I	2
MBS 204A	Computerized Physician Billing II	2
MBS 205A	Medical Collections.....	3

CORE REQUIREMENTS (Contd...)

MBS 206A.	Medical Law and Ethics	4
MBS 207A.	Hospital Billing.....	2
MBS 208A.	Medical Transcription.....	2

SUPPORT REQUIREMENTS (13 Credits)

BUS 101	Keyboarding	2
BUS 102B .	Business Communications	4
BUS 110	College Readiness.....	3
BUS 200A .	Employment Preparation Seminar	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.

Program Objectives: This diploma program provides the student with the fundamental office systems specialist skills and medical terminology skills necessary in today’s business world. The student receives instruction and hands-on training in concepts and principles.

Career Opportunities: Completion of the program enables a graduate to function effectively as a member of the business office team in a hospital, doctor’s offices, or health maintenance organization. Graduates of this program have secured employment as: medical secretaries, admitting clerks, word processors, word/information specialists, administrative assistants, bookkeeper/office systems specialists, executive secretaries, receptionists, and general office clerks.

Entrance Requirements: See Admission Policies on pages 17-24 of the TBI academic catalog.

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

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

GENERAL EDUCATION (12 Credits)

Communications

- ENG 101 English Composition I.....4
- SPH 101 Speech4

Social & Behavioral Sciences4

- PSY 107.....Psychology or
- SOC 108Sociology

CORE REQUIREMENTS (40 Credits)

- BUS 103B Word Processing / Document Formatting 2
- BUS 104B Introduction to Computer Application Software 2
- 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 203A Computerized Physician Billing I... 2
- MBS 206A Medical Law and Ethics 4
- MBS 208A Medical Transcription..... 2

SUPPORT REQUIREMENTS (13 Credits)

- BUS 101 Keyboarding 2
- BUS 102B .Business Communications 4
- BUS 110 College Readiness..... 3
- BUS 200A .Employment Preparation Seminar 2
- CIS 101 Introduction to Computers and Information Systems 2

Program Objectives: 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.

Entrance Requirements: See Admission Policies for ESL program on page 24 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

* 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.

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.

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 105..... Spreadsheets
 Quarter Credit Hours.....2

Introduction to spreadsheet software practice in its application to various accounting problems.

ACC 108.....Income Tax & Payroll Systems
 Quarter Credit Hours.....2
 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.

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.

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.

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.

Business Courses

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

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

BUS 102B.....Business 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.

BUS 103B.....Word Processing/Document Formatting

Quarter Credit Hours.....2
 PrerequisiteBUS 101

Applies basic word processing commands to formatting letters, business and academic reports, memos, tables, resumes, electronic forms, and mail merge from unarranged and rough-draft sources.

BUS 104B.....Introduction to Computer Application Software

Quarter Credit Hours.....2
 Prerequisite BUS 103B

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

BUS 106A.....Introduction to Business
 Quarter Credit Hours.....4

A survey course on the various forms of business organizations, finance, personnel problems, marketing and business government relations.

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

This college readiness course introduces the students entering college for the first time or re-entering college to the strategies, techniques and skills that will support their

success as a college student. Such issues as anger management, conflict resolution, classroom management, time management, note taking, study skills, research methodologies, use of library/online resources and testing will be examined.

BUS 200A .Employment Preparation Seminar
Quarter Credit Hours.....2

This lab course examines methods for developing effective employment applications, cover letters, resumes and rules for conducting successful interviews. Addresses development of good business attitudes and employee-employer and co-worker relations. Parts of this course will require individual tasks apart from the classroom presentation.

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.

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 criminology and examines reasons for criminal behavior. It explores roles and interrelationships of government organizations comprising the criminal justice system, including police, courts, and corrections institutions.

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.

CJS 103A .Electronic Security & Surveillance Lab
Quarter Credit Hours.....2

This 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 interactive roles of the system, victim, and offender, and study of the nature, causes, control and measurement of crime.

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 106 Constitutional 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.

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, correctional ideologies, court processes, imprisonment, probation, intermediate sanctions, and various alternative correctional systems.

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.

CJS 109 Juvenile Delinquency/ Juvenile Justice
Quarter Credit Hours.....4

This course is an introduction to juvenile criminal justice. It examines the legal and social dynamics of juvenile justice as well as the organization and theory of the juvenile justice system.

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.

CJS 111 Homeland 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, and ideology versus terrorism.

CJS 112A Communication and Case Report 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.

CJS 201 Criminal 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.

**CJS 203A.....Firearms 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. Students interested in applying for a Firearms Authorization Card (FAC) or seeking hands-on training in firearms safety and use should see the Dean of Criminal Justice and Security Administration for a continuing education referral. 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.

**Electronics Engineering Technology
Courses**

EET 101..... Principles of Electronics
Quarter Credit Hours.....4
Prerequisites EET 107
Corequisite EET 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.

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 (Elective)
Quarter Credit Hours.....4
Prerequisites EET 101
Corequisite EET 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.

EET 104L Solid State Devices Lab (Elective)
Quarter Credit Hours.....2
Corequisite EET 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.

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 110.....Excel as an Engineering Tool
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.

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.

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.

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
PrerequisitesEET 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.

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.

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.

ITE 102..... Programming Essentials (Elective)
Quarter Credit Hours.....4
Prerequisites.....MAT 103, ITE 104
Corequisite ITE 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.

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.....3

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 Visual Programming
Quarter Credit Hours.....3

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.

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

This course will introduce students to the medical billing claims process. Students will learn fundamental guidelines for completing the CMS 1500 and the UB-04 claim forms. Specifically, students will gain an understanding of their medical billing responsibilities when processing the most common types of insurance within medical offices and hospitals. In addition, students will gain an understanding for processing claims for Illinois public aid recipients.

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

This course will place a strong emphasis on building a foundation in anatomy and physiology as it relates to the different human body systems and their associated pathology. Vocabulary building will be stressed. The students will learn to apply the knowledge of anatomy and physiology to medical billing and associated medical specialties.

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

This course is a continuation of Anatomy and Physiology I and will continue to place a strong emphasis on building a foundation in anatomy and physiology as it relates to the different human body systems and their associated pathology. The students will learn to apply the knowledge of anatomy and physiology to medical billing and associated medical specialties.

MBS 104AMedical Terminology
 Quarter Credit Hours.....4
 PrerequisiteMBS 102A & MBS 103A

The student will learn to define medical terminology by analyzing Greek and Latin prefixes, suffixes, and word roots. The student will also learn the correct pronunciation of medical terminology. Emphasis will be placed on correlating medical terminology with their associated anatomy, physiology, disease, diagnosis, and therapies.

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.

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

This course will build upon basic medical billing and coding 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 processing claims within the medical office. In addition to reviewing the basics of the health insurance claims process and learning about proper filing and handling of medical documentation, students will analyze cases studies to complete the CMS 1500 and UB-04 claim forms as well as complete numerous claims processing exercises relating to diagnostic and electronic data interchange, private insurance and managed care systems, Medicare, and Medicaid.

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.

MBS 203A ..Computerized Physician Billing I
 Quarter Credit Hours.....2
 Prerequisite MBS 101

Students will be introduced to the electronics billing process used within a medical office. Specifically, this course will address billing as it relates to the physician’s office via the NDC MediSoft™ system. Through the use of this software, students will be able to distinguish the difference between a manual patient billing system and an electronic patient billing system, apply fundamental billing principles within a computerized billing environment, and generate and enter data necessary for processing patient claims.

MBS 204A.Computerized Physician Billing II
 Quarter Credit Hours.....2
 Prerequisite MBS 203A

Students will apply concepts learned within MBS 203. At a more advanced level, students will continue generating patient claims via the NDC MediSoft™ system. In this course, students will master the skill of processing patient bills and transmitting claims for purposes of payment and reimbursement via the NDC MediSoft™ system. In addition, students will follow step-by-step guidelines to complete an electronic patient billing simulation.

MBS 205A Medical Collections
 Quarter Credit Hours.....3
 Prerequisite MBS 101

The purpose of the class is to provide students with a systematic approach to the most common billing office practices. The students will be introduced to the collection process as it relates to physicians, hospitals, third party payers and patients. The course will also outline various collection policies and procedures that are most effective in today’s medical billing marketplace. Through the course, students will also enhance their analytical skills as it relates to claims reimbursement.

MBS 206A Medical Law & Ethics
 Quarter Credit Hours.....4
 Prerequisite MBS 101

This course provides an overview of medical law and ethics for health care professionals who are required to handle multiple legal and ethical issues while working in a variety of settings, (e.g. medical offices, hospital, clinics, skilled nursing facilities, and insurance companies). This course is also designed to inform students of their ethical obligations to patients and employers. In addition, this

course discusses various health care legal topics which include the United States' legal system, sources and classification of law, the physician/patient relationship, professional liability and medical malpractice, federal regulations affecting the medical professional, the medical record and HIPAA requirements, informed consent, and ethical issues relating to life.

MBS 207AHospital Billing
Quarter Credit Hours.....2
Prerequisite MBS 101

This course will concentrate on the guidelines and standards of inpatient billing using the UB-04 claim form. Students will complete billing related procedures for hospital services and gain an understanding of specific regulations that apply to hospitals as well as the accreditation process conducted within the hospital.

MBS 208AMedical Transcription
Quarter Credit Hours.....2
Prerequisite MBS 101

Medical Transcription using taped dictation provides an understanding of the responsibilities and job competencies of the medical transcriptionist. Students will be prepared to transcribe a variety of documents within the framework of 12 medical specialties. Application of basic business English and proofreading skills will be emphasized. The course is appropriate for students wishing to find employment in the medical or health related office field.

General Education Courses

Communication

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.

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, descriptive narration, comparison/contrast, and process. Students will practice techniques through the writing of personal essays.

ENG 102R.....English Composition II

Quarter Credit Hours.....4

Prerequisite:Earn a C or better in ENG 101

English Composition II enhances the writing, reading, and cognitive skills developed in English Composition I through the incorporation of research materials into student-generated prose. Students engage in researching, evaluating, and selecting print and digital sources to write about topics of individual and group interest. Emphasis is placed on summary and analysis, cause and

effect, argumentation, and citation as fundamental skills of academic inquiry. Students will learn skills required for preparing researched essays, including basic library research skills.

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.

Humanities

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.

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.

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.

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.

Life Sciences

BIO 119Environmental Biology
Quarter Credit Hours.....4
Corequisite BIO 120L

Introduction to the basic ecological principles that underlie the interrelations and interdependence of biotic and abiotic environmental factors. 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.

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

Laboratory companion to course BIO 119 that reinforces the concepts learned in theory by experimentation.

Social and Behavioral Sciences

PSY 107Psychology
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.

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

The study of society focusing on the rules, interactions and cultural patterns that organize everyday life. Includes 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.

English as a Second Language Courses

ESL 101Beginning 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 Seminar

Clock Hours200

Prerequisite Placement Test or successful
completion of the ESL 106

This ESL elective is designed for students who are preparing for general or specific proficiency examinations, e.g., TOEFL, IELTS, and GRE—verbal component. 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.)

PERSONNEL DIRECTORY

Academic Affairs

Bickert, Rosario

Instructor, English as a Second Language
B.S. University of the Philippines – Food Technology
M.S. University of the Philippines – Food Science
M.A. University of Leicester – Applied Linguistics
and TESOL

Burnside, Michelle

Instructor, Psychology
B.A. National-Louis University – Liberal Arts
Studies
M.A. National-Louis University – Adult Education
M.A. National-Louis University – Psychology

Campbell, James

Director/Instructor of English as a Second
Language
B.A. University of Illinois, Urbana-Champaign –
Social Studies
M.A. University of Illinois, Urbana-Champaign –
French

Chen, Yucheng

Instructor, Mathematics
B.S. DePaul University – Mathematics Sciences
M.A. DePaul University - Applied Mathematics

Clepper, Ainka

B.A. University of Massachusetts –
Communications
M.A. Northwestern Illinois University –
Communications

Daley, Katie

Instructor, English as a Second Language
B.A. DePaul University – English

Darby, Nora

Instructor, English as a Second Language
B.A. Moody Bible Institute – Communications
M.A. Moody Bible Institute – Spiritual Formation
& Discipleship
TESOL Certificate

Davis, Vince

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

DeSpain, Robert

Instructor, English as a Second Language
B.A. Coe College -- History
M.A. University of Iowa – Journalism
TEFL Teacher Certificate

Dixon, Dorenda

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

Jackson, Quentin

Dean of Academic Affairs
B.A. Trinity International University –
Interpersonal & Group Communications
M.Sc. National Louis University – Management
D.B.A. Argosy University – International Business

Kumar, Rakesh

Program Chair/Instructor, Medical Biller Specialist
A.A.S. Taylor Business Institute – Electronics
Engineering Technology
B.S. University of Delhi – Natural Science
M.S. Jawaharlal Nehru University – Life Sciences

Marshall, Kevin

Evening Campus Director
Instructor, Criminal Justice and Security
Administration
B.A. Chicago State University – Independent
Studies
M.S. Chicago State University – Criminal Justice

Massey, Dorothy

Instructor, Criminal Justice
B.A. Lewis University – Criminal Justice
M.S. Lewis University – Criminal Justice

McNeal, Dawn

Assessment Coordinator
Instructor, Sociology
B.A. Trinity College – Social Science
M.A. University of Georgia – Sociology
Ph.D. University of Georgia – Sociology

Mehta, Anand

Program Chair /Instructor of Electronics
Engineering Technology
B.E. The University of Jodhpur – Electronics &
Communications
M.S. Illinois Institute of Technology – Electrical
Engineering

Moseley, Ronald

Instructor, Accounting
B.A. Morehouse College – Business
Administration
M.B.A. Atlanta University – Business
Administration
M.P.A. Nova Southeastern University – Public
Administration

Oliver-Dowdell, Rosetta

Instructor, Medical Biller Specialist
National Certified Insurance & Coding Specialist
Certification

Ortega, Edward

Instructor, Criminal Justice and Security
Administration
B.S. University of Albuquerque – Criminology
M.S. Chicago State University – Criminal Justice

Ozarowski, Wesley

Instructor, Medical Biller Specialist
B.S. University of Illinois at Chicago– Physical
Education

Rajczyk, Pablo

Director of General Education
Instructor, English
B.A. Columbia College – Fiction Writing
M.F.A. The New School University – Creative
Writing

Rymarowicz, Charles

Program Chair/Instructor, Accounting
M.B.A. Keller Graduate School of Management –
Project Management
B.S. University of Dayton – Business
Administration & Finance

Sanders, Adean

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

Shurney, Shelly

Instructor, Medical Biller Specialist
B.S. Alabama Agricultural and Mechanical
University – Biology & Chemistry
M.B.A. Regis University – Healthcare
Administration

White, Karry

Instructor, English
B.A. Lehigh University – English/Theatre
M.A. Northwestern University – Creative Writing

Young, Lena

Instructor, Computer Applications
B.S. Southern Illinois University – Business
Education
M.A. Chicago State University – Educational
Administration

Administration

Coleman, Letitia

Executive Assistant, Office of the President,
Human Resources and Safety and Security
B.S. Olivet Nazarene University

Davis, Florence

Director of Financial Aid
B.A. Lake Forest College

Flynn, Sharon

Business Office Manager
A.A. Southern Illinois University

Getachew, Nunu

Registrar & Testing Coordinator
Diploma, Taylor Business Institute
B.S. Northeastern Illinois University

Iqbal, Malik

Director of Operations
A.A.S. Taylor Business Institute
B.A. University of Punjab
M.B.A. Institute of Leadership & Management
M.C.S. Institute of Computer Science

Kumar, Ranjay

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

Kopteros, Michelle

Librarian
B.L.A. University of Maine at Presque Isle –
Liberal Studies
M.L.I.S. Dominican University – Library &
Information Sciences

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
B.A. University of Missouri at Kansas City
*Pd.D. Benedictine College - Kansas

Sanchez, Brenda

Bookstore Manager
A.A.S. Taylor Business Institute

Stewart, Ezrarette

Academic Services Coordinator
A.A.S. Taylor Business Institute

Mitchelle, Lachelle

Director of Career Services

Tabloff, Steven

Chief Financial Officer
B.S. University of Illinois

Taylor, Monica

Student Accounts Manager
Certificate, Prairie State College

* Honorary Degree

Professional/Support Staff

Kumi, Roney

Administrative Support, International Center

Gbalah, Denise

Administrative Assistant, Library

A.A.S. Taylor Business Institute

Leon, Diana

Administrative Assistant to the Dean of Academic

Affairs

B.A. Robert Morris University

Mihaljko, Igor

Technical Support Specialist

Owens, Martha

Administrative Assistant, Education

A.A. Harold Washington College

B.A. National Louis University

Ochoa, Gabriela

Receptionist

A.A.S. Taylor Business Institute

Smith, Phyllis

Service Learning Coordinator

A.A.S. Taylor Business Institute

Admissions Staff

Hatcher, Kenneth

Admissions Representative

Hernandez, Jovel

Admissions Representative

Khan, Jamal

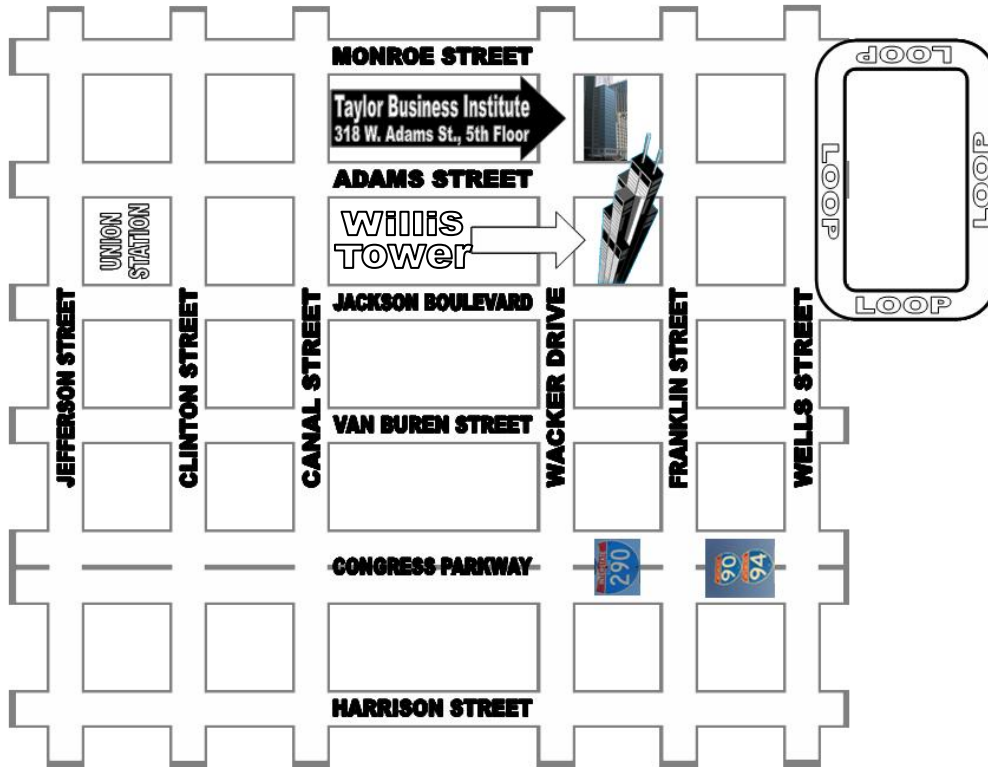
Director of International Recruitment and Outreach

M.B.B.S. University of Karachi

Padilla, Elizabeth

Admissions Representative

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.

APPENDIX

SECURITY POLICIES AND PROGRAMS

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.

The information given below discloses the policies and procedures regarding campus security at Taylor Business Institute. This information is in compliance of Federal, State and Local statutes and the Crime Awareness and Campus Security Act of 1990 (amended in 1998).

How to Report a Crime or Emergency:

By federal law, all criminal actions, accidents, injuries, or other emergency incidents occurring on campus must be reported to the President of the College and to appropriate outside agencies **immediately:**

- Situations that pose imminent danger or while a crime is in progress should be reported to a **911** dispatcher from any campus phone or cell phone. Keep in mind that the individual making the call from a cell phone will need to provide the address where the emergency has occurred. Studies show that if police are able to respond within two minutes there is a good chance that any perpetrators involved will be apprehended, but the odds quickly decrease with each passing minute.
- Students, staff, and visitors should report criminal actions, accidents, injuries, or other emergency incidents to one of the following individuals:
 - **Mr. Kevin Marshall, Chief Security Officer**
318 W Adams Street, 5th Floor, Chicago, IL 60606
campussecurity@tbiil.edu, Work (312) 658-5100, Cell (773) 608-9211
 - **Dr. Quentin Jackson, Dean of Academic Affairs**
318 W Adams Street, 3rd Floor, Chicago, IL 60606
campussecurity@tbiil.edu, Work (312) 658-5100, Cell (847) 239-3696
 - **Mr. Malik Iqbal, Director of Operations**
318 W Adams Street, 5th Floor, Chicago, IL 60606
campussecurity@tbiil.edu, Work (312) 658-5100, Cell (312) 451-5475
 - **Ms. Letitia Coleman, Safety and Security Coordinator**
318 W Adams Street, 5th Floor, Chicago, IL 60606
campussecurity@tbiil.edu, Work (312) 658-5100, Cell (312) 217-2650
- Anonymous & confidential incident reports can also be made by filling out the Incident Report Form that is available in the office of the Safety & Security Coordinator and returning it to the receptacle provided outside.
- An Incident/Injury Report (See **Exhibit-1**) must be completed by the individual(s) reporting the occurrence and signed by the campus staff receiving the report. A copy of this report will be filed in the office of the Safety and Security Coordinator. All Incident/Injury Reports will remain confidential. Victims of crimes may also report the crime by contacting a designated security authority who will submit the incident report on their behalf. Reporting these crimes is essential,

however, for the administration to be able to monitor and address security risks to our campus community, every effort will be made to preserve confidentiality.

- **All** suspected criminal actions, or gang activity are to be immediately reported to the Police Department. The administration will provide the individual(s) reporting the incident with means to contact this police agency, or any other appropriate police agency.

In many cases, a representative from the Police Department will visit the site and interview the individual(s) reporting the incident, appropriate school personnel, and any possible witness to the crime. If the incident is not serious, the individual will have the option to go directly to the police department and file a report at the station. An investigation/prosecution will be determined by the Police Department or other appropriate law enforcement agency. If a student or employee is suspected of committing a criminal act, he/she may be temporarily suspended from school/work. If a student or employee is convicted of a crime, he/she may be terminated from training and/or employment with the institution.

Any student that is the victim of stalking, or has a restraining order against another individual (whether or not that individual is also a student or member of the campus community) is highly encouraged to notify campus security of the threat and to provide a copy of the restraining order so that it may be enforced, if necessary.

Detailed emergency procedures are outlined for staff in the **Employee Handbook**. This information is available to students in the **Student Handbook**, available in the Education Office.

Incident Investigation Process

Once an Incident Report is filed, a copy of it is forwarded to the Campus President, who will designate the appropriate individuals to perform one or more of the follow-up procedures:

- Police Report obtained
- Injury reported completed and filed
- Interview witnesses
- Conduct other elements of investigation
- Initiate disciplinary actions
- Determine additional procedures
- Document incident disposition
- Inform appropriate campus staff of the incident

Building Security

The campus facilities are accessible to members of the campus community and visitors during normal business hours Monday through Friday, Saturday from 8:00 a.m. to 4:00 p.m. and for special events. Everyone except staff and faculty must check in/out at the security desk. A security guard is present Monday thru Thursday from 7:00 a.m. to 9:00 p.m., Friday from 7:00 a.m. to 5:00 p.m. and Saturday from 8:00 a.m. to 4:00 p.m. Additional security arrangements can be made upon request. Access during non-business hours is restricted and must be coordinated through the office of the Director of Operations (See **Exhibit-2**). Exterior doors are locked and secured by an automated locking system

operated by the building maintenance personnel. A security check is performed by the evening security personnel at the close of business to ensure all doors are locked and secured.

We ask that you stay aware and avoid circumventing policies that are meant to preserve your safety and that of others:

- Do not prop doors open or allow strangers into campus buildings that have been secured
- Do not lend keys or access cards to unauthorized individuals and do not leave them unattended
- Do not give access codes to anyone that does not belong to the campus community

Keys to the offices, labs, and classrooms on campus will be issued to employees only as needed and after receiving the proper authorization. Each department supervisor is responsible for assuring his/her area is secured and locked.

Employees must adhere to policies stated in the Employee Handbook regarding unauthorized access to school facilities, theft of, or damage to, school property, or other criminal activity. Violation of these policies may lead to termination.

Students must adhere to the Student Conduct and Discipline policies listed in the school catalog and Student handbook, which include statements regarding theft of, or damage to school property, and any other criminal activity that occurs within campus buildings or on the grounds. Violations of these policies may lead to permanent suspension.

All individuals entering the building, who are not current students or staff, must check in with the front desk receptionist on the fifth floor. All visitors must also obtain a visitor's pass from the reception desk. Employee and student identification cards may be used to verify the identity of persons suspected to be in the building without permission.

Taylor Business Institute does not maintain residence housing, therefore there are no policies regarding campus residences.

Building Closures

Closure of campus facilities during periods of inclement weather, power outage, or other emergencies will be determined by the President of the College or her designee. The decision to close will only be made under those extreme conditions which pose an immediate health/safety hazard to members of the campus community. Conditions which may require the closure of the facilities may include (but are not limited to) hazardous weather conditions (blizzards, tornadoes, etc.), flood, fire, chemical spills, civil unrest, or other emergencies.

The options for closure are:

- Closed for the day and evening
- Close at a time determined by the President of the College or her designee

Weather-related closure decisions will be made as early as possible to permit adequate communication to all affected parties. Authorized individuals will notify the media to publicize the closure.

Building Lock-downs

In the event of imminent danger for members of the campus community to leave the safety of the facility the following procedures will be followed:

- Campus security authorities determining that there are precautionary reasons to order a lock-down will give the command via verbal and text phone messaging.
- Campus facilities staff will lock exterior entrances. Students and staff are to remain in the classrooms. Students and staff that were in common areas should proceed to the closest classroom. Each faculty member will make certain that their classroom remains secure, with classroom doors closed and lights turned off.
- No one should allow access to the building once it has been secured, as this will compromise the safety of those inside.
- All individuals should stay away from doors and windows, stay quiet, and keep movement to a minimum.
- Building occupants are free to leave the location they were in ONLY when faculty, police and/or facilities staff has given the “all-clear” signal.

Building Evacuations

Some emergency situations require building occupants to exit the building to ensure their safety. In the event an evacuation is ordered, the following procedures will be followed:

- Staff and students should proceed to the nearest exit way, making sure they have collected their belongings, as they may not be allowed back into the building once it has been evacuated.
- Faculty/staff in each classroom will ensure that any individuals that need special assistance are aided in safely exiting the building.
- Students and staff should shut off any equipment they are working on and if possible, unplug electrical connections from outlets.
- Faculty and staff will proceed with students to an area outside the building, and shall account for all of the occupants there.
- Staff and students should remain outside the building and wait for further instructions from the campus security authorities.

Campus Security and Safety Enforcement

Taylor Business Institute encourages students and staff to promptly report any suspected criminal activity to the administration office. However, Taylor maintains an "open door" policy between all staff and students encouraging open communication between students and their instructors, advisors, and other personnel. Therefore, students should never feel intimidated, embarrassed, or uncomfortable about reporting a suspected crime to any member of the TBI staff. If a suspected crime is reported to a staff or faculty member by a student, the staff or faculty member may accompany the student to the administrative office to report the incident. The administrative staff will then, if necessary, encourage the student to report the crime to the appropriate police agencies, and will provide the student with the means to do so.

Campus security authorities are responsible for not only responding in the event of a crime or emergency, but also look for opportunities to deter and/or prevent crime. In an effort to improve

safety on campus and to make the community aware of prevention services and reduce the incidents of crime, campus security personnel may also provide the campus community with the following services:

- Respond to police, fire, and emergency medical personnel
- Investigate incident reports and suspicious activities
- Prepare follow-up reports and document activities and results
- Assist victims of crime by providing resources and referrals
- Make recommendations in cases of disciplinary action
- Monitor campus for signs of intrusion, robbery, vandalism, and safety hazards
- Comply with federal, state, and local regulations regarding the release of information
- Assist with sick/injured
- Provide security consultation to students and staff
- Present crime awareness and prevention program information
- Inform campus community of imminent danger
- Enforce regulatory standards for student safety and campus security

Communications:

Students and staff are advised of the administrative "open door" policy, to encourage open communication and the need to report any suspected criminal activity immediately to campus authorities with no threat of personal repercussions or judgments. In the event of an emergency, the person to contact are:

- Chief Security Officer
- Dean of Academic Affairs
- Director of Operations
- Safety and Security Coordinator
- In an extreme emergency any employee of the school.

Security and safety procedures are discussed with new and continuing students and staff within each individual department of the school once-a-year. This includes encouraging students to be alert to security situations and to assist the school in preventing crimes from occurring through awareness and communication. Students are highly encouraged to develop and present their own crime prevention programs to other students and staff.

In addition to the orientation procedures described above, the employees and students are informed about the prevention of crimes through written communication from school management, via campus postings, email distribution, or internet posting. Students and staff are encouraged to report suspicious behavior, and to file a report immediately with the school administration if they have been a victim of, or a witness to, criminal behavior. (See **Exhibit 1**)

Timely Warnings and Hazard Communications

Campus security will openly share crime information with the public whenever possible and legal to do so, in the interest of public safety.

In the event of severe weather or on-going threat, the campus security authorities will make public reports using a combination of the following methods to warn, depending on relevance and applicability, members of the campus community:

- Press Releases
- Crime Advisories
- Campus web pages
- Local Media- newspapers, radio, television broadcasts
- Posting on campus
- Text messaging
- Individual distribution
- Class announcements

Responsibilities of the Student:

Taylor Business Institute expects students to uphold standards of personal behavior and integrity that are in harmony with the mission of the institution: to observe local, state, and federal laws, to respect the rights, privileges, and property of other people, to be conscience of the campus community and the well-being of fellow students and college staff.

The following Code of Conduct details the responsibilities that all students agree to uphold as outlined in the Catalog appendices and Student Handbook:

- To comply with all safety and health requirements of the school, local, state, and federal laws.
- Not to act in such a manner as to bring unfavorable criticism upon the school, staff, or any fellow student.
- Not to remove from the school any supplies, textbooks, equipment or property of the school without written permission from one of the school's administrators.
- Not to sell or offer to sell to any student any commodities or services without written permission of the school administration.
- Not to interfere with the learning process of other students, classroom presentation, or individual instruction being conducted in any class or session of the school and to refrain from any form of cheating or unprofessional conduct.
- To refrain from using profane or abusive language while on the school premises or during any school function.
- Misuse of safety equipment, false bomb or fire alarms, or misinforming safety or security personnel.
- Furnishing false information or academic credentials with the intent to deceive or mislead college officials in making admissions, scholarship, and financial aid determinations on the student's behalf.
- To refrain from bringing any weapon on school premises. A weapon includes any type of firearm, knife, switchblade, bomb, or incendiary devices.
- Never to enter or attempt to enter or be upon any school property or to engage in any school function while under the influence of alcohol, drugs or narcotics of any kind.
- To cooperate fully with the school's staff and instructors, so as to successfully conclude the selected program or course within the scheduled training program.

- To comply with the requests of the instructor relating to student conduct and the student dress code as stated in the student handbook.
- To refrain from any disorderly, indecent, or obscene conduct or expression of sexual harassment.
- Falsification, distortion, or misrepresentation of information before a college official.
- To refrain from any type of rioting including aiding, abetting, or inciting riot.
- Physical abuse, verbal threats, bullying, or intimidation directed toward other students, staff, or campus visitors.
- Any activity involving Taylor Business Institute's computing resources which knowingly interferes with someone else's academic freedom or rights to privacy, the institution's goals and policies, local state, or federal laws.
- To comply with the rules and regulations as set forth in the school's catalog or otherwise distributed to students.

Failure to comply with any of the foregoing requirements:

- Shall be cause for immediate termination of the student as such, without further obligation or liability on the part of the school or any of its staff or instructors, except compliance with the state refund policy.
- Failure to maintain these standards may be documented as student disciplinary records, which are maintained by the Dean of Academic Affairs, in compliance with the Family Educational Rights and Privacy Act (FERPA) of 1973, the Higher Education Act amendments, and Taylor Business Institute's Student Rights and Responsibility policies.
- A faculty member may also request the student remove themselves from the classroom for that class period. The faculty member shall immediately file an incident report. Permanent removal is handled through disciplinary hearings and procedures. The Dean of Academic Affairs and President of the College may also expel students exhibiting severe behavioral problems, or those that pose a safety or security threat to members of the campus community.
- College disciplinary proceedings may be instituted against a student charged with violation of a law that is also a violation of this Student Conduct Code.
- Any person may file a written complaint against a student's misconduct or threatening behavior to the Safety & Security Coordinator or anonymously on an Incident Report (See **Exhibit 1**). All student complaints will be investigated by designated campus security personnel. An incident report form may be obtained from the reception desk, education office or from the Safety & Security Coordinator's office. All complaints must be filed with the Safety & Security Coordinator.

Disciplinary Actions:

Any student who is the subject of a formal complaint or disciplinary proceeding is subject to the following:

- The Safety & Security Coordinator will notify campus security staff and any other relevant members of the faculty or administration of a potential threat posed by the student. The committee will meet to discuss disposition and determine the appropriate course of action.
- If the committee finds there is a need for precautionary measures or corrective action, they may bring formal charges against the student for code of conduct violations.

- The student may be notified of the charges made against him or her, depending on potential consequences and severity of claims.
- The campus security personnel may perform an investigation of the complaint to determine merit, and will determine further disposition of the claim.
- In the event of disciplinary hearings, the safety & security coordinator will follow the steps as outlined in the school's Grievance procedures as stated below:

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, the institution's accrediting body, or the U.S. Department of Education.

The Accrediting Council for Independent Colleges and Schools (ACICS) provides complaint procedures for the filing of complaints against accredited institutions. ACICS requires that the complainant have exhausted all complaint and grievance procedures provided under institutional policy before registering a complaint with ACICS. Should such a complaint be filed, ACICS will review the matter to determine whether there may have been any violation of its criteria and/or standards, and can take action only if it is determined that there has been such a violation. ACICS can be contacted at:

750 First Street NE, Suite 980
Washington, DC 20002
(202) 336-6780

Further, if the student is not satisfied with any of these outcomes, he or she may also appeal to the Illinois State Board of Education, Department of Adult Vocational and Technical Education, Private Business and Vocational Colleges Section, 100 West Randolph Street, Chicago, IL 60601 • (312) 814-5818 or 100 North First Street, Springfield, IL 62777 • (866) 262-6663 • (217) 782-2948.

Fire Safety

For the safety and well-being of our campus community, it is imperative that all students, guests, and staff follow the fire prevention guidelines and evacuation procedures that are outlined below:

TBI provisions for fire incidents include:

Prevention and Protection:

- Be familiar with fire safety regulations and fire exit routes. This information is displayed throughout the building.
- Be conscientious when working with or around flammable substances and use appropriate precautions.
- Always ensure that all entrances and exit routes remain clear of obstacles and are well-lit.
- Fully participate in fire drills as directed. Failure to evacuate the building during a drill may subject you to arrest!

Reporting of Fires:

- Dial 911 for any fire that is not immediately extinguished
- Report campus fires to the Campus Safety & Security Coordinator

Response:

- Be familiar with evacuation procedures. Note evacuation routes posted in each classroom, office and common areas.
- Take your belongings! Even if it is “only a drill”, you may not be allowed back in the building to retrieve your cell phone, car keys, or purse for several hours.
- You are responsible for ‘checking in’ in the designated area with your faculty member.
- You may not re-enter the building until the all-clear signal is sounded by the fire department, nor may you leave the premises unless given permission by the President of the College.

Arson and Vandalism

These are serious crimes and will not be tolerated. Rendering inoperable or abusing any fire prevention or detection equipment is prohibited and subject to severe disciplinary sanctions and fines, as well as possible charges filed with law enforcement authorities.

Taylor Business Institute's Policy on Weapons/Usage and Possession

- TBI's policy is to provide a safe work/learning environment for all. This policy applies to all employees, temporary workers, students, visitors, customers, and contractors on College property, regardless of whether or not they are licensed to carry a concealed weapon.
- No employee or visitor may enter Taylor Business Institute property with any type of weapon. This includes visible and concealed weapons, even those for which the owner has obtained the necessary permits. While this list is not all inclusive, weapons include firearms, knives, any explosive materials, or any other objects that could be used to harass, intimidate, or injure another individual. Mace, pepper spray and other protective devices are considered contraband and must be reported to a College administrator. Persons who carry these devices without permission will be considered to be in violation of this policy and will be subject to discipline, up to and including termination.
- Any employee who determines or speculates that an employee, student, or visitor is carrying any kind of weapon should notify a College administrator immediately. Individuals should not, under any circumstances, attempt to disarm another employee or visitor.
- The only exceptions to this policy are police officers in the execution of their duties, security guards, or other persons who have been given written consent by the College to carry a weapon on the property.
- Instructors who are active members of a law enforcement agency and authorized by that law enforcement agency to carry a weapon, must secure their weapons in their vehicles or, if the campus has a weapons locker, in the campus weapons locker. Unless they have the written permission of the President of the College, such instructors shall not carry their weapons within any classroom or in any other part of the campus building.
- Employees who threaten another employee, supervisor, visitor, customer, or student with a weapon will be terminated and students who threaten another student or College staff member will be expelled. Those in violation of this policy will be asked to leave the premises immediately. Local law enforcement authorities may also be notified for possible criminal prosecution.

CONVICTIONS:

Any active student who is convicted of an off-campus violation of a controlled substance statute, as defined by law, whether it is local, state, or federal, is required to report each violation to the Chief Security Officer or the authorized administrator within **5 days** of conviction.

Sexual Harassment

Sexual harassment is illegal and will not be tolerated by Taylor Business Institute. TBI intends to provide an educational environment that is free from harassment of students based on sex, race, color, religion, national origin, age, disability, veteran, or marital status. This policy prohibits any student,

employee or visitor from harassing another student, employee or visitor at any College location on the basis of sex, race, color, religion, national origin, age, disability, or veteran or marital status.

Forms of prohibited harassment:

- Any verbal, physical or other conduct based on a person's sex, race, color, religion, national origin, age, disability, or veteran or marital status that has the purpose or effect of threatening, or intimidating or coercing another, or impairing academic performance, career development, or any other aspect of education is prohibited harassment. This policy not only prohibits instructor harassment of students, it also prohibits misconduct by any member of our educational community toward an instructor, staff member, or a fellow student.
- Prohibited harassment (including sexual harassment) does not refer to behavior or occasional compliments of a socially acceptable nature. However, some behavior that is acceptable in a social setting may not be appropriate in the workplace or school setting. It refers to behavior that is not welcome, that is personally offensive, that fails to respect the rights of others, that lowers morale and, therefore, interferes with academic performance.
- The victim does not have to be the person toward whom the unwelcome conduct is directed, but may be someone who is affected by such conduct when it is directed toward another person. For example, the harassment of an employee or student may create for another employee or student an intimidating, hostile, or offensive environment.

Definition of Sexual Harassment:

- Any act of "quid pro quo" ("something for something") sexual harassment, where a student, supervisor, instructor or other employee with the power or authority to grant or withhold benefits or privileges, demands sexual favors in exchange for benefits or privileges. No student or employee should so much as imply that another student or employee's "cooperation" with sexual demands will have any effect on academic performance, career development, or any other aspect of education.
- Unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when submission to or rejection of such conduct is used as the basis for decisions or has the purpose or effect of unreasonably interfering with an individual's performance or creating an intimidating or hostile environment.

Examples of conduct that is prohibited by this policy include, but are not limited to, the following conduct:

- Explicit or implicit demands for sexual favors in return for benefits or privileges.
- Unwelcome letters, e-mail communications, or telephone calls of a sexual nature.
- Distribution or display of materials of a sexual nature, including posters, screen savers or computer graphics, calendars, or pictures of men or women who are dressed in a suggestive manner.
- Utilizing TBI facilities, time or resources in relation to any form of entertainment, such as strippers or belly dancers, that tends to present men or women as sexual objects.
- Physical assaults of a sexual nature or coerced sexual contact.
- Unwelcome and deliberate touching, leaning over, cornering, pinching, or other untoward sexual behavior.

- Unwelcome sexually suggestive looks or gestures.
- Unwelcome pressure for sexual favors or dates.
- Unwelcome teasing, jokes, remarks, innuendo, insults, questions, or vulgar language that relates to or is based on a person's sex. Students and staff are asked to be mindful of others around them. Comments not intended as harassment, and not perceived as such by the person to whom they are directed, may be offensive and unwelcome to another employee or student who overhears them.
- Affording favorable treatment to those who grant sexual favors, or unfavorable treatment to those who refuse to submit to or reject requests for sexual favors.

This policy prohibits sexual harassment of people of the opposite sex (male toward female, female toward male) or people of the same sex (male toward male, female toward female). This policy not only prohibits instructor sexual harassment of students, it also prohibits misconduct by any member of our educational community toward an instructor, staff member, or a fellow student.

Student responsibilities for reporting prohibited harassment, including sexual harassment:

- It is the duty and obligation of all students to comply with this policy and to report conduct that they believe to be prohibited harassment.
- Any student who believes that he or she is being harassed is encouraged to confront the person or persons responsible for causing the offense. Often the simplest and most effective way to put an end to harassing behavior is to tell the harasser that the behavior is offensive and unwelcome and to stop.

If the misconduct continues, or if the student feels uncomfortable about confronting the harasser, he or she should bring the improper conduct to the attention of the appropriate member of management using the following complaint procedure:

- Report concerns to:
 - Chief Security Officer
 - The Dean of Academic Affairs or designee and/or
 - The President of the College and/or
 - Safety and Security Coordinator

It is the responsibility of each Supervisor within his or her area of control to report student complaints in writing to the President of the College.

Taylor Business Institute authorities will investigate all harassment complaints; including interviewing witnesses as appropriate, and in doing so will make every effort to treat the complaint and resulting investigation discreetly and confidentially.

If the report of prohibited harassment is substantiated, the College authorities will take the corrective action it deems appropriate. Based on the severity of the offense in the case of an employee violator, the action may include, but is not limited to, oral or written reprimand, demotion, suspension, or termination. Based on the severity of the offense in the case of a student violator, the action may include, but is not limited to, oral or written reprimand, suspension or expulsion.

If students have any questions regarding sexual harassment in the workplace or this policy, they should contact the Safety and Security Coordinator, or the President of the college.

The law prohibits retaliation for reporting any form of illegal harassment, or for filing a complaint, testifying, assisting, or participating in any manner in an investigation, proceeding, or hearing regarding any form of illegal harassment. TBI will take appropriate measures to ensure that no such retaliation occurs.

Continued compliance with these policies will assure that the learning environment at Taylor Business Institute remains harassment free and that employees and students treat each other with mutual respect.

False Claims

As harassment charges are taken with tremendous concern, any person who knowingly makes a false claim of harassment may be subject to disciplinary action up to and including expulsion from the College.

Stalking

Stalking is a crime in all states, and is on the rise in academic settings. Stalking is defined as:

Willful, malicious, and repeated following and harassment combined with a credible threat intended to cause the victim to be in fear for their safety.

If you believe you are being stalked, let someone know- preferably the campus security authority.

Document all activities related to the person you believe may be stalking you and report the incident to the police. Don't discount the situation and ignore "red flags" that your safety is in danger.

Sexual Assault

Although no sexual assaults have been reported on TBI campus to date, our campus communities are committed to responding quickly and appropriately to all reports of sexual assault or harassment, and to work collaboratively with law enforcement, government, and community agencies.

The majority of sexual assaults that occur on campus communities are committed by people known by their victims, such as casual acquaintances. Often, these types of assaults are not reported to police or campus authorities because people don't think this unwanted sexual contact constitutes sexual assault because they know the assailant. These individuals are able to continue to exploit people by manipulating that trust. By reporting these incidents, you will significantly decrease the likelihood that this individual can subject another person to this type of victimization.

Disciplinary Action and Possible Sanctions for Sexual Assault offenses:

During a campus disciplinary proceeding, both victims and individuals accused of sexual assault are entitled to:

- Have an advisor and/or support person present
- Be notified of the outcome of the proceeding

Victims of alleged sexual assaults can request changes in academic situations. Such changes will be accommodated whenever possible. The Safety and Security Coordinator will inform victims of their options and available on-campus assistance and resources that will be made available in these situations.

If you are a Victim of a Sexual Assault:

To report a sexual assault, go to a safe place and call 9-1-1.

It is imperative that victims of sexual assault try to preserve evidence that may be necessary to prove criminal sexual assault. The following guidelines may be helpful:

- Do not remove clothing worn during or following an assault, as they frequently contain valuable fiber, hair, and fluid evidence.
- Don't bathe or wash, or otherwise clean the environment in which the assault occurred.
- Options for pressing charges can be deferred, if you will go to the local hospital emergency room, and ask for an exam and for evidence of the sexual assault to be collected and sealed.

For local counseling and other health services, contact your Chief Security Officer and/or the Dean of Academic Affairs.

Victim's Rights:

Taylor Business Institute is committed to providing timely information and generous support to persons who have been the victims of any crime within our campus community. Persons who have been victimized by fellow students may choose to report the crime to the local law enforcement authorities or the campus security personnel.

When dealing with campus staff or departments, the victim can expect:

- To be treated with respect
- To have confidentiality maintained (within bounds of the law and campus policies)
- To have criminal proceedings and/or campus policies and procedures fully explained
- To receive assistance and resources that is made available to victims of crimes
- To receive referral information for support services

If campus disciplinary action is initiated against the assailant, the victim can expect:

- To be notified of scheduled disciplinary proceedings
- To be apprised of potential hearing outcomes
- To be informed of the general outcome of the hearing
- To be informed of the impending return of the accused on campus, if conditions were met that would allow their return

Rights of the Accused:

If you are accused of committing a sexual assault, you can expect:

- To be notified of scheduled disciplinary proceedings
- To have the ability to have attorneys, parents, or other individuals present on your behalf

- To have the ability to provide evidence in support of your defense
- To be treated fairly, and in accordance with all local laws and regulations, as well as school policies

Drug and Alcohol Policy

It is the policy of Taylor Business Institute to provide a positive environment which is conducive to learning and that promotes pride, respect, and teamwork. Alcohol and drug use negatively impacts the ability of the campus community to meet these objectives. Taylor Business Institute explicitly prohibits the use, sale, dispensing, possession or manufacture of a controlled substance on school premises or while conducting school business off its premises. This prohibition applies to all employees and students, and also covers all legal or prescription drugs that impair one's ability to perform safely and properly.

Further, the Drug Free Schools Act imposes strict guidelines on the monitoring, prevention, and disciplinary proceedings that are associated with issues of drug and alcohol possession or use on school grounds or at school functions by students or employees of the institution.

Detailed Information about the physical effects of alcohol and drugs, penalties for convictions, and substance abuse prevention programs, is available through the Chief Security Officer and/or the Dean of Academic Affairs.

Identity Theft

Identity Theft is the illegal use of another's personal information, such as credit card numbers, Social Security number, or driver's license number, to commit fraud or other crimes.

The more difficult you make it to steal your information the harder it is for the suspect to make you a victim. If you suspect that your identity or bank accounts have been tampered with contact your local law enforcement agency and credit/banking institution immediately. The longer you wait-the more damage can be done.

1. Immediately place a fraud alert on your accounts with fraudulent activity AND with all three credit reporting agencies.
2. Immediately close any/all accounts you believe to be fraudulent.
3. Make a police report with the law enforcement agency in the city that you live in.

This disclosure certifies that the Taylor Business Institute's Financial Aid and Business Office departments have systems to identify and resolve discrepancies in information received from different sources including the use of false identities. Suspected violators will be referred to the Inspector General of the U.S. Department of Education. (See **Exhibit 3**)

**Inspector General's Hotline
Office of Inspector General
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-1500**

Additional Resources:

Credit Reporting Bureaus

Equifax: Equifax Credit Information Services, Inc.
P.O. Box 740241
Atlanta, GA 30374
Fraud alert: Call 1-888-766-0008
Credit report: 1-800-685-1111

Experian: Experian National Consumer Assistance
P.O. Box 9530
Allen, TX 75013
Fraud alert & credit score/report: 888-397-3742

TransUnion: TransUnion Fraud Victim Assistance Department P.O. Box 6790
Fullerton, CA 92834
Fraud alert: 1-800-680-7298
Credit report: 1-877-322-8228

Federal Trade Commission

FTC Resources: Please visit the FTC website for additional information:
<http://www.ftc.gov/bcp/edu/microsites/idtheft/consumers/index.html>

Exhibit 1
Safety and Security Incident Report

Person Reporting the Incident

Date of the Incident

Nature of the Incident (Please describe in detail. Identify time(s), location(s), names of those who corroborate your story, name anyone you may suspect.)

Were the police called/notified? _____

Were any other outside interventions involved? (Describe) _____

Follow-up actions (if any) _____

Safety and Security Coordinator

Date



**Exhibit 2
Building Access Request Form**

318 West Adams Street
 Floors 3, 5 and 6
 email: campussecurity@tbiil.edu fax: (312) 658-0866
 phone: (312) 658-5100
 Office Hours: 8:30am – 5:30 pm Monday - Friday

Please email or fax your request. Keys/Cards will be ready for pick up two days after request is received.

Please bring the signed original with you to pick up your keys/cards.

Last Name	First Name	Employee Title	Department

Phone Number	Email Address	Originating Dept

Purpose	

Floor #	Room #	Key (#) Issued	Key Return Date	Floor #	Room #	Key (#) Issued	Key Return Date

Building Main Entrance Access Card Required	Yes	No

 Authorizing Signature

 Date

 Employee Signature (when key(s) picked up)

 Date

Exhibit 3
ED INSPECTOR GENERAL'S HOTLINE
Special Complaint Form

Please check appropriate box - Allegation made concerning:

- | | | | |
|--------------------------------------|--|--|--|
| <input type="checkbox"/> Recipient | <input type="checkbox"/> Institution | <input type="checkbox"/> Lender | <input type="checkbox"/> Collection Agency |
| <input type="checkbox"/> ED Employee | <input type="checkbox"/> Ed Contractor | <input type="checkbox"/> ED Management/SES | <input type="checkbox"/> Others |

ALLEGED VIOLATOR:

Individual: _____ Social Sec. #: _____

Address: _____

City: _____ State: _____ Zip: _____

Entity/Institution: _____

Address : _____

City: _____ State: _____ Zip: _____

School ID(If known): _____ Employer: _____

If employed with ED please provide Office/Organization, Series and Grade, supervisor and job site location:

COMPLAINANT: If you wish to be identified Anonymous Confidential, please provide:

Name: _____ E-mail: _____

Mailing Address: _____

Tel: (_____) _____ - _____ Fax: (_____) _____ - _____

Which best describes the subject of your allegations:

- | | | | |
|----------------------------------|--------------------------------|---|--|
| <input type="checkbox"/> Fraud | <input type="checkbox"/> Waste | <input type="checkbox"/> Abuse | <input type="checkbox"/> Mismanagement |
| <input type="checkbox"/> Bribery | <input type="checkbox"/> Theft | <input type="checkbox"/> Contract & Procurement | <input type="checkbox"/> Travel Fraud |

Summary of Allegations: _____

Please contact me as soon as possible regarding this matter.

Inspector General's Hotline
Office of Inspector General
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-1500

INDEX

- ability to benefit, 23
- academic achievement, 45
- academic affairs, 87
- academic and career programs, 66
- academic calendar, 19
- academic dishonesty, 53
- academic freedom, 18
- academic guidelines, 45
- academic recognition, 43
- academic services, 39
- accounting (advanced), 67
- accounting courses, 73
- accreditation, 14
- administration, 89
- admission policies for students enrolled in
 - english as a second language (esl) program, 27
- admission standards, 20
- advancement and graduation, 47
- appeal, 62
- appeal of dismissal, 50
- appendix, 92
- approval, 14
- articulation relationships:, 49
- associate degree programs admission testing, 22
- associate of applied science (a.a.s.) degree programs, 66
- attendance and enrollment, 49
- board of governors, 11
- bookstore, 40
- building access request form, 110
- business courses, 74
- cancellation and refund policy, 30
- cancellation policy, 30
- career preparation, 42
- certificate programs, 66
- computer information systems courses, 75
- continued eligibility, 62
- core values - ideals, 9
- counseling and other support, 41
- course descriptions, 73
- course syllabi, 39
- criminal justice & security administration, 68
- criminal justice and security
 - administration courses, 75
- curriculum, 48
- developmental courses, 59
- developmental/preparation courses, 23
- diploma programs, 66
- directory information, 17
- diversity, 51
- drug/alcohol, 55
- electronics engineering technology, 69
- electronics engineering technology
 - courses, 77
- english as a second language, 72
- english as a second language courses, 85
- enrolling in a new program, 63
- entrance and exit counseling for federal student loans, 35
- extended enrollment, 63
- family educational rights and privacy act of 1974, 15
- federal pell grants, 37
- federal student aid programs, 37
- federal student financial aid penalties for drug law violations, 39
- federal supplemental educational
 - opportunity grant (fseog) program, 38
- federal work-study program, 38
- financial assistance, 35
- general admission policies, 20
- general education course placement testing, 22
- general education courses, 83
- general education philosophy, 65

grading policy, 46
 grading system, 46
 graduate placement, 42
 grievance policy, 56
 history of taylor business institute, 13
 incomplete grade policy, 47
 international student admission, 24
 late admissions, 24
 leave of absence policy – non-title iv recipients, 64
 leave of absence policy – title iv recipients, 64
 legal control, 10
 life experience/proficiency credit, 23
 location and facility, 13
 map and directions, 91
 mediation and arbitration, 57
 medical biller specialist, 70
 medical biller specialist courses, 80
 medical secretary, 71
 methods used to collect delinquent payments, 35
 mission, 7
 new student orientation, 39
 payment plans, 34
 personnel directory, 87
 pizza with the president, 44
 placement testing (esl), 27
 plus loans, 38
 probationary conditions, 62
 profanity, 55
 professional/support staff, 90
 progress and advancement, 47
 qualitative standard, 58
 quantitative standard, 59
 re-entrance procedures, 62
 registration information, 26
 rental book program, 40
 repayment of federal student loans – don't default, 36
 repeat class policy, 59
 responsible borrowing, 35
 returning students, 27
 safety and security incident report, 109
 satisfactory academic progress, 58
 schedule changes, withdrawals and re-entries, 51
 scholarships, 38
 security policies and programs, 18
 security policies and programs, 93
 special complaint form, 111
 stafford loans (direct loans), 37
 student academic responsibility, 48
 student handbook, 39
 student right to know and campus security act, 18
 student rights and responsibilities, 51
 student services, 39
 students with disabilities, 41
 the scope and nature of copyright protection, 54
 transcripts, 43
 transfer credit from other institutions, 24
 transfer credits from other institutions, 63
 transferring taylor business institute's credits to other institutions, 48
 transportation assistance, 41
 tuition and fees, 29
 tuition discounts, 35
 tuition refunds, 31
 use of computers and network, 53
 vision, 9
 weapons, 55