



Taylor Business Institute

**29 East Madison
Lower Level
Chicago, Illinois 60602**

(312) 658-5100

www.tbiil.edu

2026 – 2028

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Mission Statement

Taylor Business Institute promotes higher learning that empowers a broad-based student population through general education, applied degrees, non-matriculation coursework, test preparation, and certifications for success in a global society.

Approved by the Strategic Planning Committee: **February 10, 2025**

Reviewed by the Strategic Planning Committee: **February 6, 2025**

Approved by the Faculty and Staff: **February 10, 2025**

Reviewed by Faculty and Staff: **February 6, 2025**

Approved by the Board of Governors: **February 10, 2025**

Reviewed by the Board of Governors: **February 6, 2025**

Mission

Taylor Business Institute promotes higher learning that empowers a broad-based student population through general education, applied degrees, non-matriculation coursework, test preparation, and certifications for success in a global society.

Explication

Taylor Business Institute¹ is committed to providing a comprehensive educational experience that supports students pursuing both matriculation and non-matriculation pathways. TBI equips students with the academic foundation, professional and/or English language skills necessary for career readiness and lifelong learning.

Through its degree programs, skill-based training, certifications, and test preparation, the college prepares students for an evolving workforce, continued learning and successful social integration. By emphasizing general education, effective communication, skill mastery, and technological competency, TBI fosters adaptability and professional growth.

This structured yet flexible approach allows TBI to serve a broad-based student population, supporting those seeking degree completion as well as individuals focused on acquiring targeted coursework or skills for continued learning and future employment.

Vision

Taylor Business Institute's vision is to be a recognized leader in higher education, by training students through both matriculation and non-matriculation pathways for career readiness continuing education and social assimilation.

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 instructors who remain current in their disciplines and philosophies of teaching.
3. To provide *Student Services* which are considerate of our students' needs.
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 enhance student learning.
6. To empower students to master *General Education* competencies, acquire professional skills, earn applied degrees, certificates or credentials critical to employment and continued learning.
7. To encourage students to participate in *Civic Learning and democratic engagement* as a means of contributing to their community.

¹ Taylor Business Institute also is referred to in this catalog as TBI or the college.

8. To empower students for academic and professional success facilitate both the matriculating and non-matriculating of students for success in a global society.
9. To treat all students, faculty and staff with respect.

Core Values - EMPOWER

- **Exploration:** Fostering intellectual curiosity and the pursuit of new knowledge across disciplines.
- **Mentorship:** Providing guidance and support through experienced faculty and peer networks.
- **Purpose:** Cultivating a sense of direction and the development of meaningful goals.
- **Opportunity:** Creating pathways for experiential learning, research, and career development.
- **Wisdom:** Encouraging critical thinking, ethical decision-making, and lifelong learning.
- **Engagement:** Promoting active participation in the campus community and beyond.
- **Resilience:** Building the capacity to overcome challenges and adapt to change.

Legal Control

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

Legal Notices

Medical Emergency

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

Licensure/Approval

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

Drug Free Schools and Communities Act

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

Board of Governors

Chairman of the Board

Robert A. Crouch (Retired)
Former Assistant Vice Chancellor of Human Resources
University of California, San Diego

Secretary

Lonnie Jenkins
Deputy Director
Office of Public Safety, City of Chicago

Sanford Alper, CPA (Retired)
Certified Public Accountant

Phillip A. Barreda
Executive Vice President
Chicago Minority Business Development
Council

Shafeek Abubaker
Practice Group Leader
ZUMITIN Inc.

Franklin R. Parker
Attorney

Franklin Parker
Vice President
Taylor Business Institute

Janice Parker
President and Chief Executive Officer
Taylor Business Institute

Lisa Parker
Partner, Higher Education Law
Husch Blackwell

Thomas Planera
Attorney
Thomas Planera and Associates, Ltd.

Yejide Osikanlu, Ph.D. (Retired)
Former Professor
Moraine Valley Community College

Message from the President

Dear Student,

Welcome to Taylor Business Institute (TBI), where you will embark on a unique and supportive educational journey. As the college's mission guides us, our goal at TBI is to "...empower a broad-based student population through general education, applied degrees, non-matriculation coursework, test preparation, and certifications for success in a global society." This means that every student—whether pursuing a career, further academic credentials, or skill development—has a place here to achieve their goals.

At TBI, you are a valued member of an education-driven community where success is a shared commitment. You will be immersed in a supportive environment of students, faculty, and dedicated staff who will work alongside you as partners in your academic and professional journey. Our faculty bring expertise from academia, business, technology, and industry, ensuring that you receive a well-rounded and practical education.

Here, you will find a welcoming and student-centered learning environment. Whether you are experiencing college for the first time and need academic or personal support, returning to education with renewed determination, or seeking to enhance your skills for career advancement, TBI is the right place for you. We provide the foundation, resources, and encouragement to help you succeed.

If this resonates with you, then you have found the right place to be. Welcome to your college experience. **Welcome home.**

Janice Parker
President

Taylor Business Institute; Be bold. Be empowered. Be you.

History of Taylor Business Institute

Taylor Business Institute (TBI) was founded in 1962 as the Nancy Taylor Speedwriting Secretarial School of Chicago, Inc., with the mission of providing secretarial training to Chicago-area residents. From 1964 until the early 1970s, the school expanded its offerings to include secretarial training, modeling, poise, and finishing skills for women. In 1969, under new ownership, the institution shifted its focus from modeling and finishing skills to developing employable and career-oriented skills to better serve the changing workforce needs.

In August 1973, TBI received its first accreditation. To reflect its evolving mission and commitment to broader educational opportunities, the institution was renamed Taylor Business Institute in December 1975. In 1983, it received approval to offer its first associate degree, marking a significant milestone in its academic expansion. Further strengthening its academic standing, TBI achieved regional accreditation from the Higher Learning Commission (HLC) in February 2017, enabling students to transfer credits to major colleges and universities across the United States.

Today, TBI is home to business-minded, career-focused individuals seeking education and professional training. The college offers career-driven programs in information technology, electronics engineering, accounting, entrepreneurship, medical billing and coding, and criminal justice, equipping students with the critical skills required for today's workforce. Additionally, TBI's associate degree programs provide a strong foundation in general education, ensuring students' readiness for a dynamic and evolving global economy. The general education core also supports TBI's English as a Second Language (ESL) certificate program, further enhancing student success.

The COVID-19 pandemic reinforced TBI's resilience and commitment to academic continuity and innovation. In response to evolving educational needs, the college expanded its instructional model to include hybrid learning, providing students with greater flexibility through a combination of in-person and online courses. This approach ensures accessibility, adaptability, and a student-centered learning experience, preparing graduates to navigate an increasingly digital and interconnected world.

Location and Facility

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 parks. It is at the cross-section of business, commerce, and great shopping. The college occupies multiple floors in the Heyworth Building which is a Chicago Landmark located at 29 East Madison Street, on the southwest corner of Madison Street and Wabash Avenue in Chicago, Illinois. within the Jewelers District. This property features excellent views of the city skyline, Lake Michigan, and Millennium Park from its top floors. A few blocks north, the college opens to Chicago's "Magnificent Mile;" south to the world-renowned Art Institute, the famous Grant and Millennium Parks, and the Harold Washington Library, west to the Chicago Stock Exchange, City Hall, and other major municipal buildings, and east to spectacular Lake Michigan. The campus is in a college corridor with several

colleges and universities nearby. The college is easily accessible by all major forms of public transportation and has reasonable parking accommodations nearby. 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 college has also negotiated discounted parking accommodation for its guests, faculty, staff, and students. A variety of eating and retail establishments are within easy walking distance.

The Campus: Residing in 16,805 square feet of space on multiple floors, the campus has sufficient administrative and student services offices and is fully wired for computer labs and internet connectivity. The Lower Level (LL) is a total of 14,661 square feet. Suite 1041 consists of 384 square feet of staff lounge space, and suite 950 is 1,760 square feet of administrative area. The three spaces comprise the total college campus. There are twelve classrooms and laboratories, and ample space dedicated to the library, student lounge, faculty work area, and staff lounge. Restroom facilities are internal to the space, sufficient, and ADA-compliant. The building has 24-hour security and is compliant with Fire Marshall standards. The campus safety and security administrator also has plans in place to address college emergencies.

Accreditation

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

Link to check Statement of Accreditation Status: <https://www.hlcommission.org/institution/2905/>

Higher Learning Commission

230 South LaSalle Street, Suite 7-500, Chicago, Illinois 60604-1411

Phone: 800.621.7440 / 312.263.0456 | Fax: 312.263.7462

<https://www.hlcommission.org>

Approval – Illinois Board of higher Education (IBHE)²

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

Illinois Board of Higher Education
1 N. Old State Capitol Plaza, Suite 300
Springfield, Illinois 62701-1404

² Evidence of the institution's accreditation and license of approval is either on display at the college or may be obtain by a written request to the Office of the President.

(217) 782-2551
(217) 557-7359
Institutional Complaints Hotline (888) 261-2881 TTY

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

Other Approvals

United States Citizenship and Immigration Services:

Taylor Business Institute is approved by the United States Citizenship and Immigration Service.

<http://www.tbiil.edu/accreditation/>

Illinois Department of Veteran's Affairs:

Taylor Business Institute is approved by the State of Illinois Department of Veteran's Affairs. In accordance with title 38 US Code 3679 subsection (e), this school adopts the following additional provisions for any students using U.S. Department of Veteran Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation & Employment (Ch.31) benefits, while payment to the institution is pending from the VA. This school will not:

- Prevent the student's enrollment;
- Assess a late penalty fee to the student;
- Require the student to secure alternative or additional funding;
- Deny the student access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the Institution.

However, to qualify for this provision, such students may be required to:

- Produce the VA Certificate of Eligibility (COE) by the first day of class;
- Provide a written request to be certified
- Provide additional information needed to properly certify the enrollment as described in other institutional policies

G.I. Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by the VA is available at the official U.S. government Website at <https://www.benefits.va.gov/gibill>.

Affirmative Action, Title VI 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 Title VI should be referred in writing to the President and Title IX related concerns should be referred to the Title IX Coordinator.

See “Student Consumer Information page on the College’s website (www.tbiil.edu) for more information on the Title IX policy.

Family Educational Rights and Privacy Act of 1974

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

General Provisions

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

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

Notification of Rights under FERPA for Postsecondary Institutions

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

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

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

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

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

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

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

Taylor Business Institute discloses education records without a student’s prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school

official is a person employed by Taylor Business Institute in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom Taylor Business Institute has contracted as its agent to provide a service instead of using Taylor Business Institute employees or officials (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

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

Upon request, Taylor Business Institute also discloses education records without consent to officials of another school in which a student seeks or intends to enroll. Taylor Business Institute will forward records on request. FERPA requires a school to make a reasonable attempt to notify each student of these disclosures unless the institution states in its annual notification that it intends to forward records on request or the disclosure is initiated by the student.

- 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

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

Educational Records

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

Exemptions

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

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

Directory Information

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

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

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

Access Without Student Consent

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

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

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

For more information on FERPA, please visit the College’s website (www.tbiil.edu).

Student Right to Know, Title IX and Campus Security

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, distributed to all students at the college at the time of enrollment and available to prospective students upon request from the Office of Financial Aid. TBI’s Annual Security and Title IX Reports are available at [\[http://www.tbiil.edu/student-consumer-information\]](http://www.tbiil.edu/student-consumer-information). These reports also includes the procedures TBI will take to notify the campus community in the event of an emergency. Safety and Security programs are scheduled throughout the year. 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.

Academic Freedom

Taylor Business Institute fully supports the free exchange of ideas and concepts in the classroom as is appropriate in an academic setting and encourages faculty to explore and disseminate new knowledge, and to speak professionally and as private citizens. Each course offered by TBI has a master syllabus to assure the general continuity, scope, and sequence of the curriculum. However, TBI faculty members have the freedom to adjust the timing and flow of material, to select and structure class activities, and to expand upon objectives stated in the master class syllabus.

Student Success Data – Institutional Disclosure Reporting Table

Institutional Disclosures Reporting Table

July 1, 2024 through June 30, 2025

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

Institution Name: Taylor Business Institute		
The following information must be included with the enrollment agreement, catalog, and posted on the institution's website.		
Disclosure Reporting Category	Program Name CIP* SOC*	English as Second Language (ESL) 16-1701 25-3011
A) For each program of study, report:		
1) The number of students who were admitted in the program or course of instruction* as of July 1 of this reporting period.		132
2) The number of additional students who were admitted in the program or course of instruction during the next 12 months and classified in one of the following categories:		
a) New starts		161
b) Re-enrollments		0
c) Transfers into the program from other programs at the school		0
3) The total number of students admitted in the program or course of instruction during the 12-month reporting period (the number of students reported under subsection A1 plus the total number of students reported under subsection A2).		293
4) The number of students enrolled in the program or course of instruction during the 12-month reporting period who:		
a) Transferred out of the program or course and into another program or course at the school		4
b) Completed or graduated from a program or course of instruction		24
c) Withdrew from the school		162
d) Are still enrolled		103
5) The number of students enrolled in the program or course of instruction who were:		
a) Placed in their field of study		NA
b) Placed in a related field		NA
c) Placed out of the field		NA
d) Not available for placement due to personal reasons		NA**
e) Not employed		NA
B1) The number of students who took a State licensing examination or professional certification examination, if any, during the reporting period.		NA
B2) The number of students who took and passed a State licensing examination or professional certification examination, if any, during the reporting period.		NA
C) The number of graduates who obtained employment in the field who did not use the school's placement assistance during the reporting period; such information may be compiled by reasonable efforts of the school to contact graduates by written correspondence.		NA
D) The average starting salary for all school graduates employed during the reporting period, this information may be compiled by reasonable efforts of the school to contact graduates by written correspondence.		NA

*CIP- Please insert the program CIP Code. For more information on CIP codes: <https://nces.ed.gov/ipeds/data/ipedscode/Default.aspx?i=53>

**SOC- Please insert the program SOC Code. For more information on SOC codes: <http://www.bls.gov/oes/supplemental.htm>

*A course of instruction is a stand-alone course that provides instruction that may or may not be related to a program of study, but is either not part of the sequence or can be taken independent of the full sequence as a stand-alone option. A Course of Instruction may directly prepare students for a certificate or other completion credential or it can stand alone as an optional preparation, or in the case of students requiring catch-up work, a prerequisite for a program. A stand-alone course might lead to a credential to be used toward preparing individuals for a trade, occupation, vocation, profession, or it might improve, enhance or add to skills and abilities related to occupational/career opportunities.

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

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

Academic Calendar – Degree

ACADEMIC CALENDAR FOR ASSOCIATE DEGREE PROGRAMS – WINTER 2025 – WINTER 2027

Term	Month	Term Codes/	Start Date	Mid-Point	End Date	EST Completion Date	Holidays and Observances/ College Breaks/Graduation Dates
2025 Winter	January	202501	01/13/25	02/13/25	03/20/25	09/17/26	New Year's Day, 01/01/2025
2025 Spring	February	202502	02/17/25	03/20/25	04/24/25	10/22/26	Martin Luther King Day, 01/20/2025 President's Day, 02/17/2025 Memorial Day, 05/26/2025
	March	202503	03/24/25	04/24/25	05/29/25	11/26/26	
	April	202504	04/28/25	05/29/25	07/10/25	01/07/27	
2025 Summer	June	202506	06/02/25	07/10/25	08/14/25	02/11/27	Juneteenth, 06/19/2025 SUMMER BREAK, June 30 – July 04, 2025 Independence Day, 7/4/2025
	July	202507	07/14/25	08/14/25	09/18/25	03/18/27	
2025 Fall	August	202508	08/18/25	09/18/25	10/23/25	04/22/27	Labor Day, 09/01/2025 Thanksgiving, Nov. 27-28, 2025 WINTER BREAK, Dec 22–26, 2025 Christmas 12/25/2025 New Year's Day, 1/1/2026
	September	202509	09/22/25	10/23/25	11/27/25	05/27/27	
	October	202510	10/27/25	11/27/25	01/08/26	07/08/27	
2025/2026 Winter	December	202512	12/01/25	01/08/26	02/12/26	08/12/27	Martin Luther King Day, 1/19/2026 President's Day, 2/16/2026 Memorial Day, 5/25/2026
	January	202601	01/12/26	02/12/26	03/19/26	09/16/27	
	February	202602	02/16/26	03/19/26	04/23/26	10/21/27	
2026 Spring	March	202603	03/23/26	04/23/26	05/28/26	11/25/27	Juneteenth, 06/19/2026 SUMMER BREAK, June 29 – July 3, 2026 Independence Day, 7/4/2026
	April	202604	04/27/26	05/28/26	07/09/26	01/06/28	
	June	202606	06/01/26	07/09/26	08/13/26	02/10/28	
2026 Summer	July	202607	07/13/26	08/13/26	09/17/26	03/16/28	Labor Day, 9/7/2026 Thanksgiving, Nov. 26-27, 2026 WINTER BREAK, Dec. 21-24, 2026, Christmas 12/25/2026 New Year's Day, 1/1/2027
	August	202608	08/17/26	09/17/26	10/22/26	04/20/28	
	September	202609	09/21/26	10/22/26	11/26/26	05/25/28	
2026 Fall	October	202610	10/26/26	11/26/26	01/07/27	07/05/28	Martin Luther King Day, 1/18/2027 President's Day, 2/15/2027 Memorial Day, 5/31/2027
	November	202611	11/30/26	01/07/27	02/11/27	08/09/28	
	January	202701	01/11/27	02/11/27	03/18/27	09/13/28	
2026/2027 Winter							Juneteenth, 06/18/2027 SUMMER BREAK, Jun 28 – July 2, 2027 Independence Day, 7/4/2027
	February	202702	02/15/27	03/18/27	04/22/27	10/18/28	
	March	202703	03/22/27	04/22/27	05/27/27	11/22/28	
2027 Spring	April	202704	04/26/27	05/27/27	07/08/27	01/03/29	Labor Day, 9/6/2027 Thanksgiving, Nov. 25-26, 2027 WINTER BREAK, Dec. 20-24, 2027 Christmas 12/25/2027
	May	202705	05/31/27	07/08/27	08/12/27	02/07/29	
	July	202707	07/12/27	08/12/27	09/16/27	03/14/29	
2027 Summer	August	202708	08/16/27	09/16/27	10/21/27	04/18/29	
	September	202709	09/20/27	10/21/27	11/25/27	05/23/29	
	October	202710	10/25/27	11/25/27	01/06/28	07/04/29	
2027 Fall	November	202711	11/29/27	01/06/28	02/10/28	08/08/29	
2027 Winter							

Academic Calendar – English as a Second Language (ESL)

ACADEMIC CALENDAR FOR ESL PROGRAM – WINTER 2025 – WINTER 2027

Term	Month	Term Code	STARS Phase #	Start Date	Mid-Point	End Date	REGISTRATION		
Winter 2025	January	202501E	1	01/20/25	2/17/25	03/29/25	January 13-17, 2025 Orientation: January 13, 15 & 17		
Spring 2025	March	202502E	3	04/07/25	05/05/25	06/14/25	March 31 – April 4, 2025 Orientation: March 31		
Summer 2025	June	202503E	6	06/23/25	07/28/25	09/06/25	June 16 - 20, 2025 Orientation: June 16, 18 & 20		
Fall 2025	September	202504E	9	09/15/25	10/13/25	11/22/25	September 8 -12, 2025 Orientation: September 8, 10 & 12		
Winter 2025-2026	November	202505E	N	12/01/25	01/05/26	02/14/26	November 24 - 26, 2025 Orientation: November 24, 26		
SUMMER BREAK		Jun 30 – July 4, 2025			WINTER BREAK		Dec. 22-26, 2025		
HOLIDAYS	New Year's Day, 1/1/2025	Martin Luther King Day, 01/20/2025	President's Day, 2/17/2025	Memorial Day, 5/26/2025	Juneteenth, 06/19/2025	Independence Day, 7/4/2025	Labor Day, 9/1/2025	Thanksgiving, Nov. 27-28, 2025	Christmas 12/25/2025
Winter 2026	December	202601E	D	02/23/26	03/26/26	05/02/26	Feb 16 - 20, 2026 Orientation: Feb 18 & 20		
Spring 2026	March	202602E	3	05/11/26	06/11/26	07/25/26	May 4 – 8, 2026 Orientation: May 4, 6 & 8		
Summer 2026	May	202603E	5	08/03/26	09/03/26	10/10/26	July 27 -31, 2026 Orientation: July 27, 29 & 31		
Fall 2026	August	202604E	8	10/19/26	11/19/26	01/02/27	October 12 – 16, 2026 Orientation: October 12, 14 & 16		
SUMMER BREAK		June 29 – July 3, 2026			WINTER BREAK		Dec. 21-24, 2026		
HOLIDAYS	New Year's Day, 1/1/2026	Martin Luther King Day, 1/19/2026	President's Day, 2/16/2026	Memorial Day, 5/25/2026	Juneteenth, 06/19/2026	Independence Day, 7/4/2026	Labor Day, 9/7/2026	Thanksgiving, Nov. 26-27, 2026	Christmas 12/25/2026
Winter 2027	January	202701E	1	01/11/27	02/11/27	03/20/27	January 4-8, 2027 Orientation: January 4, 6 & 8		
Spring 2027	March	202702E	3	03/29/27	04/29/27	06/05/27	March 22 – 26, 2027 Orientation: March 22, 24 & 26		
Summer 2027	June	202703E	6	06/14/27	07/22/27	08/28/27	June 7 - 11, 2027 Orientation: June 7, 9 & 11		
Fall 2027	September	202704E	9	09/06/27	10/07/27	11/13/27	August 30 - September 3, 2027 Orientation: August 30, September 1 & 3		
Winter 2027	November	202705E	N	11/22/27	12/23/27	02/05/28	November 15 - 19, 2027 Orientation: November 15, 17 & 19		
SUMMER BREAK		Jun 28 – July 2, 2027			WINTER BREAK		Dec. 20-24, 2027		
HOLIDAYS	New Year's Day, 1/1/2027	Martin Luther King Day, 1/18/2027	President's Day, 2/15/2027	Memorial Day, 5/31/2027	Juneteenth, 06/18/2027	Independence Day, 7/4/2027	Labor Day, 9/6/2027	Thanksgiving, Nov. 25-26, 2027	Christmas 12/25/2027

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 intellectual disability, or veteran status, in any of its academic programs or activities.

Degree Programs

Admission to Taylor Business Institute degree programs is limited to students who are beyond compulsory school age and have earned a high school diploma or its equivalent. Evidence of high school graduation must be supported by an official high school transcript which the college will request. Official transcripts and/or official proof of successful passing of the G.E.D. battery must be received prior to the college awarding financial aid. In addition, diploma validity is determined by confirming the high school's accreditation status with the agency that has jurisdiction over the high school.

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

Students lacking 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 202-939-9300. More information for G.E.D. test takers can be obtained on the ACE website at www.acenet.edu.

Associate Degree Programs Admission Testing

Minimum standards for admission to TBI's programs of study include specified scores on the Accuplacer test in categories of reading, writing, and math proficiency. Accuplacer score requirements are described below:

Next Generation Accuplacer Reading 263 and above

Next Generation Accuplacer Writing 263 and above

Next Generation Accuplacer Arithmetic . 263 and above

Computer Literacy Requirement

All students entering the college will also be required to participate in training sessions on the use of Taylor Business Institute's administrative software and digital learning platforms. This training ensures students are familiar with institutional systems used for course registration, classroom participation, assignment submissions, and communication.

To ensure that all students possess the essential technological competencies required for academic and professional success, Taylor Business Institute administers a **Computer Literacy Test** as part

of its degree program entry requirements. All incoming students are required to take this test and must achieve a **minimum score of 70%** to continue in their program of study.

Students who do not meet the minimum passing score are required to enroll in **CIS 101: Introduction to Computers & Information Systems**. This course is designed to provide foundational skills and knowledge in computer usage, enabling students to meet the technological demands of their coursework.

In addition, students who plan to enroll in networking and information technology courses must complete a **supplementary computer skills test** to demonstrate their preparedness for the specialized curriculum. These measures reflect Taylor Business Institute's commitment to academic rigor and technological competence.

General Education Course Placement Testing

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

Reading/Writing Placement:

To be placed in ENG 101 English Composition applicants to degree programs at Taylor Business Institute must score 263 or above on the Reading section and 263 or above on the writing section of the Accuplacer exam. *An applicant who scores below 263 in Reading must pass COM 099 Developing Critical Reading Skills, a developmental course, with a grade of C or better prior to further studies in the communications area. An applicant who scores below 263 on the Writing 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 263 on the arithmetic 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 263 or above on the mathematics section of the Accuplacer test to be placed in MAT 103 Intermediate Algebra.

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

Developmental/Preparation Courses

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

Life Experience/Proficiency Credit

Taylor Business Institute does not award credit for life experience. A student may earn Proficiency credit by demonstrating skills. This determination will be made by the Academic Dean.

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 any proof of English Proficiency but must meet the admissions criteria for admission into Taylor Business Institute's English as a Second Language (ESL) program.

Placement Testing (ESL)

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

Taylor Business Institute's ESL program is divided into seven 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 seven (7) levels are as follows:

ESL 100	Beginner Level.....	0 – 15
ESL 101	High Beginner Level.....	16 – 25
ESL 102	Low Intermediate Level.....	26 – 40
ESL 103	Intermediate Level	41 – 58
ESL 104	High Intermediate Level	59 – 75
ESL 105	Advanced Level	76 – 99
ESL 106	Proficiency Level.....	100 – 120

Writing Sample

All students enrolling in the English as Second Language program are asked to complete a writing exercise.

Oral Interview

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.

USMLE Preparation Program

Taylor Business Institute (TBI) welcomes applications from individuals who have completed, or are in the process of completing, a medical degree from a recognized institution. Admission to the

United States Medical Licensing Examination (USMLE) Preparation Program is selective and based on the evaluation of academic credentials, language proficiency, and financial readiness. The program supports medical graduates in achieving success in the USMLE, a necessary step toward obtaining a medical license in the U.S. TBI reserves the right to require additional documentation or an interview as part of the application review process.

Eligibility Requirements

To be considered for admission, applicants must:

1. **Hold a Medical Degree or Be a Current Medical Student**

- Applicants must provide a medical school diploma or official transcript showing graduation date or expected graduation date.
- For Step 1 or Step 2 CK, applicants must have completed at least two years of medical education.
- For Step 3 must have graduated medical school.

2. **Demonstrate English Language Proficiency**

Applicants must demonstrate proficiency in English through one of the following approved options:

- **IELTS:** Minimum overall band score of **5.5**
- **TOEFL:** Minimum score of **500** (paper-based) or **61** (internet-based), with at least **15** in each section
- **OET:** Passing score accepted by the **Educational Commission for Foreign Medical Graduates (ECFMG)**
- **PTE Academic:** Overall score of **45 or higher**
- **Duolingo English Test:** Minimum overall score of **90**
- **Cambridge English (B2 First/FCE, C1 Advanced/CAE):** Score equivalent to B2 level or higher

OR

- A **diploma or transcript** from **English primary** institution
- A **high school or college degree** earned in the **United States**

*All test scores must be dated within **24 months** of the application date unless otherwise waived.*

3. **Provide Valid Identification and Supporting Documentation**

- A valid passport (biographical page)
- A completed TBI USMLE Application Form
- Additional documents for international students may include visa documents, I-20 request forms, and SEVIS information.

4. **Demonstrate Financial Capability**

- Proof of ability to cover tuition and living expenses for the duration of the program is required.
- Documentation includes:
 - A recent bank statement
 - A notarized affidavit of support if sponsored by a third party
 - A payment plan agreement, if applicable

5. **Comply with Enrollment Timing Policies**

- Applicants must select a course start date within six (6) months of their application submission.

- If requesting a start date beyond six months, all program fees must be paid in full, and the start date must be within twelve (12) months of the application date.
 - Any change to the start date after initial enrollment requires full payment of tuition.
6. **Complete an Admissions Interview (if required)**
- TBI may request an interview to evaluate an applicant's readiness and motivation for the program.

Admission Confirmation

Admission is confirmed once all documentation has been submitted, reviewed, and approved, and payment or payment arrangements have been verified. An official TBI Student ID number and payment link will be issued upon acceptance.

Visa Support

Taylor Business Institute is authorized under federal law to enroll nonimmigrant alien students. International applicants must comply with all F-1 visa regulations and should consult with a Designated School Official (DSO) regarding I-20 issuance and SEVIS compliance.

Admission In-take process

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

- 1) **The application process:** In this phase the applicant visits the college in person or online to speak with an admissions representative, who explains the college's programs. An applicant who declares an intention to enroll into a specific program of study:
 - a. makes application by completing an enrollment agreement,
 - b. receives a catalog and disclosure documents which include permission for the school to request an official transcript,
 - c. pays the application fee and
 - d. makes an appointment with the financial aid department or the Designated School Official (DSO) if an international student.
- 2) **Creating the program payment plan:** In this phase of the process the applicant meets with a financial aid administrator or the designated school official (DSO) for a face-to-face interview to determine how the tuition payment plans, books, supplies and fee charges will be covered. Students are introduced to financial aid / payment 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 student's 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 the Dean or his designee to document that the applicant is a high school graduate, or GED. An applicant must meet other program specific requirements as mentioned in respective program admission descriptions and demonstrate a reasonable expectation for success. These evaluations are made through document review, test results,

possible writing samples, interviews, and the student's willingness to take developmental coursework, and attend tutoring sessions if needed.

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 paperwork and met program relevant admissions criteria, passed all tests and interviews and is determined to have an expectation of success in graduating from the program of study. Degree program candidates must establish evidence of high school graduation through an official document such as a transcript, diploma or GED.
- 2) **Conditional admission:** Taylor Business Institute serves a broad spectrum of degree seeking adult learners. The conditional admission status consists of students who fail to achieve the cut score on one or more of the Accuplacer tests. These students are required to be placed in developmental coursework. Special admission of this kind is based on the Dean's assessment that the student's test scores underrepresent 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 academic year to complete all developmental course work with a grade of C or better to become a regular admitted student.

Students who have met all admission score requirements but have not verified all the requirements for full admission, may occasionally be permitted to enroll pending verification of the requirements. 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 convince the admissions committee of potential 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.

Late Admissions

Students may be eligible for entrance into class for a period of seven business days following the start of class.

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.

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 degree program.

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

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

International Student Admission

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

When Coming from Abroad:

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

1. Submit the completed application for admission with all the processing fees (\$150.00 non-refundable application fee and \$25.00 admission testing fee).
2. Submit an affidavit of financial support from a parent, relative, guardian, sponsor, or governmental agency and bank statement.
3. International students are requested provide documentation of education equal to or greater than that of a U.S. high school graduate as evaluated by NACES accredited credential evaluation agency.

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

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 Designated School Official (DSO) 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.

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

Note: Students who enter the college under the Change of Status designation are expected to attend for a full quarter or be terminated.

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 or DSO
- 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.

Financial Information

Tuition and Fees³

Associate of Applied Science Degree (AAS) Programs:

Taylor Business Institute's associate degree programs are approved for degree-granting by the Illinois Board of Higher Education (IBHE).

Tuition for Taylor Business Institute's degree programs is charged on cost per credit hour basis. Taylor Business Institute's cost per credit hour is \$325.00 for U.S. Residents and Non-U.S. Residents. For students attending full-time (12 credits) the tuition cost for the quarter is \$3900.00

³ Effective July 2022

Students attending more than twelve credit hours will be charged for the hours above 12 credits at the cost per credit hour rate. Students who for any reason, must repeat classes to complete their program will be charged the current tuition rates for classes repeated.

EIGHT (8) QUARTER PROGRAMS⁴

U.S. Resident / Non - Resident Students

<u>Tuition (12 credit hours):</u>	<u>Cost Per Quarter</u>	<u>Academic year Cost</u>	<u>Program Cost</u>
Accounting Technician	\$3,900	\$11,700	\$31,525
Criminal Justice & Security Administration	\$3,900	\$11,700	\$31,200
Electronics Engineering Technology	\$3,900	\$11,700	\$33,150
Information Technology & Networking	\$3,900	\$11,700	\$30,800
Medical Billing & Coding Specialist	\$3,900	\$11,700	\$31,200

Certificate Program: English as a Second Language

Taylor Business Institute's English as a Second Language certificate programs is approved by the Illinois Board of Higher Education's Private Business & Vocational Schools Unit (PBVS).

SEVEN (7) QUARTER PROGRAM⁵

	<u>Cost Per Quarter</u>	<u>No. of Quarters</u>	<u>PROGRAM COST</u>
<u>Quarterly Charges</u>			
Tuition	\$ 1,400.00	x 7	= \$ 9,800.00
Technology and Lab Fee	\$100.00	x 7	= \$700.00
<u>One-Time Charges</u>			
Application Fee & Admission Testing Fee			\$ 175.00
<u>Programmatic Fees</u>			
iTEP Assessment (ESL Level 106)			\$ 129.00
Total Program Cost			\$10,804.00

Online Certificate Program: English as a Second Language

Taylor Business Institute's Online English as a Second Language certificate programs is approved by the Illinois Board of Higher Education's Private Business & Vocational Schools Unit (PBVS).

SIX (6) QUARTER PROGRAM⁶

	<u>Cost Per Quarter</u>	<u>No. of Quarters</u>	<u>PROGRAM COST</u>
<u>Quarterly Charges</u>			

⁴ All programs may be offered in an accelerated format.

⁶ Effective July 2022

Tuition	\$ 1,400.00	x	6	=	\$ 8,400.00
Technology and Lab Fee	\$100.00	x	6	=	\$600.00
<u>One-Time Charges</u>					
Application Fee & Admission Testing Fee					\$ 175.00
<u>Programmatic Fees</u>					
iTEP Assessment (ESL Level 106)					\$ 129.00
Total Program Cost					\$9,304.00

USMLE Preparation Program Tuition & Fees

Component	Cost	First 10 Week Extension Fee (Optional)	Second 10 Week Extension Fee (Optional)
USMLE Step 1 (30 weeks)	\$9,500	\$1,500.00	\$3,000.00
USMLE Step 2 CK (20 weeks)	\$6,100	\$750.00	\$1,500
USMLE Step 3 (20 weeks)	\$6,100	\$750.00	\$1,500
Application Fee	\$200 (non-refundable)		

Note: No breaks will be approved between two extensions. Program fees are payable directly. This program is not eligible for federal financial aid (Title IV).

GENERAL FEES

	U.S. Resident Students	Non-U.S. <u>Resident</u> <u>Students</u>
<u>One-Time Charges</u>		
Application Fee	\$25	\$150
Admission and Placement Testing Fee (Accuplacer)	\$25	\$25
Transcript Fee	\$15	\$15
Background Check Fee (CJS program only)	\$15	\$15
Book Subscription Fee (Degree programs only)	\$239.99	\$239.99
<u>Quarterly Charges</u>		
Technology and Lab Fee	\$100	\$100
Late Registration Fee	\$100	\$100

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
29 E. Madison St., Suite LL
Chicago, Illinois 60602

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

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

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

Cancellation Policy

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

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

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

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

Tuition Refunds

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

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

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

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

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

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

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

Refund Policy for Students Receiving Title IV Grants or Loan Assistance

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

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

Business Office Manager
Taylor Business Institute
29 E. Madison St., Suite LL
Chicago, Illinois 60602; or

- b. The date the student is contacted by the college and indicates he or she will not be returning.
 - c. Up to the first half of the quarter if no other information is available.
2. Once the date of withdrawal has been determined, the college will then determine the percentage of the term attended by the student to the applicable financial aid programs.

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

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

The amount of Title IV aid earned by the student is determined by multiplying the total Title IV aid for which the student was eligible by the percentage of time 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) Loans
2. Subsidized Federal (Direct) Loans
3. Federal Direct PLUS Loans received on behalf of the student
4. Federal PELL Grants
5. Federal SEOG Program Aid

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

Request for Refund

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

Minimum Terms for Tuition Payments

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

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

Payment Plans

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

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

Methods Used to Collect Delinquent Payments

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

Financial Assistance

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

Verification Procedure

2023-2024 Year

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

1. Determine the applicant's/student's verification level from ISIR
2. Contact the applicant/student and inform them they have been selected for verification, have them complete the verification form and advise them as to what information must be provided
3. No funds will be awarded until all documentation has been received
4. Students will be given 45 days to provide verification documentation before being withdrawn if the student was considered enrolled.
5. The verification tracking flags provided by The Department of Education are as follows:

ISIR Value and Value Printed on ISIR	Description
V1	Standard Verification
V2	For Federal Student Aid Use Only
V3	For Federal Student Aid Use Only
V4	Custom Verification
V5	Aggregate Verification
V6	Household Resources verification
Blank	Not selected for Verification

6. The Financial Aid Department personally contacts the student(s) to notify them of any changes to their financial aid award package.
7. If a student presents the Financial Aid office with new information or corrections to the FAFSA application, the Financial Aid Director will submit the corrections and upon receipt of a new ISIR personally contacts the student to review their new financial aid award package.
8. In certain instances, (i.e., falsification of high school/GED completion documents) if federal funds were received, the College President may request the Financial Aid Director to notify the office of the Inspector General
9. Professional Judgment: If an applicant/student requests special consideration to their personal information for the FAFSA submittal, the Financial Aid Director will request appropriate documentation sufficient to support such consideration. If in the judgment of the Financial Aid Director, the documentation is sufficient to support the request, corrections will be submitted and the student will be appropriately funded.
10. Dependency Override - See professional judgment as any circumstance meeting this condition would require professional judgment.
11. Student award may change after verification is completed.
12. When in request of a non-filing letter student and/or parent will complete an internal form.

Entrance and Exit Counseling for Federal Student Loans

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

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

Responsible Borrowing

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

Repayment of Federal Student Loans – Don't Default

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

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

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

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

<https://studentaid.ed.gov/sa/>

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. Grant awards for 2024-25 can range up to \$7,395. Students may not receive Federal Pell Grant funds from more than one educational college at a time.

Direct Subsidized and Unsubsidized Loans

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

Federal Direct PLUS Loans

Federal PLUS Loans are unsubsidized loans made to parents. Direct PLUS Loan funds are provided by the federal government through the school. The PLUS Loan interest rate for those loans disbursed between July 1, 2024, and June 30, 2025 is at a fixed rate of 9.08%, and a 4.228% loan origination fee.

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

Federal Supplemental Educational Opportunity Grant (FSEOG) Program

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

Federal Work-Study Program

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

Level Playing Field Scholarships

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

- Scholarships are available only to those who qualify and are limited in number.
- If a recipient withdraws or is terminated from Taylor Business Institute, the scholarship is forfeited permanently.
- Scholarships are non-transferable. They apply only to tuition and they do not result in cash payments to students.
- Scholarships are available only for degree programs and are disbursed quarterly.
- Students also are encouraged to research other scholarship opportunities that may be available.
- Students are required take CIV 100 course to qualify for Level Playing Field Scholarship

Other Scholarships

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

Federal Student Financial Aid Penalties for Drug Law Violations

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

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

Student Support Services

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

New Student Orientation

Students new to Taylor Business Institute begin their educational experience with a student orientation where they are introduced to staff and provided with 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.

Informational Resources

Student Handbook

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

Safety, Security and Clery Act Booklet

TBI provides detailed information regarding safety, security and the Clery Act and has it available in the office of the Safety and Security/Clery Act Coordinator. It is also available on TBI's website www.tbiiil.edu under student consumer information.

Course Syllabi

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

Academic Services

Testing and Placement

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

Library

The library has program specific volumes, general education books, reference materials, fiction and non-fiction volumes, and current periodicals that support student learning in all programs. Many other resources are available from the library in electronic formats. Library services include reference and research, reserved readings, electronic database searches, online support programs, library orientation, and instruction in use of resources, materials, and Internet access. Taylor

Business Institute also participates in inter-library loans through Researching Across Illinois Library System (RAILS) consortium.

Campus amenities

A Student Lounge with Wi-Fi Access and vending machines are available for student use. Open Lab Time in Classrooms (when classes aren't in session) is also available to students.

Tutorial Assistance

The college provides tutorial assistance to students seeking to sharpen their skills. Students who would like tutorial assistance should see their classroom instructor, department chairperson, or the Dean of Academic Affairs for information regarding scheduling, tutor assignment and the area of concentration for tutoring.

Book Subscription Program

In an effort to reduce book costs, students attending Taylor Business Institute will take a book subscription for eBooks. This subscription is an annual subscription fee. Text for all program must be acquired by the students.

Academic Advising and Other Support

Academic Advising

The Dean of Academic Affairs and his staff provide the majority of academic and attendance counseling for TBI students. The dean, when circumstances warrant, refers students 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

Students should understand that getting back and forth to school is their responsibility. They are responsible for their own transportation. Taylor Business Institute makes every effort to assist its students, where possible, with their transportation needs and will endeavor to provide them with assistance to and from the college.

Drug, Vape, Smoke and Alcohol-Free Environment and Drug Prevention Program

TBI promotes a drug, vape, smoke and alcohol-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, Vaping, Smoking and alcohol are prohibited on TBI premises. If deemed appropriate, students or employees may be referred to abuse help centers. If such a referral is made, continued enrollment or employment will be subject to successful completion of any prescribed counseling or treatment program. For expanded information regarding the security policies and programs, see TBI website (or contact the Safety and Security/Clery Act Coordinator for a printed copy of Safety, Security and Clery Act Policy Handbook.

Career Preparation

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

Graduate Placement

As graduation approaches, students receive job placement counseling through TBI's Career Services Department, including personalized preparation through individual exit interviews. These exit interviews help identify available job openings in the student's field of specialization. Students are counseled on the requirements of business and industry and coached on how to conduct themselves appropriately during job interviews. Students will produce a portfolio that includes their resumes and letters of reference. They are offered helpful reference sources to assist them in locating firms and geographic areas offering employment opportunities related to their training. In addition, Students enrolled in Taylor Business Institute's degree program are required to take a capstone course that requires the student to demonstrate their job readiness through the production of the portfolio and an exit interview with select members of education faculty. 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. The college will require a fee of \$15 for all transcripts requested.

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 varied extracurricular interests with others.

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

Academic Recognition

- **Honor Roll Recognition:** Taylor Business Institute encourages excellence and officially recognizes outstanding student achievement by awarding certificates to students with a quarterly cumulative grade point average of 4.0 for Honor Roll and 3.0 to 3.9 for Honorable Mention. Record reviews occur at the end of each quarter to determine eligibility.
- **Attendance Awards:** Attendance certificates are awarded to students with fewer than three days absence within a quarter.
- **Graduation Ceremony:** Taylor Business Institute's graduation ceremony is held at least once-a-year in the fall. The Associate of Applied Science degree is conferred upon those students who have successfully completed a program in one of the following areas: Accounting Technician, Medical Billing and Coding Specialist, Electronics Engineering Technology, or Criminal Justice and Security Administration. Certificates are awarded to students who have successfully completed English as a Second Language program.

Pizza with the President

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

Other Activities

- Service-Learning Projects
- Guest Speaker Program
- Taste of Taylor
- Annual School Picnic
- Constitution Day
- Civic Engagement
- President and Dean's (P&D) Breakfast

A current calendar of events is available from the Student Activities Coordinator.

For more information, please visit the "Student Support Services" page on the College's website (www.tbiiil.edu).

Academic Guidelines

Start Dates

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

Course Titles and Numbering

Business/Training Subjects

ACCAccounting	ENTEntrepreneurship
BUS.....Business	ESL..... English as Second Language
CISComputer Information Systems	HITHealth Information Technology
CITComputer Information Technology	HIM.....Health Information Management
CJSCriminal Justice and Security Administration	MBSMedical Billing and Coding Specialist
EETElectronics Engineering Technology	PROG.....Programming
	SRLSkills Reinforcement Lab

General Education Subjects

BIO.....Environmental Biology
 COMCommunication
 ECN.....Economics
 ENGEnglish Composition
 HUMHumanities

MAT.....Mathematics
 FIL.....Film and Literature
 PSYPsychology
 SOC.....Sociology
 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.

Academic Achievement

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

Credit Hour Measurement — Taylor Business Institute

Instruction Type	Minimum Requirement per Credit Hour	Description
Lecture	10 classroom lecture periods (minimum 50 minutes each)	Includes instructional time plus assumed outside reading and/or preparation.
Laboratory	20 laboratory clock hours	Applied classroom theory, skill development, or hands-on practice.
External Work Experience	30 hours	Discipline-related work experience with indirect instructor supervision or employer assessment.
Combination Courses	Appropriate proportional combination	Courses combining lecture, laboratory, and/or external experience receive credit assignments consistent with these standards.

Quarter Credit Hour Conversion Guide

Quarter Credits	Equivalent Semester Credits	Lecture Clock Hours	Lab Clock Hours	Externship / Field Hours
1	0.67	10	20	30
2	1.33	20	40	60
3	2.00	30	60	90
4	2.67	40	80	120
5	3.33	50	100	150

Standard Conversion Formula

- **Quarter → Semester:** multiply by **0.67**
- **Semester → Quarter:** multiply by **1.5**

U.S. Department of Education Definition of Credit Hour

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

Credit Hour:

This class is a 4-credit course. According to the US Department of Education, a credit hour is now formally defined, for Title IV aid purposes, as an amount of work that reasonably approximates not less than: 1) one hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for a semester or trimester hour, or ten to twelve weeks for one. So, a student is required to complete a number of assignments using Cengage textbook resources and professor assigned work to earn the required credits. These assignments will be listed in the topical outline of the syllabus.

Academic Skills and Preparation:

Based on the US Department of Education's definition of a credit hour for an Associate Degree program of a quarter duration, a student is required to complete outside work according to the following table:

Credit Hours	Contact Hours	Weeks of Instruction	Organized Instruction Hours per week	Weekly hours of student work apart from Instruction	Total Hours of Student Work

2	40	10	4	8	80
3	40	10	4	8	80
4	40	10	4	8	80

Mastering the material for each class will require you to spend 80 hours studying outside of class. The outside work and study include reading, lab, field trip, Cengage, service-learning and research assignments.

Programs not leading to a degree

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

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

United States Medical Licensing Exam Preparation Course

Clock Hour Measurement

Taylor Business Institute's English as a Second Language program is measured in clock hours with each 50 minutes period equal to one hour.

Academic Load Policy

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

In order to graduate within the normal time frame, a full-time student should take between 12 and 16 quarter credit hours. A student who wishes to take more than 16 quarter credit hours in one quarter may seek permission to do so from the Program Chair or the Dean of Academic Affairs. The granting of this permission will depend on the student's academic progress. A student must average at least 36 to 48 quarter credit hours in an academic year to complete the program within the normal time frame for completion.

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

Foreign students enrolled in the English as a Second Language program are expected to attend classes for a minimum of 20 hours (lecture and lab) per week to be considered full-time.

Grading System

Grading at Taylor Business Institute is based on daily performance in the classroom/laboratory, tests and laboratory projects, assignments, quizzes, midterm, 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.
- Exam** _____ Indicates that the student demonstrated knowledge and skill in the subject through a proficiency examination. Proficiency examinations count toward degree credit but are not considered in GPA calculation.
- TR** _____ *Transferred*: Indicates that the student transferred credit for the course from another institution. Courses for which the student transferred credit from another institution are not considered in calculating GPA at Taylor Business Institute

Assignment of Grades

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

The Right of an Instructor to Assign Grades

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

The Right of a Student to Appeal the Assigned Grade

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

Progress and Advancement

Repeat Class Policy (Repeating to raise a grade)

A student may repeat a course to raise a grade. Each course should be repeated only twice. Exceptions must be approved by the Academic Dean. If a course is repeated, all attempts will count toward credits attempted, but only the higher grade will be considered in calculating the cumulative grade point average. A charge above the tuition quoted for a program will apply for repeated courses. The cost will be quoted based upon the number of courses and hours that must be satisfied.

Grade Changes

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

Incomplete Grade Policy

Students who receive an incomplete (I) grade will be given six weeks to remove it. The "I" grade will be removed from the student's academic record when the student satisfies whatever outstanding work resulted in the "I" grade. The instructor then must submit 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. It will, however, count toward credits attempted and therefore is considered toward the maximum time frame. Students who are on academic probation cannot receive an “I” grade.

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. Students also must meet any and all skill requirements applicable to their program, conduct an exit interview with the Career Services Department, and be free of indebtedness to Taylor Business Institute.

Students enrolled in the college’s courses will be required to take appropriate certifications test as specified in the syllabus.

Degree and Certificate Programs

- Associate of Applied Science degrees are awarded to students who meet all graduation requirements for the Accounting Technician, Medical Billing and Coding Specialist, Electronics Engineering Technology, and Criminal Justice and Security Administration programs.
- A certificate is awarded to students who complete the highest level of the ESL program Level 106.

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 is accredited by The Higher Learning Commission (HLC), a regional accreditor. Each college or university will determine its own policies and procedures for accepting transfer credits. Should you choose to transfer credit from Taylor Business Institute, you should check with your intended transferring institution regarding their transfer policy.

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. Taylor Business Institute's credits are accepted by the Chicago Police Department.

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 formal articulation agreements with the following colleges or universities:

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

Evidence of articulation agreements are on file within the institution and are available for review in the office of the Dean of Academic Affairs and online at <https://tbiil.edu/articulation-agreements-2/>

Attendance and Enrollment

Attendance Policy

Consistent attendance is expected for students to succeed in class. Regular attendance in class allows for a systematic presentation and review of material that may be difficult, promotes repetition and affords the time to provide the supportive services often required. Students are expected to attend classes regularly. TBI, while not required to take attendance, realizes that there are life obstructions its students face but still encourages regular attendance. A minimum of 70% attendance is required to pass all courses at Taylor Business Institute. Instructors are responsible for their classroom attendance and may factor attendance in as part of a grade. In classes where instructors feel the number of student absences has been too great to master the course material, instructors have the prerogative to require the student to repeat the class. This repeat class policy, however, must be clearly stipulated in the course syllabus.

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

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

Schedule Changes, Withdrawals and Re-entries

Students who wish to change to another program of study or class schedule must obtain permission from the Dean of Academic Affairs. Students who wish to withdraw from or re-enter a program must notify the Dean of their intentions. Re-entering students will be scheduled for an interview with the Dean to assess their ability to successfully complete the program within the expected

maximum time frame. Students will have five days from the start of the quarter to make any schedule changes or drop any classes.

Withdrawing from the College

Official Withdrawal Policy

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

ATTN: Business Office or Education Office
Taylor Business Institute
29 E Madison, LL
Chicago, Illinois 60602
Email: janice.parker@tbiil.edu

or

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

Unofficial Withdrawal Policy

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

Physical or Financial Hardship Withdrawal Policy

Consistent with the Illinois Student Debt Assistance Act, this policy establishes processes and procedures to assist students in limiting their student debt when a physical or financial hardship requires the student to withdraw from Taylor Business Institute (TBI) after the 100% tuition drop deadline has passed, as well as implementing requirements of the Act as it pertains to access to student transcripts. This policy should be read in conjunction with other TBI policies related to student financial aid and student accounts.

Physical or Financial Hardship Withdrawal Request

A student may apply for a hardship withdrawal from their academic enrollment at Taylor Business Institute due to unforeseeable and documented circumstances that occur after the 100% tuition refund deadline date, which had a significant impact on the student's ability to continue in their course of study and be successful. Examples of a physical or financial hardship include:

- a) Serious injury or illness
- b) Chronic illness
- c) A serious medical issue of a family member (spouse or partner, child, parent or guardian, grandparent, or sibling) for which the student is a part-time or full-time caretaker of that family member
- d) A mental health condition of the student
- e) A sudden or consistent lack of transportation that prohibits a student's presence in class

- f) A significant, non-elective cost of living increase for the student

To request a hardship withdrawal under this policy, the student must submit supporting documentation of the physical/financial hardship evidencing the significant physical or financial hardship prior to the end of the quarter in which they intend to withdraw.

Acceptable forms of documentation may include but are not limited to:

- a) Income verification – recent pay stubs, tax returns, or a letter from an employer indicating changes in income.
- b) Medical bills – itemized medical bills or documentation from healthcare providers outlining unexpected medical expenses.
- c) Legal documents – court orders, eviction notices, or other legal documents substantiating financial distress.
- d) Government Assistance – documentation of eligibility for government assistance programs such as unemployment benefits, welfare, or disability benefits.
- e) Other supporting documents – any additional documentation relevant to the student's financial circumstances, as deemed necessary by the institution.

Hardship withdrawal submissions will be reviewed by the Academic Dean in conjunction with the Financial Aid Director and the Student Accounts Manager. Students will be considered for a full or partial refund of the original tuition, fee, and any other charges for the term of the withdrawal. Outcomes will be based on the information submitted along with records including but not limited to enrollment, financial aid, and billing. Students will receive communication regarding the review outcome or any requests for further information within one week of submission. Hardship withdrawal submission from international students may also require approval from the college's Designated School Official (DSO).

As a rule, students are not eligible for hardship withdrawals if they have completed all course requirements (i.e. attended the final exam or submitted the final project/paper/portfolio). A student receiving federal and/or state financial assistance should contact the Office of Financial Aid to address any possible financial implications, including those related to Title IV funding. International student should contact their DSO to address any financial implications should they seek to withdraw or transfer out. A withdrawal date will be determined after review of all submitted documentation. A student who attempts to request a withdrawal fraudulently under this policy to avoid a failing grade will be referred to the Academic Dean.

All information provided by the student as part of the withdrawal request due to financial hardships will be treated with strict confidentiality and used solely for the purpose of evaluating the request. Personal financial information will be handled in accordance with applicable privacy laws and institutional policies.

Students have the right to appeal the decision regarding their withdrawal request if they believe there was an error in the evaluation process or if there are extenuating circumstances not initially considered. The appeals process and relevant deadlines will be outlined in the decision notification provided to the student.

Official and Unofficial Transcript Requests

Pursuant to and in compliance with the Act, Taylor Business Institute will not:

- a) Refuse to provide an unofficial transcript to a current or former student on the grounds that the student owes a debt.
- b) Condition the provision of an unofficial transcript on the payment of a debt, other than a fee charged to provide the transcript.
- c) Charge a higher fee for obtaining an unofficial transcript or provide less favorable treatment of a request for an unofficial transcript because a current or former student owes a debt.

For official transcripts, Taylor Business Institute:

- a) Will provide an official transcript of a current or former student to a current or potential employer, even if the current student owes a debt to the school.
- b) Will not condition the provision of an official transcript to a current or potential employer on the payment of a debt, other than a fee charged to provide the transcript.
- c) Will not charge a higher fee for transferring an official transcript to a current or potential employer or provide less favorable treatment for such a request because a current or former student owes a debt.

If a hold has been placed on a student's transcript for reasons other than a debt owed, the student must contact the appropriate department to resolve the hold.

Termination by the College

The college reserves the right to terminate any student who fails to: meet the Satisfactory Academic Progress (SAP), 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.

Use of Computers and Network

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

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

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

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

Academic Dishonesty

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

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

- Submitting another student’s work as one’s own
- Giving test questions or answers to, or receiving test questions or answers from, other students
- Copying, or allowing another student to copy answers or work during a test
- Using materials that are not permitted during a test
- The following acts will be considered plagiarism⁷:
 - 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

⁷ Source: http://www.plagiarism.org/learning_center/what_is_plagiarism.html

- 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
- Using AI tools to generate content, complete assignments, or perform tasks without explicit permission from the instructor is prohibited. This includes, but is not limited to, AI-generated essays, coding assistance, and language translation. For academic purposes, all assignments should be the result of the student's own understanding and effort. AI tools should not replace critical thinking and individual contribution. In instances where faculty have given explicit permission to use AI tools, the student should clearly disclose the use of any AI tools and sources in the completion of assignments, including how and to what extent they were used. This transparency is essential to earn a grade, as AI-generated content cannot be claimed or owned by a student.

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 exclusive rights include: (1) the right to copy the work; (2) the right to create derivative works; (3) the right to distribute the work; and (4) the right to display, perform or broadcast the work. Therefore, before exercising any of these rights with respect to a given work, you must obtain

permission from the copyright holder unless a statutory exception such as "fair use" applies or the work is in the public domain.

The Public Domain and Other "Free" Works

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

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

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

Drug/Alcohol

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

Profanity

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

Weapons

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

For expanded information regarding the security policies and programs, see TBI website or contact the Safety and Security/Clery Act Coordinator for a printed copy Safety, Security and Clery Act Policy Handbook

Smoking and Vaping

Smoking and Vaping are not permitted on the college premises. Students needing to smoke must comply with the building policy of being at least 10 feet away from all building entrances. Violations of this policy could result in termination.

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 Dean of Academic Affairs.

Step Three: If not an education or academic matter and 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.

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 grievance.

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 considered as final unless the aggrieved party elects to have that decision reviewed by a representative(s) of the college's Board of Governors. To request that review, the aggrieved party may contact the representative(s) of the Board of Governors at board@tbiil.edu.

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

Illinois Board of Higher Education (IBHE)

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

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

Satisfactory Academic Progress

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

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

All periods of a student's enrollment count when assessing progress, even periods in which the student did not receive Title IV or institutional funds.

Qualitative Standard

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

Evaluation Points

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

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

Repeat Class Policy

If any course must be repeated, all attempts will count towards 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 based on the number of credits repeating.

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

Developmental Courses

Developmental courses taught by the college do not count for credit toward an associate degree but will count as a grade in the calculation of cumulative grade point average and as credits attempted. The students must achieve a grade of C or better in the required developmental coursework by the end of their first academic year.

Incomplete Grade Policy

Students who receive an incomplete (I) grade will be given six weeks to remove it. 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, however, count toward credits attempted and therefore is considered toward the maximum time frame. 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 must submit 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 changed to a final grade of “F”. Students on academic probation cannot receive an “I” grade.

Course Withdrawals

Courses that a student withdraws from are considered in “hours attempted” toward the maximum time frame, therefore, has an impact on student’s eligibility: 1) to receive federal student aid, and 2) to maintain continued enrollment in the program.

Timeframe standard

All students are allowed a maximum timeframe of 150% the prescribed length of their program.

Quantitative Standard

Pace standard

To ensure 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. One of several measures of SAP is called “Pace” and is the rate at which you are progressing through your program of study. Pace is determined by dividing the cumulative number of credits you have

earned by the cumulative number of credits you have attempted. The resulting Pace percentage minimally must be 67% to receive, or continue to receive, financial aid:

This calculation is used to either determine the current actual Pace % or to project future scenarios to maintain or achieve Pace.

Timeframe Standard

All students are allowed a maximum timeframe of 150% the prescribed length of their program.

Degree Programs

Program	Normal Length of Program in Quarter Credit Hours	Maximum Time Frame for Completion in Quarter Credit Hours
Accounting Technician	97	145
Criminal Justice & Security Administration	96	144
Electronics Engineering Technology	102	153
Information Technology and Networking	91	137
Medical Billing and Coding Specialist	96	144

Certificate Program: English as a Second Language

Placement Level	Normal Length of Program in Clock Hours	Maximum Time Frame for Completion in Clock Hours
ESL100	1400	2200
ESL101	1200	1800
ESL102	1000	1600
ESL103	800	1200
ESL104	600	1000
ESL105	400	600
ESL106	200	400

English as a Second Language Program

Program Level	Qtr1	Qtr2	Qtr3	Qtr4	Qtr5	Qtr6	Qtr7	Qtr8	Qtr9
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Placement: ESL Level 1

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

Placement: ESL Level 2

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

Placement: ESL Level 3

Normal Length	200	400	600	800					
MTF	200	200	200	400	600	800			

Placement: ESL Level 4

Normal Length	200	400	600		
MTF	200	200	200	400	600

Placement: ESL Level 5

Normal Length	200	400	
MTF	200	200	400

Placement: ESL Level 6

Normal Length	200	
MTF	200	200

A student will not be making satisfactory academic progress, if (a) the student's cumulative grade point average (CGPA) in his or her program of study is less than the CGPA required at that Evaluation Point or (b) the student has not successfully met the Pace standard.

Continued Eligibility

Satisfactory academic progress for all students receiving federal student aid is reviewed each quarter to determine their continued eligibility: 1) to receive federal student aid, and 2) for continued enrollment in the program.

Satisfactory Academic Progress (SAP) Status**SAP Warning Status**

Students who do not meet SAP standards for the first time will be placed on *SAP Warning*. The student is eligible to receive Title IV Aid for the quarter in which the warning was issued. A student who has received an *SAP Warning* will have to meet the minimum standards by the end of that quarter.

SAP Suspension Status

A student, who has received an official *SAP Warning* and does not meet the SAP standards by the end of the quarter, will be immediately placed on *SAP Suspension*. The student will not be eligible to receive federal student aid. The student may appeal the status.

Appeal

A student may appeal the satisfactory academic progress decision based upon mitigating circumstances. Reasons for which a student may appeal include death of a relative, an injury or illness of the student, or any other allowable special 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, and it is determined that the student should be able to make satisfactory progress during the subsequent quarter and meets the SAP standards by the end of the subsequent quarter, the student will be placed on financial aid probation and will be eligible to receive financial assistance for that quarter. At the end of the probationary period, a student's satisfactory progress will be evaluated again to determine continued eligibility. If it is determined that the student will not achieve the minimum SAP requirements within the quarter, they will be placed on financial aid probation and be required to complete and sign a SAP Academic Success Plan outlining how, the student will achieve the minimum academic standards, as well as a time frame in which the student will be back in compliance with the standards.

SAP Probation Status

If the student has successfully appealed a *SAP Suspension*, the student will be placed on *SAP Probation Status*. The student will be eligible to receive federal student aid during SAP Probation Status.

SAP Academic Success Plan

If the student signed the *Academic Success Plan*, the student will be monitored by the Financial Aid office and Education office at the end of each term. If the student does not meet the criteria outlined in the *Academic Success Plan* the student will be placed back into *SAP Suspension*. If the student has met the criteria outlined in the *Academic Success Plan*, the student will remain in this status until either the plan expires or the student is meeting SAP standards.

Re-Entrance Procedures

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

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

Enrolling in a New Program

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

Extended Enrollment

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

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. All periods of a student's enrollment count when assessing progress, even periods in which the student did not receive Title IV or institutional funds.

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 the transfer credit and proficiency credit policy in this catalog. Transfer and proficiency credits will not count in the calculation of the student's CGPA. The maximum time frame for completion will be adjusted by subtracting the number of transfer credits from the number of total program credits. The maximum time frame is then recalculated by multiplying the adjusted program length by 1.5.

Leave of Absence Policy – Title IV Recipients

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

Leave of Absence Policy – Non-Title IV Recipients

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

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

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

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

Leave of Absence Policy – International Students

General Leave

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

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

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

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

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

Medical Leave

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

International students who have a medical reason for taking either no classes or reduced course load (RCL) may receive a leave authorization for medical reasons. However, the student must provide the Academic Dean and the DSO with medical documentation from a licensed medical doctor or clinical psychologist. The Dean and the DSO must reauthorize medical leave of absence or RCL for the student at the beginning of each term.

Academic and Career Programs

Taylor Business Institute offers associate of applied science degree programs that focus on preparing students for immediate employment, test preparation, language proficiency as well as courses to assist with continued learning for the non-matriculating student. All programs of study are offered in-residence at the college's 29 E. Madison, LL, Chicago, Illinois campus. TBI's A.A.S. degree programs provide the advanced training and foundations in general education that many employers cite as a requirement for career advancement.

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

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

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

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

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

Certificate Programs

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

- English as a Second Language (ESL)
- United States Medical Licensing Examination (USMLE) Preparation Program

General Education Philosophy

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

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

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

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

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

1. **Demonstrate preparedness for further college study, civic engagement and life-long learning.**

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

2. Communicate effectively both orally and in writing.

- a. Apply different types of communication in their appropriate contexts.
- b. Write short essays and research papers with clear organization, documentation and minimal grammatical errors.
- c. Communicate effectively for both informative and persuasive purposes.
- d. Contribute to small group discussions and teams.
- e. Identify and explain key ideas and arguments in textbooks and other types of readings.

3. Use critical thinking as a response to exposure to information and ideas.

- a. Use problem solving and decision-making skills individually and in small groups.
- b. Demonstrate tolerance and appreciation for ideas and peoples who have differing perspectives.
- c. Demonstrate self-awareness regarding the source and development of their values and beliefs.
- d. Articulate arguments which rely on evidence which is not based solely on personal perception and/or unsupported generalizations.
- e. Analyze and evaluate systems of attitudes, beliefs and values using reason in order to be prepared for ethical issues in society, work, and the environment.

4. Master quantitative skills which can be applied in a variety of contexts.

- a. Show skills in data collection, presentation and analysis.
- b. Use trend analysis to understand problems.
- c. Demonstrate basic computational skills and logic as needed.
- d. Interpret real life situations using algebra

General Education Core 54 Quarter Credit Hours (45 Quarter Credit Hours required)

All beginning first-year students enrolled in the Associate of Applied Science degree programs at Taylor Business Institute will complete a required 45 credit hours of general education course work prior to graduation with an associate degree. This course work is aligned with the Illinois Articulation Initiative (IAI) general studies course descriptions and once completed, should subsequently enhance transfer opportunities to other educational institutions. Students planning to transfer to senior level institutions in Illinois must take all 54 quarter credit hours.

COMMUNICATIONS (13.5 hours required)

ENG 101	English Composition I	4.5
ENG 102R.....	English Composition II	4.5
SPH 101	Speech	4.5

MATHEMATICS (4.5 hours required)

MAT 130.....	Quantitative Literacy	4.5
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LIFE SCIENCES (9 hours required)

BIO 119.....	Environmental Biology	4.5
BIO 120L	Environmental Biology Lab.....	4.5

SOCIAL/BEHAVIORAL SCIENCES (13.5 hours required)

PSY 107	Psychology	4.5
SOC 108.....	Sociology	4.5
ECN 101.....	Economic Principles	4.5

HUMANITIES AND FINE ARTS (4.5 hours required)

FIL 101.....	Introduction to Film and Literature Analysis.....	4.5
HIS 101	United States History: 1865 to the present	4.5
HUM 102	Intro to Logic & Critical Thinking.....	4.5

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

Accounting Technician

80 Week Program
Associate in Applied Science Degree
97 Quarter Credit Hours

Program Description

The Associate of Applied Science in Accounting Technician familiarizes students with accounting fundamentals. Students will learn the recording functions of the accounting process as well as analyze, classify, and summarize financial reports and other similar documents. In addition to basic accounting skills, students in this program will receive advanced training focused on cost accounting and principles of business law. Students interested in the formation and operation of small businesses may elect to study the entrepreneurship subjects that are offered as a part of Accounting Technician program. Elective course work within this program offering is available subject to faculty review.

Program Learning Outcomes

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

1. Demonstrate the ability to utilize the accounting cycle to record transactions, process information and prepare financial statements for a business.
 - a) Prepare and analyze basic journal entries.
 - b) List and explain the various types of classifications of general ledger accounts used by the typical business activity.
 - c) Explain and prepare the various steps in the accounting cycle.
 - d) Demonstrate knowledge of the purpose of the Balance Sheet, Income Statement and Statement of Owner's equity.
2. Show knowledge of how to apply basic accounting processes.
 - a) Demonstrate knowledge of federal taxation rules for individuals, and the means and techniques of tax planning and preparation.
 - b) Demonstrate knowledge of budgeting and product costing techniques and methods related to the control and evaluation of business operations.
 - c) Create a small business and demonstrate the ability to analyze and evaluate possible outcomes using industry standards and best practices. Students will understand and apply fundamental concepts required to start and run a small business.
3. Apply essential qualitative and quantitative skills to support employment readiness and promote lifelong learning.
 - a) **Demonstrate** computer literacy by accurately **inputting, organizing, and processing** data using commonly used business and accounting software.
 - b) **Perform** mathematical operations and **apply** logical reasoning to solve problems in professional accounting contexts.
 - c) **Communicate** effectively in English by **composing** clear written documents and **delivering** organized verbal presentations appropriate to workplace settings
 - d) **Contribute** to team efforts by **demonstrating** collaboration, accountability, and adaptability in diverse professional environments.

Career Opportunities

Graduates of this program are prepared for entry-level positions in such areas as bookkeeping, billing and posting clerks, accounting clerks, payroll and timekeeping clerks and tax preparers. Graduates who pursue the entrepreneurship courses will possess the fundamental skills required to start a small business.

Entrance Requirements

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

Training Equipment & Software

Students will use computers, academic and industry software.

Class Size

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

Accounting Technician Program Outline

GENERAL EDUCATION CORE (45 Credits)

Students in all A.A.S. degree programs at TBI must participate in core General Education courses. The general education component of the A.A.S. degree requires a minimum of 45 credit hours designed to meet the skills needed for an occupation. The general education components comprise Communication, Humanities and Fine Arts, Social/Behavioral Sciences, Mathematics and Life Sciences.

CORE REQUIREMENTS (45 Credits)

ACC 101	Accounting I.....	4
ACC 102	Accounting I Lab	2
ACC 103	Accounting II	4
ACC 104	Accounting II Lab	2
ACC 108	Income Tax	4
ACC 109	Payroll	3
ACC 201	Accounting III	4
ACC 202	Accounting III Lab.....	2
ACC 203	Managerial Accounting.....	4
ACC 204	Managerial Accounting Lab	2
ACC 205	Cost Accounting.....	4
ACC 206	Cost Accounting Lab	2
BUS 106A.....	Introduction to Business and Business Law	4
ACC 299	Capstone - Integrative Seminar in Accounting Technician ..	2
BUS 103A	Intro to Accounting Software.....	2

ELECTIVE: Entrepreneurship Track (16 Credits)

ENT 207	Understanding Entrepreneurship	4
ENT 208.....	Procedures policies and practices for Entrepreneurship	4
ACC 209	Accounting & Managing for a small Business	4
ENT 203.....	Digital Marketing & social media.....	4

ELECTIVE: (21 Credits)

MAT 103.....	Intermediate Algebra	4
ENV 101	Climate Change and Cryosphere	5
AHC 101	Introduction to Public Health.....	4
CJ 125	Cybersecurity and Cybercrime	4
BIO 101.....	Biology-Introduction to Organisms and Ecosystems	4
CIV 100.....	Introduction to Civic Learning and engaged Democracy	0

SUPPORT REQUIREMENTS (7 Credits)

BUS 104C	Introduction to Microsoft Office Suite Applications	3
CIS 101	Introduction to Computers & Information Systems	2
CIS 111	Advanced Excel	2

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

Criminal Justice & Security Administration

80 Week Program
Associate in Applied Science Degree
96 Quarter Credit Hours

Program Description

The Criminal Justice and Security Administration degree program is designed to fast track students into entry level position while they are still pursuing their associate degree and ultimately prepare them for employment in a wide variety of entry level positions in security related fields. These fields include both government and private sector. Students will be taught basic security concepts and practices and will understand the fundamental concepts involved in homeland security and terrorism, firearm safety and defensive tactics, electronic security and surveillance as well as the broad concepts of constitutional law and criminal law. Practical applications of various security service function will be taught.

Program Learning Outcomes

In addition to demonstrating competence in the college-wide general education outcomes of Taylor Business Institute, Criminal Justice and Security Administration students will, upon completion of the program, be able to:

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

Career Opportunities

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

foundation for professional development and advancement. TBI's credits transfer to the Chicago Police Department (CPD).

Entrance Requirements

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

Training Equipment and Related Activities

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.

* An accelerated pace for students with a strong academic foundation and the capacity to manage a heavy credit load

Criminal Justice & Security Administration Program Outline

GENERAL EDUCATION CORE (45 Credits)

Students in all A.A.S. degree programs at TBI must participate in core General Education courses. The general education component of the A.A.S. degree requires a minimum of 45.0 credit hours designed to meet the skills needed for an occupation. The general education components comprise Communication, Humanities and Fine Arts, Social/Behavioral Sciences, Mathematics and Life Sciences.

CORE REQUIREMENTS (49 Credits)

CJS 101	Introduction to Criminal Justice.....	4
CJS 102	Basic Security Concepts & Practices	3
CJS 103A	Electronic Security & Surveillance Lab	3
CJS 104	Introduction to Criminology	4
CJS 105	First Responder & Emergency Procedures Seminar	3
CJS 106	Constitutional Law	4
CJS 107	Introductions to Corrections	4
CJS 108	Probation and Parole	4
CJS 110	Police Organization and Management	4
CJS 111	Homeland Security and Terrorism	4
CJS 112A	Communications & Case Reporting Workshop.....	2
CJS 201	Criminal Law	4
CJS 204	Criminal Investigations	4
CJS 299	Capstone - Integrative Seminar in CJS	2

SUPPORT REQUIREMENTS (2 Credits)

CIS 101	Introduction to Computers & Information Systems.....	2
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ELECTIVE

MAT 103.....	Intermediate Algebra	4
ENV 101	Climate Change and Cryosphere	5
AHC 101	Introduction to Public Health	4
CJ 125	Cybersecurity and Cybercrime	4
BIO 101.....	Biology-Introduction to Organisms and Ecosystems	4
CIV 100.....	Introduction to Civic Learning and engaged Democracy	0

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

Electronics Engineering Technology

80 Week Program
Associate in Applied Science Degree
102 Quarter Credit Hours

Program Description

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

Program Learning Outcomes

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

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

Career Opportunities

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

Entrance Requirements

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

Training Equipment

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

Class Size

Class sizes range from 10 to 15 students.

Electronics Engineering Technology Program Outline

GENERAL EDUCATION (45 Credits)

Students in all A.A.S. degree programs at TBI must participate in core General Education courses. The general education component of the A.A.S. degree requires a minimum of 45.0 credit hours designed to meet the skills needed for an occupation. The general education components comprise Communication, Humanities and Fine Arts, Social/Behavioral Sciences, Mathematics and Life Sciences.

CORE REQUIREMENTS (53 Credits)

EET 101/102L.....Principles of Electronics (Lecture=4, Lab=2).....	6
EET 103B/104L.....Solid State Devices (Lecture=4, Lab=2).....	6
EET 105B/106L.....Digital Systems (Lecture=4, Lab=2)	6
EET 125/126L.....Advanced Digital Systems (Lecture=4, Lab=2)	6
EET 127/128L.....Circuit Analysis (Lecture=4, Lab=2).....	6
EET 201A/202L.....Digital Communications (Lecture=4, Lab=2)	6
EET 203A/204L.....Micro-Controllers (Lecture=4, Lab=2).....	6
EET 298	2
EET 299	2
CIT 106	3
CIT 111	2
PROG 101	3

*CompTIA IT Fundamentals+ certification *CompTIA A+ certification ³Cisco/OpenEDG C++
Institute certification courses

ELECTIVE

MAT 103.....Intermediate Algebra	4
ENV 101	5
AHC 101	4
CJ 125	4
BIO 101.....Biology-Introduction to Organisms and Ecosystems	4
CIV 100.....Introduction to Civic Learning and engaged Democracy	0

CISCO and A+ Program Training Track (12 Credits)

CIT 106	3
CIT 116	2
CIT 121	3
CIT 126	3

Programming³ Training Track (12 Credits)

PROG 106.....CPA: Programming Essentials in C++	3
PROG 111.....CLP: Advanced Programming in C	3
PROG 116.....CPP: Advanced Programming in C++.....	3
PROG 121.....PCAP: Programming Essentials in Python	3

²Cisco certification courses ³Cisco/OpenEDG C++ Institute certification courses

SUPPORT REQUIREMENTS (4 Credits)

CIS 101	Introduction to Computers & Information Systems.....	2
CIS 111	Advanced Excel	2

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

Information Technology & Networking

80 Week Program

Associate in Applied Science Degree
91 Quarter Credit Hours

Program Description

Taylor Business Institute's associate in applied science in Information Technology and Networking offers a comprehensive blend of theoretical knowledge and virtual simulation programs, tailored to prepare students for positions in the dynamic and ever changing world of information technology. With a specialized focus on networking, our program covers essential technical areas such as computers, networking, servers, VoIP, wireless, cloud and virtualization computing, and security. Additionally, students are prepared for industry-recognized certifications including CompTIA A+, Network+, Security+, and Cisco CCNA, enhancing their employability and career advancement prospects.

Program Learning Outcomes

Upon completion of the Information Technology and Networking program at Taylor Business Institute, students will acquire comprehensive knowledge and skills across various domains. These include:

1. **Virtual Simulation Proficiency:** Graduates will demonstrate proficiency in utilizing virtual simulation programs to apply theoretical knowledge in practical scenarios, enabling them to effectively configure virtual network devices, troubleshoot simulated hardware and software issues, and implement security measures within virtualized IT environments.
2. **Technical Mastery:** Graduates will master essential technical areas including computers, networking, servers, VoIP, wireless, cloud, virtualization computing, and security, equipping them with the skills needed to navigate the complex and ever-changing landscape of information technology.
3. **Preparation for Industry Certifications:** Graduates will be prepared to obtain industry-recognized certifications such as CompTIA A+, Network+, Security+, and Cisco CCNA, validating their skills and enhancing their opportunities for employment and career advancement in the field of information technology.
4. **Problem-Solving Skills:** Graduates will develop strong problem-solving abilities, honed through virtual simulations and practical exercises, enabling them to analyze, diagnose, and resolve IT challenges efficiently within virtualized environments.
5. **Effective Communication:** Graduates will communicate technical concepts effectively, both orally and in writing, within virtual team environments, demonstrating the ability to articulate complex ideas clearly and concisely to peers and stakeholders.
6. **Ethical Awareness and Responsibility:** Graduates will demonstrate awareness of ethical considerations in virtualized IT environments, adhering to professional standards and ethical principles while maintaining integrity and confidentiality in their virtual simulation activities.
7. **Continuous Learning and Adaptability:** Graduates will recognize the importance of continuous learning and adaptation in the rapidly evolving field of information technology, staying abreast of emerging technologies and virtualization trends to remain competitive and adaptable in their careers.

Career Opportunities

Upon successful completion of the program, graduates can explore diverse career opportunities in the information technology sector. This curriculum meets industry demands, empowering graduates to pursue diverse careers such as Network Technicians, IT Security Specialists, Systems Administrators, Cloud and Virtualization Technicians.

Entrance Requirements

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

Training Equipment and Software

This program will be delivered by simulation software and tools: computer systems, printers, basic computer peripherals and software.

Class Size

Class sizes range from 10 to 15 students.

Information Technology & Networking Program Outline

GENERAL EDUCATION (45 Credits)

Students in all A.A.S. degree programs at TBI must participate in core General Education courses. The general education component of the A.A.S. degree requires a minimum of 45.0 credit hours designed to meet the skills needed for an occupation. The general education components comprise Communication, Humanities and Fine Arts, Social/Behavioral Sciences, Mathematics and Life Sciences.

CORE REQUIREMENTS (41 Credits)

CIT 106	IT Essentials: PC Hardware and Software	3
CIT 116	CCNA V7: Introduction to Networks	3
CIT 121	CCNA V7: Switching, Routing & Wireless Essentials	3
CIT 126	CCNA V7: Enterprise Networking, Security & Automation	3
CIT 122	Digital Forensics	3
CIT 143	Security Essentials - Security+	3
CIT 144	Ethical Hacking.....	3
CIT 161	Intro to Linux	3
CIT 220	Managing Windows Servers	3
CIT 222	Wireless Network Administration	3
CIT 235	Network Security	3
CIT 260	Intro to Virtualization	3
CIT 270	Intro to Cloud computing.....	3
CIT 299	Capstone – Integrative seminar: ITN	2

*CompTIA IT Fundamentals+ certification *CompTIA A+ certification ³Cisco/OpenEDG C++ Institute certification courses

ELECTIVE

MAT 103.....	Intermediate Algebra	4
ENV 101	Climate Change and Cryosphere	5
AHC 101	Introduction to Public Health.....	4
CJ 125	Cybersecurity and Cybercrime	4
BIO 101.....	Biology-Introduction to Organisms and Ecosystems	4
CIV 100.....	Introduction to Civic Learning and engaged Democracy .	0
CIT 120	IoT Fundamentals	3
CIT 200	Storage Management	3

SUPPORT REQUIREMENTS (5 Credits)

CIS 101	Introduction to Computers & Information Systems.....	2
CIS 112	Office 365	3

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

Medical Billing and Coding Specialist

80 Week Program
Associate in Applied Science Degree
96 Quarter Credit Hours

Program Description

The Medical Billing and Coding Specialist program prepares graduates for a variety of challenging career opportunities in the healthcare field. Students are introduced to the basic principles of health insurance and medical billing & coding for environments, such as, hospitals, doctor's offices and insurance companies. Students are also provided a strong foundation in health-related office systems and software applications. Students are required to attain a working knowledge of various EHRs and EMRs with the use of EHRGo and MediSoft to successfully complete the program. Students will be also prepared to take billing and coding certification exams offered by the National Healthcare Association.

Program Learning Outcomes

In addition to demonstrating competence in the college-wide general education outcomes of Taylor Business Institute, Medical Billing and Coding Specialist students will, upon completion of the program, be able to:

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

Career Opportunities

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

Entrance Requirements

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

Training Equipment

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

Class Size

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

* An accelerated pace for students with a strong academic foundation and the capacity to manage a heavy credit load

Medical Billing and Coding Specialist Program Outline

GENERAL EDUCATION (45 Credits)

Students in all A.A.S. degree programs at TBI must participate in core General Education courses. The general education component of the A.A.S. degree requires a minimum of 45.0 credit hours designed to meet the skills needed for an occupation. The general education components comprise Communication, Humanities and Fine Arts, Social/Behavioral Sciences, Mathematics and Life Sciences.

CORE REQUIREMENTS (46 Credits)

MBS 101	Introduction to Medical Billing	4
MBS 102C	Anatomy and Physiology	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 203C	Introduction to EMR and EHR	3
MBS 206B	Healthcare Regulations and Guidelines	3
MBS 211	Pathophysiology and Pharmacology	4
MBS 212	Advanced Medical Billing Lab	4
MBS 213	Advanced Medical Coding Lab	4
MBS 203L.....	EMR /EHR Lab.....	2
MBS 299	Capstone - Integrative Seminar: MBS	2

Certified Billing and Coding Specialist-NHA, Certified Electronic Health Records Specialist (CEHRS)-NHA, Certified Medical Administrative Assistant-NHA, Certified Professional Coder-AAPC, Certified Professional Biller-AAPC, RHIT-AHIMA Certifications

ELECTIVE

MAT 103.....	Intermediate Algebra	4
ENV 101	Climate Change and Cryosphere	5
AHC 101	Introduction to Public Health.....	4
CJ 125	Cybersecurity and Cybercrime	4
BIO 101.....	Biology-Introduction to Organisms and Ecosystems	4
CIV 100.....	Introduction to Civic Learning and engaged Democracy	0

Health Information Technology (12 Credits)

HIT 105	Health Services and Information Systems with Lab	3
HIT 106	Revenue Cycle Management and Compliance	3
HIT 107	Data Analysis and Application	3
HIT 110.....	RHIT Certification preparation.....	3

Health Information Management (16 Credits)

HIM 101	Introduction to Health Information Management	4
HIM 102.....	Health Information Management	3
HIM 104.....	Healthcare Delivery Systems	3
HIM 106.....	Quality Performance and Improvement.....	3
HIM 110.....	Healthcare Research and Statistics	3

SUPPORT REQUIREMENTS (5 Credits)

BUS 104C	Introduction to Microsoft Office Suite Applications	3
CIS 101	Introduction to Computers & Information Systems.....	2
SRL 101	Certification Prep Lab**	
SRL 102	Skills Reinforcement Lab**	

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

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

English as a Second Language

70 Week Program
Certificate
1400 Clock Hours

Program Description

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

Program Learning Outcomes

Read from and write in a variety of expository styles. Speak coherently about daily and world events. Use critical thinking skills. Expand knowledge and use the language through self-directed, integrated-skills activities. Follow and participate in typical academic and social discourse. Use technology to enhance learning. Acknowledge and assess distinguishing qualities of their own culture and other world's culture. Communicate in the English language, both in writing and speech, in a way which shows situational flexibility and language skill. Engage in critical thinking, using the English language, relevant to typical academic discourse and professional settings. Demonstrate cultural and self-awareness by acknowledging and assessing distinguishing qualities of their own culture and other world cultures. Graduates of the ESL program will gain confidence in their English language abilities, enabling them to advocate for themselves in academic, professional, and social settings, effectively expressing their needs, opinions, and ideas. The ESL program will incorporate digital literacy skills, enabling students to effectively utilize technology for language learning, communication, research, and collaboration in English-speaking environments.

Entrance Requirements

See Admission Policies for ESL program on page 23-30 of the TBI academic catalog.

Training Equipment

Equipment used will include computers with audio/video and headphones capacity, overhead projectors, 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 15 to 20 students.

ESL Program Outline

ESL 100	Beginner Level.....	200
ESL 101	High Beginner Level.....	200
ESL 102	Low Intermediate Level.....	200
ESL 103	Intermediate Level	200
ESL 104	High Intermediate Level	200
ESL 105	Advanced Level	200
ESL 106	Proficiency Level	200
ESL 107**	Elective Levels.....	200

** ESL 107 offers the ESL student the opportunity to participate in four additional preparation options 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 additional preparation option.

USMLE Preparation Program

70 Week Program
Non-Certificate, Standalone Test Preparation
Approximately 1,400 hours (core courses only)
Optional extensions of 10 weeks are available

Program Description

The USMLE Preparation Program is designed to support international medical graduates and other eligible participants in preparing for the United States Medical Licensing Examination (USMLE) Steps 1, 2 CK, and 3. Delivered through structured classroom instruction, problem-based learning, diagnostic testing, and individual progress assessments, the program equips students with the knowledge and test-taking strategies necessary to perform successfully on the USMLE exams.

Each Step course offers comprehensive coverage of subject content, clinical application, and exam simulation. Students may enroll in one or more Step courses based on their goals and eligibility. Optional 10-week extensions are available for additional review and practice, limited to one per core course.

This program is not credit-bearing and does not award a certificate or diploma. It is designed exclusively for exam preparation and professional advancement.

Program Learning Outcomes

Upon completion of the program, students will be able to:

- Demonstrate comprehensive understanding of medical sciences tested on Step 1, Step 2 CK, and Step 3.
- Apply clinical knowledge in multiple-choice and simulated formats, including Computer-Based Case Simulations (CCS).
- Utilize evidence-based test-taking strategies for USMLE success.
- Engage in effective time management and personalized study approaches for exam readiness.
- Enhance diagnostic reasoning, problem-solving, and interdisciplinary knowledge integration.
- Gain confidence in navigating licensing requirements as an international or U.S. medical graduate.

Entrance Requirements

See the Admission section of this catalog for USMLE Program eligibility and required documentation. Applicants must provide proof of prior medical education. Enrollment is subject to screening, including a pre-assessment test.

Training Equipment

Instruction is supported by printed materials, online practice platforms, clinical case simulations, video lectures, and in-class technology including smartboards and high-speed internet access.

Exit Testing

Students complete diagnostic exams and practice assessments throughout each course. A final practice exam is administered at the conclusion of each Step course to evaluate readiness.

Class Size

Class sizes typically range from 10 to 25 students per session, depending on the term and Step enrollment.

USMLE Program Outline

The USMLE Preparation Program offers structured, intensive training for each of the three USMLE Steps. Instruction is delivered through lectures, assignments, practice exams, and individualized feedback. Students may also elect to take one optional extension per course, if additional preparation time is needed.

MLE001	Step 1 Preparation	600
MLE002	Step 2 CK Preparation	400
MLE003	Step 3 Preparation	400
MLE004*	Optional 10-week extension	100 - 300

* MLE004 is an optional extension offered once per core course (MLE001–MLE003) for students requiring additional preparation. Instructional hours vary based on need and course content.

Course Descriptions

Accounting Technician Courses

ACC 101.....Accounting I
 Quarter Credit Hours 4
 Co-requisite.....ACC 102

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

ACC 102.....Accounting I Lab
 Quarter Credit Hours 2
 Co-requisite.....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
 PrerequisiteACC 101
 Co-requisite.....ACC 104

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

ACC 104.....Accounting II Lab
 Quarter Credit Hours 2
 PrerequisiteACC 102
 Co-requisite.....ACC 103

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

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

This course introduces principles of taxation, taxable income, deductible and non-deductible expenses, and individual returns for net income and other schedules.

ACC 109.....Payroll Systems
 Quarter Credit Hours.....3
 Prerequisites..... ACC 103, CIS 101

This course introduces Payroll applications including methods of computing wages and salaries, keeping records, and preparing government reports.

ACC 201.....Accounting III
 Quarter Credit Hours.....4
 Prerequisites..... ACC 103
 Co-requisite..... ACC 202

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

ACC 202.....Accounting III Lab
 Quarter Credit Hours.....2
 Prerequisites..... ACC 104
 Co-requisite..... 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.....Managerial Accounting
 Quarter Credit Hours.....4
 Prerequisites..... ACC 201
 Co-requisite..... ACC 204

Introduction to basic cost concepts, job order costing, and process costing. Decision-making procedures and skills necessary for cost accounting. Writing assignments and reserved

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

ACC 204.....Managerial Accounting Lab

Quarter Credit Hours 2

Prerequisites.....ACC 202

Co-requisite.....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

Quarter Credit Hours 4

PrerequisiteACC 203

Co-requisite.....ACC 206

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

ACC 206.....Cost Accounting Lab

Quarter Credit Hours 2

Prerequisites.....ACC 204

Co-requisite.....ACC 205

Laboratory companion course to ACC 205. Students use the most popular spreadsheet productivity programs to demonstrate cost accounting concepts and complete assignments for ACC 205.

ACC 299.....

Capstone - Integrative Seminar: Accounting Technician

Quarter Credit Hours 2

In this capstone course, Accounting Technician students will examine and integrate their learning across the curriculum, including general education and professional knowledge, skills and attitudes. They will demonstrate their learning and job readiness in Accounting fields through the production of a portfolio. This portfolio will document their learning and show performance on internal and external assessment tools. (2 credits) Prerequisites include a C or better in ENG 101, a minimum cumulative GPA of 2.0 and completion of the following ACC courses: ACC101, ACC103, ACC108, ACC201, ACC203 ENG 101

Elective Courses for Accounting Program

ENT 207

Understanding Entrepreneurship – (Starting your own Business)

Quarter Credit Hours.....4

This course examines the pros and cons of starting a business. It describes what makes businesses succeed and what makes them fail. It asks the student to identify the type of business in which they are interested, complete a feasibility study and proceeds to instruct the student in how to analyze the external market and create a business plan.

ENT 208

Procedures Policies and Practices for Entrepreneurship

Quarter Credit Hours.....4

Prerequisite.....ENT 207

This course instructs the student in the most common practices and procedures required to start up a business. It introduces various required filings, insurance considerations, and possible approvals. It reviews payroll processing and tax filings. It provides an overview of hiring and firing practices, purchasing or leasing space, purchasing of equipment as well as general policies applicable to most businesses.

ACC 209

Accounting & Managing for a Small Business

Quarter Credit Hours.....4

Prerequisite.....ACC 108, ACC 101

Co-requisite.....ENT 207

Students will be required to create their own business using their business plan, respond to a variety of scenarios requiring the creation of budgets, P& L statements and balance sheets. Students will learn to reforecast budgets and to recognize and manage active and inactive receivables.

ENT 203

Digital Marketing and Social Media

Quarter Credit Hours.....4

This course examines the various marketing approaches used to attract customers, analysis various sales strategies used in determining such concepts as target markets and close rates. It examines the emerging forms of social media in

terms of effectiveness and methods and means of optimization. The course will also explore the various ways businesses respond to media inquiries through the management of such systems as sales forces, phone banks, customer service and on-line responses.

Business Courses

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

BUS 103A.....Intro to Accounting Software

Quarter Credit Hours 2

This lab course introduces the accounting students to the commonly used accounting software such as QuickBooks. The students apply the learned accounting principles to the simulated case studies using QuickBooks. Successful completion of the course requires students to create and manage all accounting functions of a business.

BUS 104C.....

Introduction to Microsoft Office Suite Applications

Quarter Credit Hours 3

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 and Business Law

Quarter Credit Hours 4

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

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 111 Advanced Excel

Quarter Credit Hours.....2

This lab course introduces the students to basic and advanced functions of Microsoft Excel. The students will learn how to create and manage worksheets and workbooks, create cells and ranges, create tables, apply formulas and functions, and create charts and objects. This course will also focus on the Microsoft Office Specialist Certification for Excel. Students are required to entry level readiness for employment and the correct application of Excel to complete tasks independently.

Criminal Justice and Security Administration Courses

CJS 101..... Introduction to Criminal Justice

Quarter Credit Hours.....4

This course introduces the major theories of criminal justice and is a survey and analysis of the criminal justice system, including an historical and philosophical overview of the development, with special emphasis on the system's primary components (police, courts, and corrections), and the relationship of these components in the administration of criminal justice in the United States. Writing assignments and reserved readings, as appropriate to the discipline, are part of the course.

CJS 102
.....Basic Security Concepts and Practices
Quarter Credit Hours 3

This is an overview of contemporary security and public safety concepts and practices. It examines the history and function of modern security and public safety agencies. Upon completion of this course, students are certified for 20-hour basic security training as per IDFPD guidelines and are eligible to apply for Permanent Employee Registration Card (PERC). Writing assignments and reserved readings, as appropriate to the discipline, are part of the course.

CJS 103A
.....Electronic Security & Surveillance Lab
Quarter Credit Hours 3

The lab course introduces basic techniques of electronic security and surveillance. Students are exposed to surveillance concepts and tactics with the help of a standard VSS/CCTV software. This course explores connections between communication, surveillance, and control in contemporary information societies. This course also prepares students for certifications in CCTV+Digital Video and Biometric Technology.

CJS 104
.....Introduction to Criminology
Quarter Credit Hours 4
Prerequisite:CJS 101 or departmental consent

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

CJS 105
First Responder and Emergency Procedures Seminar
Quarter Credit Hours 3

This course discusses the roles of first responders in a variety of emergency scenarios. Full-size CPR manikins and AED equipment is used to provide hand-on training in basic first aid and cardiopulmonary resuscitation (CPR). Students receive AED/CPR training by a certified AED/CPR instructor using life size and are certified to use AED equipment and perform CPR. In addition, students are encouraged to

complete a minimum of five FEMA independent study courses for related to emergency preparedness.

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

CJS 107.....Introduction to Corrections
Quarter Credit Hours.....4
Prerequisite.....CJS 101 or departmental consent

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

CJS 108.....Probation and Parole
Quarter Credit Hours.....4
Prerequisite:.....CJS 101 or departmental consent

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

CJS 110.....
.....Police Organization & Management
Quarter Credit Hours.....4

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

CJS 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, ideology of terrorism, historical perspectives on the development of terrorist groups, and provide a framework of the impact of domestic and foreign terrorism of perceptions of safety and security. Writing assignments and reserved readings, as appropriate to the discipline, are part of the course.

CJS 112A Communication and Case Reporting Workshop

Quarter Credit Hours 2

Prerequisite CJS 101

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

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

CJS 204 Criminal Investigations

Quarter Credit Hours 4

Prerequisite CJS 101

This course is an overview of concepts, tools, and protocols of criminal investigations. It examines surveillance, evidence collection, witness interviews and interrogations. Writing assignments and reserved readings, as appropriate to the discipline, are part of the course.

CJS 299.....**Capstone - Integrative Seminar: Criminal Justice and Security Administration**

Quarter Credit Hours..... 2

In this capstone course, Criminal Justice and Security Administration students will examine and integrate their learning across the curriculum, including general education and professional knowledge, skills and attitudes. They will demonstrate their learning and job readiness in Criminal Justice and Security Administration fields through the production of a portfolio. This portfolio will document their learning and show performance on internal and external assessment tools. Prerequisites include a C or better in ENG 101, a minimum cumulative GPA of 2.0 and completion of the following CJS courses: CJS101, CJS102, CJS106, CJS201

Electronics Engineering Technology Courses**EET 101 Principles of Electronics**

Quarter Credit Hours..... 4

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

EET 102L Principles of Electronics Lab

Quarter Credit Hours..... 2

Co-requisite EET 101

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

EET 103B Solid State Devices

Quarter Credit Hours..... 4

Prerequisites EET 101

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

EET 104L.....Solid State Devices Lab
Quarter Credit Hours 2
Co-requisite.....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
Co-requisites EET 106L

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

EET 106L.....Digital Systems Lab
Quarter Credit Hours 2
Co-requisites 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.

CIT 106 ..IT Essentials: PC Hardware and Software
Quarter Credit Hours 3

Students will develop a broad understanding in all areas of Information Technology. Students

will be introduced to computer hardware and software concepts, infrastructure, software development and databases. Students will also learn hardware and software installation, basic network connectivity, identification and prevention of basic security risks. This course will prepare students for the CompTIA A+ certification exam.

CIT 111.....Networking Essentials
Quarter Credit Hours.....3
Prerequisites..... CIT106

Course covers principles of wired and wireless network devices, configuration, and data network systems operation. Technologies such as mobile, cloud, and virtualization are also covered in this course. It also prepares the student for the CompTIA Network+ certification exam. Completion of CIT 106 – IT Essentials: PC Hardware and Software is recommended.

EET 125..... Advanced Digital Systems
Quarter Credit Hours.....4
Prerequisites.....EET 105B
Co-requisite.....EET 126L

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

EET 126L Advanced Digital Systems Lab
Quarter Credit Hours.....2
Co-requisite EET 125

This is the hands-on co-requisite 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
Co-requisiteEET 128L

More complex circuits and subsystems, using primarily analog integrated. circuits. Control circuits, amplifiers, switching regulators and other circuit blocks are analyzed and assessed. Emphasis is on prediction and measurement of performance relative to expectations. Writing

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

EET 128L..... Circuit Analysis Lab
 Quarter Credit Hours 2
 Co-requisite.....EET 127

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

EET 201A Digital Communications
 Quarter Credit Hours 4
 Prerequisites EET 103B, EET 105B, EET 106L, EET 125
 Co-requisite..... EET 202L

In conjunction with EET202L, this course introduces the basic techniques used in modern digital communication systems and provides fundamental tools and methodologies used in the analysis and design of these systems. Students will learn serial communications, data transmission networks, bus communications, and digital modulation techniques. Writing assignments and reserved readings, as appropriate to the discipline, are part of the course.

EET 202L..... Digital Communications Lab
 Quarter Credit Hours 2
 Co-requisitesEET 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
 Corequisite..... EET 204L

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

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

EET 204L Microcontrollers Lab
 Quarter Credit Hours.....2
 Co-requisites EET 203A

In conjunction with EET203, this course provides students with the background needed to understand and use any 8/16-bit micro-controller. 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 298.....Senior Project
 Quarter Credit Hours.....2

This course examines addresses project management, total quality management, codes and standards, prototype development, reliability, and product testing. Student teams prepare a written proposal for a senior project and make an oral presentation of the proposal to the class.

EET 299.....Capstone - Integrative Seminar: Electronics Engineering Technology (Capstone)
 Quarter Credit Hours.....2

In this capstone course, Electronics students will examine and integrate their learning across the curriculum, including general education and professional knowledge, skills and attitudes. They will demonstrate their learning and job readiness in Electronics fields through the production of a portfolio. This portfolio will document their learning and show performance on internal and external assessment tools. (2 credits) Prerequisites include a C or better in ENG 101, a minimum cumulative GPA of 2.0 and completion of the following EET courses: EET101, EET103B, EET105B, EET125, EET127, EET203A, EET105B, EET125, EET127, EET203A

PROG 101CLA: Programming Essentials in C
 Quarter Credit Hours.....3

The ever-popular C programming language is considered one of the best "first" languages to

learn. It's proven itself for more than 40 years as the absolute essential for entry-level and software development jobs. Known for building operating systems and tens of thousands of applications, it continues to earn new devotees due to its fast and portable nature. Become a devotee yourself, and enjoy the rewards it brings! Course is designed for beginners. No prior knowledge of programming is required. See more about the C Programming Language Certified Associate Certification (CLA).

Elective Courses for Electronics Engineering Technology Program

CISCO and A+ Program Training Track (12 Credits)

CIT 106 ..IT Essentials: PC Hardware and Software
 Quarter Credit Hours 3

Students will develop a broad understanding in all areas of Information Technology. Students will be introduced to computer hardware and software concepts, infrastructure, software development and databases. Students will also learn hardware and software installation, basic network connectivity, identification and prevention of basic security risks. This course will prepare students for the CompTIA A+ certification exam.

CIT 116CCNA V7: Introduction to Networks
 Quarter Credit Hours 3

Introduction to fundamentals of networking. Highlighting practical and conceptual skills required to understand current and emerging technologies. Outlining basic networking technologies including OSI model, TCP/IP model, networking devices, media types, and network addressing schemes. Basic configuration of routers and switches. Preparation for CCNA Certification. Prerequisite: Completion of CIT 106 – IT Essentials: PC Hardware and Software with a grade of C or better, or equivalent or consent of instructor.

CIT 121CCNA V7: Switching, Routing and Wireless Essentials

Quarter Credit Hours.....3

Survey of network architecture and operations of routers and switches in a networked environment. Learn to configure and analyze routers and switches. Contrast and implement routing and switching operations. Preparation for CCNA. Prerequisite: CIT 116 – CCNA V7: Introduction to Networks with a grade of C or better, or equivalent or consent of instructor.

CIT 126CCNA V7: Enterprise Networking, Security, and Automation
 Quarter Credit Hours.....3

Provides the knowledge and hands-on skills required to design, implement, troubleshoot, and monitor network security. Learn to mitigate network attacks through a working knowledge of network security principles, tools, and configurations. Preparation for Cisco CCNA-Security. Prerequisite: CIT 121 – CCNA V7: Switching, Routing & Wireless Essentials with a grade of C or better, or equivalent or consent of instructor.

PROGRAMMING

PROG 101CLA:
Programming Essentials in C
 Quarter Credit Hours.....3

The ever-popular C programming language is considered one of the best “first” languages to learn. It's proven itself for more than 40 years as the absolute essential for entry-level and software development jobs. Known for building operating systems and tens of thousands of applications, it continues to earn new devotees due to its fast and portable nature. Become a devotee yourself, and enjoy the rewards it brings! Course is designed for beginners. No prior knowledge of programming is required. See more about the C Programming Language Certified Associate Certification (CLA).

PROG 106CPA:
Programming Essentials in C++
 Quarter Credit Hours.....3

As one of the most popular programming languages, C++ is hailed for its efficiency and its ease for developing games, real-time systems, and applications with graphical libraries. Take

the course to learn the basics of programming in the C++ language, and the fundamental notions and techniques it uses. C++ knowledge lends itself well for landing jobs in Security, Networking and IoT fields. Don't miss out. This first course, in the 2-course series, introduces you to the basics then progressively extends your capabilities. No programming knowledge required. See more about the C++ Certified Associate Programmer Certification (CPA).

**PROG 111CLP:
.....Advanced Programming in C**
Quarter Credit Hours 3

Expand your C programming knowledge by building on your what you already know either from taking the CLA: Programming Essentials in C course or possessing equivalent knowledge – specifically familiarity with library functions and the use of the preprocessor. You'll learn advanced topics such as syntax and semantics of the C language, advanced data types, advanced libraries, the universal concepts of computer programming and developer tools, ability to identify code bugs and bottlenecks, programming advanced data structures, solving complex problems using data structures and algorithms - plus, most importantly, the course prepares you for the vendor-neutral CLP – C Certified Professional Programmer Certification. Come learn with us, your trusted IT education provider.

**PROG 116CPP:
.....Advanced Programming in C++**
Quarter Credit Hours 3

This second course, in the 2-course series, is designed for students who already possess an understanding of C++. You'll work with templates and the Standard Template Library, read and understand template functions and classes, and properly use template classes and methods including third-party templates. The course will round out your technology skills, set you apart in the job market, plus, prepare you for the vendor-neutral C++ Certified Professional Programmer Certification (CPP). Prerequisite CPA: Essentials in Programming C++ or equivalent knowledge is required.

**PROG 121PCAP:
..... Programming Essentials in Python**

Quarter Credit Hours.....3

How great would it be to write your own computer program? Or, design a web or desktop application that millions of people could enjoy? Both are a possibility if you learn how to code in Python. Python is the very versatile, object-oriented programming language used by startups and tech giants, Google, Facebook, Dropbox and IBM. Python is also recommended for aspiring young developers who are interested in pursuing careers in Security, Networking and Internet-of-Things. Once you complete this course, you are ready to take the PCAP – Certified Associate in Python programming. No prior knowledge of programming is required.

Information Technology & Networking Courses

**CIT 106.....
...IT Essentials: PC Hardware and Software**
Quarter Credit Hours.....3

Students will develop a broad understanding in all areas of Information Technology. Students will be introduced to computer hardware and software concepts, infrastructure, software development and databases. Students will also learn hardware and software installation, basic network connectivity, identification and prevention of basic security risks. This course will prepare students for the CompTIA IT Fundamentals+ certification exam.

**CIT 116
..... CCNA V7: Introduction to Networks**
Quarter Credit Hours.....3

Introduction to fundamentals of networking. Highlighting practical and conceptual skills required to understand current and emerging technologies. Outlining basic networking technologies including OSI model, TCP/IP model, networking devices, media types, and network addressing schemes. Basic configuration of routers and switches. Preparation for CCNA Certification. Prerequisite: Completion of CIT 106 – IT Essentials: PC Hardware and Software with a grade of C or better, or equivalent or consent of instructor.

CIT 120 IoT Fundamentals
Quarter Credit Hours 3

In this foundational course, students will learn about the Internet of Things (IoT), how it is used by a wide range of industries and its application within each. Students will also learn about IoT components including hardware, software, and other peripheral devices. Students will design, build, and program IoT embedded devices for IoT applications. Relevant communication protocols and networking concepts will be covered.

CIT 121 CCNA V7: Switching, Routing and Wireless Essentials
Quarter Credit Hours 3

Survey of network architecture and operations of routers and switches in a networked environment. Learn to configure and analyze routers and switches. Contrast and implement routing and switching operations. Preparation for CCNA. Prerequisite: CIT 116 – CCNA V7: Introduction to Networks with a grade of C or better, or equivalent or consent of instructor.

CIT 122 Digital Forensics
Quarter Credit Hours 3

This course instructs students in the preservation, identification, extraction, documentation, and interpretation of computer data. Students will learn to examine computer data for evidence of a crime or violations of corporate policy. Topics covered include evidence handling, chain of custody, collection, and recovery of computer data using forensic software and methods.

CIT 126 CCNA V7: Enterprise Networking, Security, and Automation
Quarter Credit Hours 3

Provides the knowledge and hands-on skills required to design, implement, troubleshoot, and monitor network security. Learn to mitigate network attacks through a working knowledge of network security principles, tools, and configurations. Preparation for Cisco CCNA-Security. Prerequisite: CIT 121 – CCNA V7: Switching, Routing & Wireless Essentials with a

grade of C or better, or equivalent or consent of instructor.

CIT 143.....Security Essentials - Security+
Quarter Credit Hours.....3

This course introduces the basics of network security. The student is introduced to computer network vulnerabilities and threats. This course exposes the student to network security planning, network security technology, network security organization and the legal and ethical issues associated with network security. This class prepares students for CompTIA Security+ certification.

CIT 144..... Ethical Hacking
Quarter Credit Hours.....3

This course introduces the student to the various methodologies for attacking a network. The student will be introduced to the concepts, principles, and techniques, supplemented by hands-on exercises, for attacking and disabling a network. These methodologies are presented within the context of properly securing the network. The course will emphasize network attack methodologies with the emphasis on student use of network attack techniques and tools. This class prepares students for CEH certification.

CIT 161..... Intro to Linux
Quarter Credit Hours.....3

This course is an introduction to the Linux operating system for end users and is complementary to other Cisco networking courses, such as routing and switching. This course will provide a strong foundation for those who wish to move on to more advanced courses in Linux System Administration. The students familiarize themselves with Linux command line utilities as well as the Gnome and KDE graphical user interfaces, becoming familiar with various Linux distributions and advancing towards power user proficiency.

CIT 200..... Storage Management
Quarter Credit Hours.....3

This course provides a comprehensive understanding of the various storage infrastructure components in data center environments. It enables students to make informed decisions on storage-related technologies in an increasingly complex IT environment, which is fast changing due to the adoption of software-defined infrastructure management and third platform technologies (cloud, Big Data, social and mobile technologies). It provides a strong understanding of storage technologies and prepares students for advanced concepts, technologies, and processes.

CIT 220Managing Windows Servers
Quarter Credit Hours 3

This class will introduce the Windows Server. The class will include installation and configuration of Windows Server. Topics include user management, hardware and software configuration and security. Students will also configure network services including DNS, DHCP, ADS, printing, and network routing. This class is designed to prepare the student for the Microsoft Certified Professional examination

CIT 222 . Wireless Network Administration
Quarter Credit Hours 3
Prerequisites.....CIT 116

This is an introductory course on wireless local area networking. The course encompasses the design, planning, implementation, operation and troubleshooting of wireless LANs. The course will provide a comprehensive overview of technologies, security, and design best practices. The course will include hands-on installation and configuration of wireless client adapters, routers, access points, repeaters, bridges, and other wireless devices. The class will introduce multiple-vendor equipment. This course prepares students for CWS Certification.

CIT 235Network Security
Quarter Credit Hours 3
Prerequisites.....CIT 143

Introduces LAN and WAN security. Topics in this course include identifying the types of

information technology threats, physical security, access security, file system security, fire design, and legal issues related to security. This course is designed to assist individuals for preparing for the CISSP certification process.

CIT 260..... Intro to Virtualization
Quarter Credit Hours.....3

This course provides instruction and labs including installing the VMware ESX Server, creating virtualized switches and storage, creating, and managing virtual machines, establishing access controls, and performing resource monitoring. There are also lectures and labs on VMotion, distributed resource scheduling, and high availability. Virtualization architecture, its applications, and best practices also will be discussed. The class prepares students for VMware Certified Professional (VCP) Certification

CIT 270..... Intro to Cloud computing
Quarter Credit Hours.....3

This course educates students on building cloud infrastructure based on a cloud computing reference model. The reference model includes five fundamental layers (physical, virtual, control, orchestration, and service) and three cross-layer functions (business continuity, security, and service management) for building a cloud infrastructure. For each layer and cross-layer function, this course covers the comprising technologies, components, processes, and mechanisms.

CIT 299.....
.....Capstone – Integrative Seminar: ITN
Quarter Credit Hours.....3

This Capstone course applies acquired knowledge, skills, and techniques acquired in the Computer Information Technologies AAS Degree program.

Prerequisite: all CIT classes with a grade of C or better, or equivalent or consent of instructor. Students will take the capstone course in their last semester.

Support Requirements 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 112Office 365

Quarter Credit Hours 3

This course introduces students to the functionalities and tools available in Microsoft Office 365, a cloud-based productivity suite widely used in modern workplaces. Students will gain proficiency in using core Office 365 applications such as Word, Excel, PowerPoint, Outlook, and OneDrive, with a focus on collaboration tools like Teams and SharePoint. The course emphasizes cloud storage, document sharing, and real-time collaboration features, preparing students to work efficiently in cloud-based environments. Through hands-on exercises, students will develop skills essential for workplace productivity and collaboration, such as managing emails, calendars, online meetings, and creating professional documents and presentations. Successful completion of this course requires students to understand TBI's policies on data privacy, intellectual property, and security best practices.

Medical Biller Specialist Courses

MBS 101.....Introduction to Medical Billing

Quarter Credit Hours 4

Students will gain preliminary knowledge to comprehend various aspects of medical billing such as claim filing, transmission, processing and

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

MBS 102CAnatomy and Physiology

Quarter Credit Hours.....4

This course will place a strong emphasis on building a foundation of anatomy and physiology as it relates to the different human body systems. Student will be introduced to the basic concepts in various levels of anatomical organization. The topics covered will include neurology, endocrinology, osteology, myology, integumentary system, endocrinology, hematology, cardiology, pulmonology, urology, immunology, gastroenterology and special senses. Vocabulary building will be stressed. The students will learn to apply the knowledge of anatomy and physiology to medical billing and associated medical specialties. Writing assignments and reserved readings, as appropriate to the discipline, are part of the course.

MBS 104AMedical Terminology

Quarter Credit Hours.....4

Prerequisite.....MBS 102B

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

MBS 106A.... Introduction to Medical Coding

Quarter Credit Hours 4

Prerequisites.....MBS 104A

This course will introduce the students to the concepts of diagnostic coding through ICD-10-CM, procedural coding using CPT-4, and services and supply coding using HCPCS. The student will learn the standard format for each coding book as well as the basic concepts for applying the rules to code professional services and medical conditions. Writing assignments and reserved readings, as appropriate to the discipline, are part of the course.

MBS 201A.....Medical Billing

Quarter Credit Hours 4

PrerequisiteMBS 101

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

MBS 202A.....Medical Coding for Billers

Quarter Credit Hours 4

PrerequisiteMBS 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 learn how to report ICD-10-CM, CPT-4, and HCPCS codes based on medical documentation. ICD-10-PCS for inpatient billing is introduced at this level. Writing assignments and reserved readings, as appropriate to the discipline, are part of the course.

MBS203C.....Introduction to EMR & EHR

Quarter Credit Hours.....4

Prerequisite..... MBS 101

This course will introduce the students to the electronic billing and coding process with the use of EMR and EHR. Students will gain knowledge and various steps in processing patient claims and claim transmission for the purposes of payment and reimbursement. Emphasis will be placed on the administrative and electronic skills necessary for the effective billing and coding, collection and reimbursement of claims within the medical business office and hospitals. Students will gain hand-on experience with patient records, management, insurance billing, collections and receipt of insurance reimbursements. Upon completion of this course, student should be able to demonstrate basic understanding of EMR and EHR.

MBS206B Healthcare Regulations and Guidelines

Quarter Credit Hours.....3

Prerequisite..MBS 101, MBS102B, MBS106A

This course will introduce the student to the concepts, rules and regulations of medical collections with the combination of medical law and ethics. Students will learn the systematic approach to common billing office practices that will include collection processes and procedures as it relates to physician, hospital and third party payer collections during the first half of the quarter. Second half of the quarter will be focused on the combination of those collection efforts with medical law and ethics. Student will be introduced to the legal, moral and ethical issues that arise within the medical community. The half of the course will include an overview of laws and ethics that is related to patient care as well as the application and practice of collection practices through the use of case studies and other simulated exercises. Upon completion, students should be able to apply policies and procedures for access and disclosure of Protected Health Information and legal requirements of the Health Insurance Portability and Accountability Act by promoting ethical standards. Students are expected to become HIPAA certified upon completion of this course.

MBS 211

..... Pathophysiology and Pharmacology

Quarter Credit Hours	4
Prerequisite	MBS102B, MBS104A

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

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

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

MBS 213.....Advanced Medical Coding	
Quarter Credit Hours	4
Prerequisite	MBS201A, MBS202A

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

SRL 101	Certification Prep Lab
Contact Hours.....	20

This noncredit Certification prep lab is designed to prepare students for the Certified Billing and Coding Specialist (CBCS) certification offered by National Healthcare Association. Students review the relevant concepts learned in the Medical Billing and Coding courses, and test taking strategies as they relate to the certification test. Mock tests are conducted to ensure student preparation with timely feedback from the instructor.

SRL 102.....Skills Reinforcement Lab	
Contact Hours.....	20

This noncredit Certification prep lab is designed to prepare students for the Certified Professional Coder (CPC) and/or Certified Professional Biller (CPB) certification test offered by American Academy of Professional Coders (AAPC). Students review the case studies, relevant concepts learned in the Medical Billing and Coding courses, and test taking strategies as they relate to the certification test. Mock tests are conducted to ensure student preparation with timely feedback from the instructor.

MBS 299... Capstone - Integrative Seminar: Medical Billing and Coding Specialist	
Quarter Credit Hours.....	2

In this capstone course, Medical Billing and Coding Specialist students will examine and integrate their learning across the curriculum, including general education and professional knowledge, skills and attitudes. They will demonstrate their learning and job readiness in the Health Care field through the production of a

portfolio. This portfolio will document their learning and show performance on internal and external assessment tools. Prerequisites include a C or better in ENG 101, a minimum cumulative GPA of 2.0 and completion of the following: Must have taken NHA CBCS exam, MBS 203A and MBS 206B

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

Contact Hours20

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

MBS 203L..... EMR/HER Lab

Quarter Credit Hours 2

This lab course introduces students to the practical use of EMR and EHR. The students will be introduced to Medisoft (EMR) and EhrGo (EHR) Students will practice medical billing and coding scenarios using simulations in processing patient claims, coding and claim transmission for the purposes of payment and reimbursement. Students will also gain knowledge about the administrative functions associated with each billing step.

HIM 101..... Introduction to Health Information Management

Quarter Credit Hours 4

PrerequisiteHIT 102L

This course introduces students to the principles of health information management. Students will explore the development and management of the health information. The course also focuses on hospital and medical staff organization; patient record content; procedures in filing, numbering, and retention of patient records; quantitative analysis; release of patient information; forms control and design; indexes and registers; regulatory and accrediting agencies; and various healthcare delivery systems.

Elective Courses for Medical Billing & Coding Specialist Program

HIT 105..... Health Services and Information Systems with Lab

Quarter Credit Hours.....3

Prerequisite.....MBS 203C

Examines health record content in administrative and clinical information systems. Documentation requirements of various providers and disciplines to support organizational, regulatory and accreditation standards are evaluated. Primary and secondary uses of health data are explored. Data governance and data management practices that ensure the accuracy and integrity of health data are analyzed.

HIT 106.....Revenue Cycle Management and Compliance

Quarter Credit Hours.....3

Prerequisite..... MBS 201 A

Explores the processes involved in reimbursement of healthcare services. Examines healthcare insurance plans, government-sponsored healthcare programs, managed care plans, and prospective payment systems. Outlines the characteristics of value-based purchasing and pay-for-performance systems. Emphasizes the importance of revenue cycle management on the financial viability of healthcare organization. The laws and rules regarding compliance are also covered.

HIT 107..... Data Analysis and Application

Quarter Credit Hours.....3

Prerequisite..... BUS 104C

This introductory course will prepare students for higher level of learning of data analysis and application in healthcare settings. It will provide students with the importance of data mining and its application. Discussion of application and theoretical perspective of data mining and big data analytics in whole healthcare domain. It will outline and underscore the significance of data analysis and applications in rapidly evolving environment of health information technology.

HIT 110..... RHIT Certification Preparation

Quarter Credit Hours.....3

Prerequisite:MBS 203C, MBS 204A, HIT 105, HIT 106, HIT 107

This review course is designed to prepare students for RHIT certification exam. All aspect

of RHIT will be discussed. Through these course students will learn test taking strategies and will be doing mock exams. Students will be guided to prepare for the test.

HIM 201..... Health Information Management

Quarter Credit Hours 3

Prerequisite HIM 101

This course builds on the foundation of HIM101 course and strengthen the theoretical and practical applications of health information management. Students will continue to learn about the health information management within various health care settings, filing systems, electronic records, and documentation issues, along with indexes, registers, and health data collection. The students will also be introduced to nomenclatures and classification systems used for coding and reimbursement

HIM 104 Healthcare Delivery Systems

Quarter Credit Hours 3

Prerequisite HIM 101

This course includes a review of health care delivery systems. It focuses is on information management practices of agencies that provide health services in ambulatory care, home health care, hospice, long term care, mental health, and other alternate care systems. Student competency includes the ability to describe and contrast the structure of health services in relation to operational and accrediting agency standards, and the role of the health information practitioner in each of these settings.

HIM 106 Quality Performance and Improvement

Quarter Credit Hours 3

Prerequisite HIM 201

This course is designed to introduce students to all the factors essential for ensuring the quality of care, the expectations of patients, healthcare professionals, the general public, regulatory, and accrediting bodies, payers, and other stakeholders. Students will also explore the role of leadership in the success of quality and performance improvement initiatives. Quality management concepts like patient safety, risk assessment and prevention, peer review, and

patient experience and satisfaction, and performance improvement and management concepts, systems, practices, and technologies are examined.

HIM 110 Healthcare Research and Statistics

Quarter Credit Hours.....3

Prerequisite.....HIM 201

This is an introductory course in statistical methods used in applied research for the health sciences. The course will emphasize the principles of statistical reasoning, underlying assumptions, hypothesis testing, and careful interpretation of results. Some topics covered: descriptive statistics, graphical displays of data, probability, confidence intervals and tests for means, differences of means, sample size and power, differences of proportions, chi-square tests for categorical variables, regression, multiple regression, and non-parametric statistics.

Developmental Courses Communication

COM 099.....

.....Developing Critical Reading Skills

Quarter Credit Hours.....4

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

COM 100.....

.... Basic Writing and Oral Communications

Quarter Credit Hours.....4

An intensive study of Standard English grammar and usage, with emphasis on the communicative and logical aspects of sentence structure in inflections and cases specifically as it relates to

the process of writing. Additional attention is given to paragraph structure, the expression of thought, and the construction of transitions to facilitate the interrelation of sentences and paragraphs. Writing assignments and reserved readings, as appropriate to the discipline, are part of the course.

Mathematics

MAT 100..... Foundations of Mathematics

Quarter Credit Hours 4

A developmental, non-degree credit course that is required for students who need to develop their basic skills in mathematical computation. Overview of elementary mathematics in the following areas: decimals, percentages, common fractions and their applications and geometry. Writing assignments and reserved readings, as appropriate to the discipline, are part of the course.

General Education Courses Communication

ENG 101.....English Composition I

Quarter Credit Hours 4.5

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

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

ENG 102R..... English Composition II

Quarter Credit Hours 4.5

Prerequisite: Earn a C or better in ENG 101

This course develops awareness of the writing process; provides intentional, organizational, and editorial strategies; stresses the variety of uses for writing; and emphasizes critical skills in reading, thinking, and writing. Skills in writing various forms of compositions will be emphasized in the following areas: definition, classification, cause and effect, and argument. Students will practice

techniques needed in documenting research, such as quoting, paraphrasing, and summarizing. Writing assignments and reserved readings, as appropriate to the discipline, are part of the course.

SPH 101.....Speech

Quarter Credit Hours.....4.5

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

Humanities and Fine Arts

FIL 101.....

Introduction to Film and Literature Analysis

Quarter Credit Hours.....4.5

This course examines film as an artistic medium in dialogue with literary texts. Students analyze cinematic form, visual storytelling, narrative structure, and thematic interpretation through the study of films and their literary sources. Emphasis is placed on film aesthetics, artistic expression, and critical analysis. The course develops students' ability to interpret and evaluate film as a visual art form while engaging with literature as a source of narrative meaning.

HIS 101.....

... United States History: 1865 to the present

Quarter Credit Hours.....4.5

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

HUM 102.....

Introduction to Logic and Critical Thinking

Quarter Credit Hours.....4.5

Practical application of logical principles and methods of constructing and evaluating arguments. Students conduct logical analyses of formal and informal fallacies; explore the

consistency and logical consequences of a given set of statements; and test their ability to apply principles of logic and critical thinking in constructing arguments. Writing assignments and reserved readings, as appropriate to the discipline, are part of the course.

Mathematics

MAT 130.....Quantitative Literacy Quarter Credit Hours4.5

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

Life Sciences

BIO 119..... Environmental Biology Quarter Credit Hours4.5 Co-requisite.....BIO 120L

Introduction to the basic ecological principles that underlie the interrelationships and interdependence of biotic and abiotic environmental factors. This course is designed to develop environmental and scientific literacy among the students. This course also examines the impact of anthropogenic activities including human population, urbanization, use of fossil fuels and agriculture on ecosystems. An evaluation of possible solutions and courses of action to minimize the negative impact on ecosystems will be made. Writing and research assignments, as appropriate to the discipline, are part of the course. Writing assignments and reserved readings, as appropriate to the discipline, are part of the course.

BIO 120L Environmental Biology Lab Quarter Credit Hours4.5 Co-requisite.....BIO 119

Laboratory companion to BIO119 course that reinforces the concepts learned in theory by experimentation and research. This laboratory courses emphasizes scientific inquiry through a

breadth of selected concepts focusing on environmental issues. Concepts include ecology, biodiversity, evolution, physiology and health, and human populations. Biological issues with personal and social implications will be clearly integrated throughout the course emphasizing current environmental issues and possible solutions or courses of action. Development of scientific literacy will be a foundation of the course to enable students to make informed decisions.

Social and Behavioral Sciences

PSY 107.....Psychology Quarter Credit Hours.....4.5

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

SOC 108..... Sociology Quarter Credit Hours.....4.5

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

ECN 101Economic Principles Quarter Credit Hours.....4.5

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

General Elective Courses

MAT 103.....Intermediate Algebra

Quarter Credit Hours4

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

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

ENV 101...Climate Change and Cryosphere

Credit Hours.....5

This course is designed to study the climate change and its impact of various environmental cycles, ecosystems and humans. Topics covered will include the effects of anthropological activities such as burning of fossil fuels, deforestation, and urbanization on the cryosphere. The trends in climate change will be covered with a focus on sustainability of earth's natural resources, especially freshwater. Possible solutions to the environmental problems will also be studied. Writing and research assignments, as appropriate to the discipline, are part of the course.

AHC 101 Introduction to Public Health

Quarter Credit Hours4

The course introduces the importance and understanding the big picture of public health. The course emphasizes the impact and interactions of facts that effect social health. The course includes other major areas like epidemiology, biostatistics, and economics of public health. The students will learn about the guidelines and measures that are created at different levels that help to ensure the health and safety of the public. The applied knowledge of public health will be integral part of the course. Writing assignments and reserved readings, as appropriate to the discipline, are part of the course.

CJ 125Cybersecurity and Cybercrime

Quarter Credit Hours4

This course provides students with an extensive overview of the world of cybersecurity. Students

will learn about the history and scope of cyberspace, the vulnerability of the internet, the different types of threats, cyber fraud, theft and organized crime. There is also an emphasis on essential terminology, the malicious actors in cyberspace, government regulation, international involvement, and the future of cybersecurity.

BIO 101.....Biology-Introduction to Organisms and Ecosystems

Quarter Credit Hours.....4

This course explores the evolution of organisms via speciation, mixing of genes and mutations and how natural selection leads to adaptation of the species. Topics relevant to the subject such as fossil record, extinction, phylogenetic trees and mechanisms driving the evolution will be covered. An Introduction to the animal, plant kingdom and protists will also a part of the course. This course is designed to develop environmental and scientific literacy among the students. This course also examines the relationship of organisms with their environment. An evaluation of possible solutions and courses of action to minimize the negative impact on ecosystems will be made. Writing and research assignments, as appropriate to the discipline, are part of the course.

CIV 100.....Introduction to Civic Learning and Engaged Democracy

Quarter Credit Hours.....0

This noncredit elective course introduces the principles, practices, and importance of civic engagement in contemporary society. Through a combination of theoretical exploration, case studies, and practical exercises and service-learning activities, students will develop a foundational understanding of civic responsibility, democratic processes, and the role of active citizenship in fostering positive societal change. Topics covered include the history of civic engagement, the structure of government, methods of advocacy, and strategies for community involvement. Students will also examine current issues and debates relevant to civic life and explore avenues for personal and collective action. This course also serves as a prerequisite to apply for any scholarships offered by Taylor Business Institute.

English as a Second Language Courses

ESL 100.....Beginner Level
Clock Hours200
Prerequisite Placement Test

The Beginner Level ESL course is designed to lay a strong foundation for students to express personal thoughts and ideas in basic written English. Through prompts covering everyday topics, participants learn to construct simple and compound sentences primarily in the present and present progressive tenses. The curriculum focuses on essential grammar rules, sentence structures, and basic punctuation and capitalization principles. Additionally, students are introduced to reading nonfiction articles, developing critical thinking skills, expanding vocabulary, and applying fundamental reading strategies. The course also provides an introduction to listening and speaking skills, with activities like interviews and conversations to familiarize students with U.S. conversational norms and to build confidence in understanding basic spoken English. Throughout, emphasis is placed on vocabulary expansion, speaking proficiency, and comprehension of basic English grammar concepts.

ESL 101.....High Beginner Level
Clock Hours200
Prerequisite:
Placement Test or successful completion of the previous level

The High Beginner Level ESL course focuses on writing sentences of varying complexity in past, present, present progressive, and future tenses, while introducing essential grammar principles and basic comma usage. It establishes reading proficiency through comprehension of informational articles and vocabulary expansion. Listening and speaking skills are enhanced through practical exercises, including conversation practice and role-play presentations. The course reinforces foundational grammar skills, including adjectives, adverbs, common modals, and various tense constructions. Through guided instruction, students develop confidence in writing, speaking, listening, and comprehension abilities in English.

ESL 102.....Low Intermediate Level
Clock Hours200
Prerequisite.....:
Placement Test or successful completion of the previous level

The Low Intermediate Level ESL course aims to enhance English language skills across multiple domains. In writing, students learn to craft coherent paragraphs, focusing on planning, composing, organization, and common grammatical features. Emphasis is placed on peer editing to address typical verb and sentence structure errors. Speaking and listening skills are honed through various activities, including discussing familiar topics, utilizing conversational strategies, and effectively extracting main ideas from spoken messages. The course also reinforces foundational grammar principles such as parts of speech, countable and uncountable nouns, verb tenses, prepositions, and pronouns. Additionally, students engage in reading informational articles, employing strategies for comprehension and vocabulary expansion through collocations and synonyms. Overall, the course aims to bolster fluency, confidence, and comprehension in English at a low intermediate level.

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

ESL103 Intermediate level builds upon low intermediate grammar principles, emphasizing the construction of simple, compound, and complex sentences alongside English verb forms and usage, including verbals and phrasal verbs. Students delve into modal verbs to express necessity, prohibition, and expectation. The course centers on reading informational articles, employing before-, during-, and after-reading strategies, and enhancing vocabulary through collocation, word analysis, and practice in both general and academic contexts. Emphasis is placed on developing comprehension skills through answering various types of questions, analyzing text structures and features, and utilizing graphic aids. Additionally, the course enhances listening and speaking skills,

particularly in academic contexts, through discussions, note-taking techniques, and speaking to groups. Writing skills are honed through essay composition, focusing on planning, organization, essay types, and peer editing, with a focus on common errors. Throughout, students strengthen their ability to understand and communicate in English across diverse media and contexts.

ESL 104.....High Intermediate Level

Clock Hours200

Prerequisite:

Placement Test or successful completion of the previous level

ESL104 Upper Intermediate level is designed to enhance students' proficiency in English grammar, with a particular focus on verb tenses and aspects, including perfect, progressive, and future forms. Advanced principles governing subject-verb agreement, articles, determiners, verbals, and modals are emphasized. The course also emphasizes the development of listening and speaking skills, with a heightened focus on academic topics and activities. Students engage in longer discussions and research-based presentations, utilizing graphic organizers to convey information effectively. Academic skills such as critical thinking, note-taking, and group collaboration are emphasized. Additionally, the course aims to cultivate proficient reading abilities through the exploration of longer and more complex nonfiction texts, employing various reading strategies and vocabulary-building techniques. Writing skills are further developed through the transition from one-paragraph to three-paragraph essays, with an emphasis on planning and composing five different types of essays, peer editing, and the use of transitions. Through guided and independent practice, students build vocabulary, speaking proficiency, and confidence in understanding spoken and written English across different media.

ESL 105.....Advanced Level

Clock Hours200

Prerequisite:

Placement Test or successful completion of the previous level

ESL105 Advanced Level is tailored to enhance and refine students' language proficiency across

all skill areas, with a particular emphasis on written communication, reading, and writing. Students develop advanced skills in interpreting, analyzing, and articulating themselves proficiently in the target language. This level requires students to demonstrate mastery in writing through the composition of five-paragraph essays with effective thesis statements, employing brainstorming, outlining techniques, and ensuring coherence by avoiding run-on sentences and fragments. Grammar instruction focuses on contextual learning, particularly emphasizing conditionals, reported speech, perfect tenses, passive voice, relative pronouns, phrasal verbs, and idiomatic expressions. In reading, students engage with longer texts accompanied by various comprehension questions, while listening and speaking activities expose them to advanced conversations, TED talks, and class presentations, requiring them to demonstrate strong public speaking skills. Through comprehensive instruction and practice, students advance their language abilities, preparing them for proficient communication in diverse contexts.

ESL 106The Proficiency Level

Clock Hours200

Prerequisite.....:

Placement Test or successful completion of the previous level

ESL106 Proficiency Level is structured to elevate students' writing proficiency across various essay genres commonly assigned in U.S. colleges and universities, such as opinion, argument, and research-based argument essays. Through a rigorous writing process, students practice evaluating and citing sources, crafting summaries, syntheses, and arguments, and engaging in peer editing. The course aims for students to compose clear and accurate summaries, well-organized and developed opinions, and argument essays, incorporating proper citation of outside sources. Concurrently, the course hones students' reading skills by tackling longer, more intricate informational texts, employing advanced reading strategies, critical-thinking skills, and vocabulary enrichment techniques. Emphasis is placed on refining listening and speaking abilities, particularly in academic contexts, through

extended pair and group discussions, research-based presentations, and exposure to complex lectures such as TED Talks. The overarching goal is for students to achieve full proficiency in grammar, mastering advanced sentence structures, including passive voice, various clause types, conditionals, and phrasal verbs, enabling them to comprehend and articulate abstract, complex ideas fluently and precisely across academic, professional, and personal domains.

Elective heading

ESL 107 Elective Levels

Clock Hours 200

Prerequisite:

..... Successful completion of ESL 106

ESL107 Elective Levels offers ESL students who have successfully completed ESL106 and obtained their certificates the opportunity to further tailor their language learning experience through the selection of four additional electives. Those electives are ESL107A: ESL Review, Business English (107B), and TOEFL iBT Preparation (107D).

ESL 107A ESL Review

Clock Hours 200

Prerequisite: Successful completion of ESL 106

ESL107A Review level serves as a comprehensive consolidation of language skills acquired across previous proficiency levels. This course offers a thorough review and reinforcement of grammar, writing, reading, listening, and speaking competencies. Students engage in intensive practice and refinement of writing skills, focusing on various essay types and effective incorporation of sources. Additionally, the course delves into advanced reading strategies, critical thinking, and vocabulary enrichment. Listening and speaking activities are designed to enhance fluency and comprehension, preparing students for diverse communicative contexts. ESL107A Review ensures that students solidify their language foundation, bridging any gaps in proficiency and equipping them with the confidence and competence needed for continued academic and professional success in English.

ESL107B Business English

Clock Hours 200

Prerequisite: Successful completion of ESL 106

ESL107B Business English focuses on equipping students with advanced language skills tailored specifically for the business environment. Throughout the course, students delve into specialized business vocabulary and learn essential business correspondence techniques. Grammar lessons are strategically designed to enhance communication effectiveness within professional contexts. Emphasis is placed on honing public speaking abilities, essential for delivering impactful presentations and engaging in effective business communication. Practical skills such as drafting motivation letters, letters of intent, resumes, emails, professional letters, and faxes are thoroughly covered. Additionally, students learn the intricacies of preparing comprehensive application packages, ensuring they are well-equipped to navigate the competitive landscape of the business world confidently and competently.

ESL107D TOEFL iBT Preparation

Clock Hours 200

Prerequisite:

..... Successful completion of ESL 106

ESL107D TOEFL iBT Preparation is tailored for students preparing to take the Test of English as a Foreign Language (TOEFL) internet-based exam, widely utilized by universities and colleges in the United States and Canada to assess the English proficiency of non-native speakers. The course is structured to comprehensively cover the four core skills evaluated in the TOEFL iBT: reading, listening, speaking, and writing, with a keen focus on the test's question types and activities. Through targeted practice sessions mirroring TOEFL iBT formats and time constraints, students familiarize themselves with the exam's structure and develop strategies for accurately responding to oral and written questions. Moreover, the course equips students with the necessary skills to craft successful integrated and independent writing tasks. Ultimately, ESL107D aims to empower students to achieve TOEFL scores that facilitate their admission into higher education programs or enhance their prospects for employment in their home countries.

USMLE Preparation Courses

MLE001Step 1 Preparation

Clock Hours 600

Prerequisite:

Proof of completion of medical basic sciences or equivalent training

This course provides a comprehensive review of the basic science subjects tested on the USMLE Step 1, including anatomy, physiology, biochemistry, pathology, microbiology, pharmacology, and behavioral sciences. Emphasis is placed on integration of concepts across systems, application of foundational knowledge to clinical vignettes, and development of high-yield test-taking strategies. Instruction includes live lectures, online modules, diagnostic assessments, question-based learning, and timed practice exams. The course is designed to strengthen core competencies and increase familiarity with USMLE question formats.

MLE002Step 2 CK Preparation

Clock Hours 400

Prerequisite:

Completion of Step 1 or equivalent medical education

The Step 2 CK Preparation course focuses on the clinical knowledge and decision-making skills required for success on the USMLE Step 2 CK. Content areas include internal medicine, pediatrics, surgery, obstetrics and gynecology, psychiatry, and preventive medicine. The course integrates patient-centered scenarios and real-world clinical reasoning. Students participate in case reviews, timed question blocks, and feedback sessions. Instruction prepares students to analyze complex clinical presentations, manage multi-system problems, and apply evidence-based guidelines in exam conditions.

MLE003Step 3 Preparation

Clock Hours 400

Prerequisite:

Completion of Step 2 CK or equivalent clinical training

This course prepares students for the final component of the USMLE sequence, Step 3,

which assesses a physician's ability to apply medical knowledge in an unsupervised clinical environment. The curriculum emphasizes clinical management, diagnostic reasoning, and biostatistics. Students receive guided instruction on multiple-choice questions and clinical case simulations (CCS). Realistic timed exams and personalized feedback are provided to improve speed, accuracy, and decision-making. The course also addresses professional ethics, patient safety, and population health.

MLE004.....Optional 10-Week Extension

Clock Hours 100-300

Prerequisite:.....

Enrollment in MLE001, MLE002, or MLE003

This optional extension module is available to students who need additional preparation time beyond the standard course duration. Each extension provides continued access to instructional support, study planning, and targeted review based on performance diagnostics. One extension per core Step course is permitted. The instructional hours vary depending on the student's needs and engagement during the 10-week period. Extension enrollment must be requested in writing and approved by the program director.

Student Consumer Information

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Placement rates for graduates	http://www.tbiil.edu/student-consumer-information/
Retention rates by program	http://www.tbiil.edu/student-consumer-information/
Completion Rate Disclosure	http://www.tbiil.edu/student-consumer-information/

Institutional Assurance

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

Personnel Directory

Academic Affairs

Abdulmagid Omar,

Professor of Electronics Engineering Technology.
Ph.D., University of Missouri–Columbia – Electrical Engineering (Digital Signal Processing);
M.S., Case Western Reserve University – Electrical Engineering.

Aisha Bowen,

Professor of General Education.
M.A., Chicago State University – English;
B.A., East West University – English and Communications.

Ana Maria Campos Vargas,

Professor of English as a Second Language.
B.A., University of Pennsylvania – International Relations and Economics.

Arif Meer,

Professor of Medical Billing & Coding and Electronics Engineering.
M.S., Computer Science; B.S., Computer Science and Electronics;
B.S., Secondary Education – Computer Science. Certified Medical Assistant;
Certified Medical Billing and Coding Specialist.

Clifton Morrow,

Professor of Electronics and Mathematics;
Assessment Coordinator.
M.A., Case Western Reserve University – Applied Mathematics;
B.S., Case Western Reserve University – Mathematics;
B.A., Case Western Reserve University – Music.
Certifications include CompTIA Linux+, CompTIA Security+, and ITIL® Foundation Certificate in IT Service Management (AXELOS Global Best Practice).

Donna Pitz,

Professor of English as a Second Language.
Master of Urban Planning and Policy, University of Illinois;
Graduate Certificate in TESOL, DePaul University;
B.A., Southern Illinois University – Geography;
A.A., College of DuPage – General Studies.
Licensed Practitioner, Bodhi Spiritual Centre and the Centers for Spiritual Living (Science of Mind).

Dawn McNeal,

Professor of Sociology
Ph.D. University of Georgia - Sociology
Graduate Certificate in TESOL, DePaul University;
M.A. University of Georgia – Sociology
B.A. Trinity College – Social Science

Elizabete Gomes,

Library Support / Admissions Placement
A.A.S., Taylor Business Institute – Medical Billing and Coding.

Hamza Tayebi,

President of Faculty Senate;
Program Chair and Professor of English as a Second Language.
Ph.D., Sidi Mohamed Ben Abdellah University, English and Cultural Studies;
Certificate of Completion, Fulbright Research Scholar, SUNY Binghamton, NY, Political Science;
M.A., Sidi Mohamed Ben Abdellah University, Cultural Studies
B.A., Mohamed V University, English Studies.

Imranuddin Syed,

Professor of Accounting.
M.B.A., Osmania University – Finance (Major) and Human Resources (Minor);
Postgraduate Diploma in Project Management, University of Hyderabad;
B.Com., Osmania University – Commerce and Computers;
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Julio Rivera,

Professor of Criminal Justice and Security Administration.
M.A., Robert Morris University – Law Enforcement Administration;
M.A., Dominican University – Conflict Resolution;
B.A., Saint Xavier University – Criminal Justice.

LaVeeia M. Williams,

Professor of English as a Second Language.
B.A., United States Institute of Language and Clerical Studies – Principles and Methods of Language Education;
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Lyneesse. Duckwiley,

Professor of English as a Second Language.
B.A. English Studies
TEFL certificate

Marco La Puma,

Program Chair and Professor of Criminal Justice and Security Administration.
M.S., Lewis University – Criminal Justice;
B.A., Northeastern Illinois University – Sociology.
Certified Police Officer, Illinois Law Enforcement Training and Standards Board; Crisis Intervention Team (C.I.T.) Specialist; Juvenile Officer Certification; Firearms Instructor and Range Safety Officer. Bilingual in English and Spanish.

Michelle Burnside,

Professor of Social and Behavioral Sciences.
Ph.D., Walden University – General Teaching Psychology;
M.Phil., Walden University – General Teaching Psychology;
M.A., National Louis University – Psychology;
M.A., National Louis University – Adult Education and Developmental Studies;
B.A., National Louis University – Psychology and Social Sciences.

Michelle Kopteros,

Librarian.
M.L.I.S., Dominican University – Library and Information Science;
B.L.A., University of Maine – Liberal Studies.

Miranda Morley,

Professor of the English Language
M.A., Purdue University Northwest – English
B.A., Indiana Wesleyan University – English, Political Science and International Relations
Certified Professional Resume Writer

Natasa Vujovic,

Professor of Communication;
Student Services Coordinator.
M.A., University Singidunum – Communication and Public Relations;
B.A., University Singidunum – Communication and Public Relations. Additional studies at Queen Mary University, London – General English;
Enfocamp, Barcelona – Spanish Language TESOL Certificate

Rakesh Kumar,

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M.S., Jawaharlal Nehru University – Life Sciences;
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Syed Neyaz Ahmed,

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Yahya Daoud,

Professor of Networking and Computer Systems.
M.S., DePaul University – Telecommunications and Computer Science;
B.S., DeVry University – Electronic Engineering Technology.
Certifications include A+, Security+, CCENT, CCNA, CCNP, CCAI, and Alcatel-Lucent Network Routing Specialist-I.

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

Administration

Bhavinkumar Prajapati,

IT Administrator.
A.A.S., Jetking – Hardware and Networking Professional;
Certificate, Informatics Institute – Web Page Designing.

Faizuddin Misbah Syed,

Chief Information Officer.
M.S., University of the Cumberland – Information Systems Security;
B.S., Osmania University;
A.A.S., Taylor Business Institute – Electronics Engineering Technology.
Scrum Master Certified.

Florence Davis,

Director of Financial Aid, Safety, Security, Clery Act, Title IX, and Student Services Coordinator.
B.A., Lake Forest College.

Franklin Parker,

Vice President.
B.A., Hampton University.

Janice C. Parker,

President and Chief Executive Officer.
Ph.D. (Honoris Causa), Benedictine College – Pedagogy;
B.A., University of Missouri–Kansas City;
A.A., Donnelly College.

Lena Young,

Director of Student Services and Registrar.
M.S., Chicago State University – Educational Administration;
B.S., Southern Illinois University – Business Education.

Letitia Asiedu,

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

Naresh Avudootha,

Chief Financial Officer and Information Security & Financial Compliance Manager.
M.S., University of the Cumberland – Information Systems Security;
M.B.A., Osmania University – Accounting; A.A.S., Taylor Business Institute – Accounting.

Dr. Pierre Hugues Ngatchou (Waka Waka),

Director of International Affairs
Ph.D., South Dakota State University – Doctor of Philosophy;
M.S., University of South Dakota – Health Services/Allied Health/Health Sciences, General
M.A., Goddard College – Educational Leadership and Administration
M.S., University of Idaho – Agribusiness/Agricultural Business Operations
B.Ed., University of Ottawa – Mathematics
B.S., University of Utah – Mathematics and Computer Science

Roney Kumi,

Director of International Services;
Designated School Official (DSO) and International Student Advisor.

Professional/Support Staff

Malini Ferrao,

Receptionist / Administrative Support

Jacqueline Morales,
Career Services Coordinator and IHEIS Data Reporting

Officer.
A.A.S., Northwestern College – Administrative Assisting

Admissions Staff

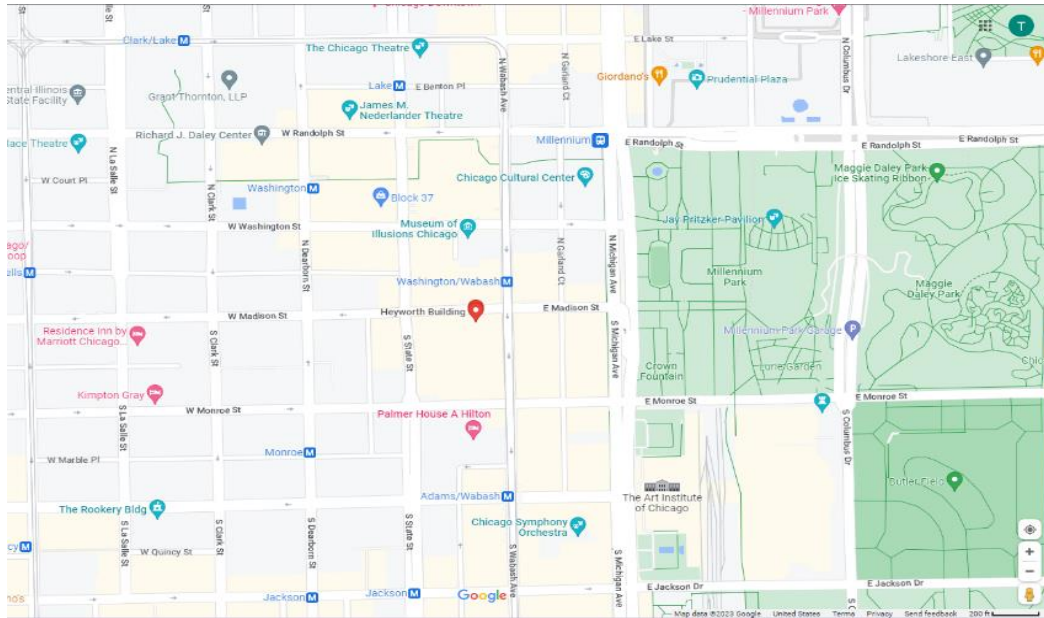
Andres Alvarez,
Admissions Advocate (International)

Ray Welch,
Admissions Representative

Gabriela Godinez,
Admissions Representative
A.A.S., Taylor Business Institute – Medical Billing and
Coding.

Syria Brown,
Admissions Support

Map and Directions



29 E. Madison St., Suite LL, Chicago, Illinois 60602

Directions

From the North

Take I90E/I94E towards Chicago, exit at East Ohio St., drive straight to Michigan Ave., turn right on North Michigan Ave., turn right on Madison St.

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

From the West

Take I-290E towards Chicago, exit at Ida B Wells Drive, turn left on Michigan Ave. and turn left on Madison St.

From the South

Take I-90W/I-94W towards Chicago, exit to Ida B. Wells Drive, turn left on Michigan Ave. and turn left on Madison St.

Take North Lake Shore Drive, exit at West Randolph St., turn right on Michigan Ave. and left on Madison St.

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