



Faculty Handbook 2021-2023

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Mission Statement

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

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

Reviewed by the Strategic Planning Committee: **March 17, 2020**

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

Reviewed by Faculty and Staff: **March 17, 2020**

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

Reviewed by the Board of Governors: **January 22, 2020**

TBI's Mission and supporting documents

Mission

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

Explication

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

Contextual Explanation

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

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

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

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

1. ability to pay

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

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

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

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

Vision

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

Goals

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

- To create an effective learning and teaching environment for students and faculty where the primary focus is Student Learning Outcomes.
- To recruit qualified, culturally sensitive instructors who remain current in their

disciplines and philosophies of teaching.

- To provide Student Services which are considerate of our students' diverse lifestyles.
- To engage faculty and staff in continuous institutional assessment to improve Student Learning Outcomes.
- To provide up-to-date facilities, technology and instructional resources to support student learning.
- To empower students to master General Education competencies, acquire professional skills, earn applied degrees and a certificate critical to employment and lifelong learning.
- To encourage students to participate in Service Learning as a means of contributing to the common good.
- To treat all students, faculty and staff with respect regardless of age, origin, religion, education, culture, income strata, sexual orientation, race and gender.

Core Values - IDEALS

Integrity

Diversity

Excellence

Accountability

Learning

Service

History of Taylor Business Institute

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

In August 1973, the institution was accredited by the Association of Independent Colleges and Schools. In December 1975, to reflect its mission to provide broader opportunities for students seeking business education, the college's name was changed to Taylor Business Institute, and in 1983, the college received approval to grant its first associate degree. In February 2017, Taylor Business Institute was regionally accredited by the Higher Learning Commission (HLC). This accreditation affords the college the ability to offer its graduates transfer credits opportunities to major colleges and universities in the United States.

Today, progressive, business-minded men and women call Taylor Business Institute their home for education and training. TBI's associate degree programs provide students with essential skills in such areas as computers, electronics, accounting, business, medical billing, and criminal justice. TBI's associate degree programs also provide students with the core foundation in

general education necessary for success in today’s diverse society and global workforce. This general education core also supports TBI’s English as a Second Language certificate program.

Accreditation and Approvals

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. Taylor Business Institute is currently Accredited – On Notice. For more information regarding the college’s accreditation status please see the Executive Assistant to the President.

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

800.621.7440 / 312.263.0456

Approval – Illinois Board of higher Education (IBHE)¹

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

Illinois Board of Higher Education

1 N. Old State Capitol Plaza, Suite 300

Springfield, Illinois 62701-1404

(217) 782-2551

(217) 557-7359

Institutional Complaints Hotline (888) 261-2881 TTY

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

Other Approvals

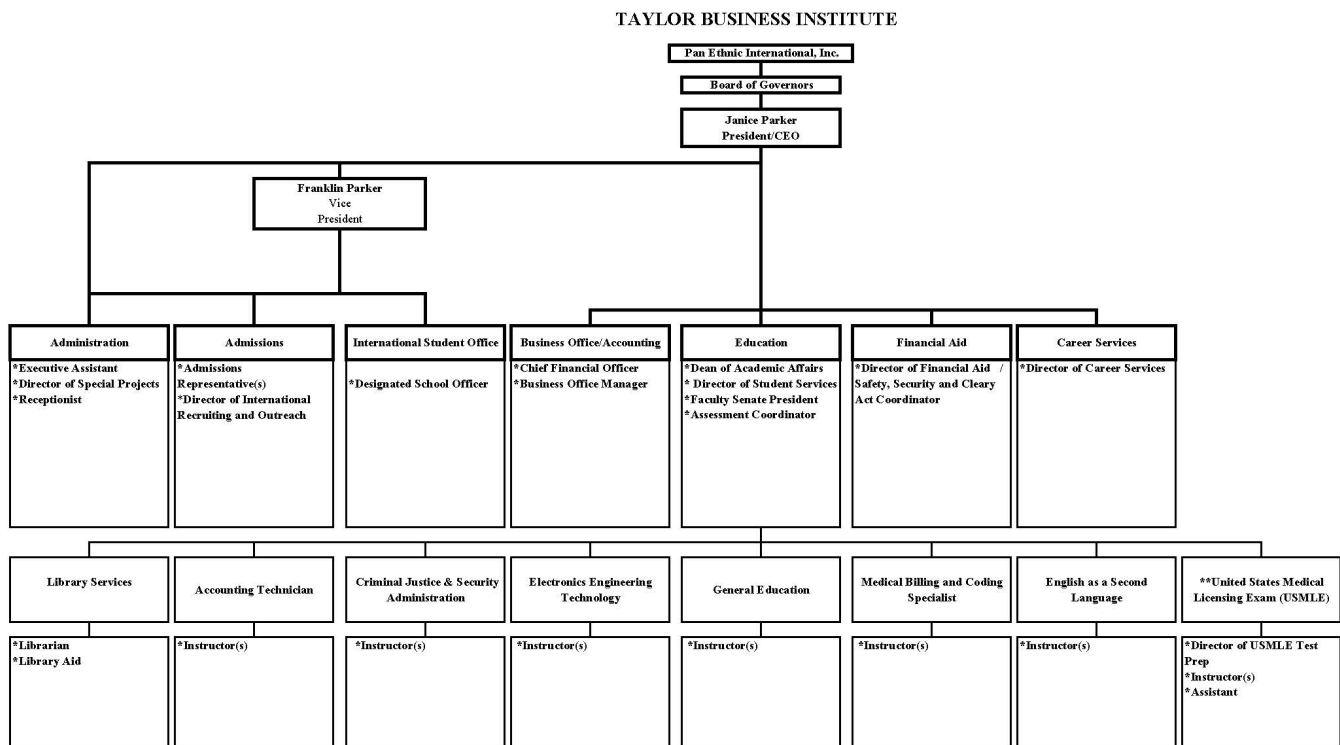
The Institute is also approved by the State of Illinois Department of Veteran's Affairs and the United States Citizenship and Immigration Service.

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

¹ 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.

Organization

The Education Division of Taylor Business Institute is organized in a modified traditional structure, with each department headed by a Dean or Department Chair. The Department of Education is supervised by the Dean of Academic Affairs who, in turn, reports to the college President. Whenever possible, the college administration is committed to participatory governance. Thus, most educational initiatives are the result of the collaborative effort of both faculty and administration. For your information, a complete Taylor Business Institute organizational chart is attached.



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.

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

Director of Research and Planning
Chicago Fire Department

Sanford Alper, CPA
Kessler Orlean Silver
Certified Public Accountants

Phillip A. Barreda
Executive Vice President
Chicago Minority Business Council

Father John Cusick (Retired) (Honorary
Member)
Young Adult Ministry Council
Archdiocese of Chicago

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

Franklin Parker, Vice President
Taylor Business Institute

Janice Parker, President/CEO
Taylor Business Institute

Thomas Planera, Attorney
Thomas Planera and Associates, Ltd.

Sr. Genevieve Robinson, O.S.B., Ph.D.
Archivist, Mount St. Scholastica, Inc

Organizational Functions

The Board of Governors: directs the college in achieving its mission.

Administration: provides the administrative and coordination services of the school. Those services are generally delivered by the President and her staff.

The President: reports to the Board of Governors. **Janice Parker** coordinates all activities within the school. All managers and ultimately all staff report to her. She coordinates and oversees all departments within the institution, ensuring that managers are trained in and knowledgeable of their areas and can deliver expected performance.

The President's immediate support staff is as follows:

Executive Assistant, Office of the President

Collects, reviews, and summarizes all critical reports from all departments within the school for the President.

- Coordinates the college Work/Study Program
- Provides orientation for all new staff
- Plans and arranges for employee activities and events

The IT Manager and the IT assistant: provides IT support for the college
Director of Special Projects

The Business/Accounting Office:

The Chief Financial Officer

**Business Office Manager and
Student Accounts Manager**

The Business/Accounting Office handles employees' payroll and processes the school's payables.

The Financial Aid Department

Director of Financial Aid/ Safety and Security Coordinator

The financial aid department establishes the payment plan for all students and processes federal aid where applicable. This person also oversees safety and security program and Title IX

The Student Recruiting Department

The Student Recruiting Department is responsible for generating all prospective applicants eligible to enroll in the school. This department is also involved in the development of all forms of marketing typically used by the school, primarily the college's website, Social media, and Community Outreach.

The Career Services Department

The Career Services Department is responsible to assist the college's graduate with placement services. TBI does not guarantee placement.

**The Education Department
The Dean of Academic Affairs
The Faculty Senate President
The Director of Student Services
Student Support Services Coordinator**

**The Librarian
Assistant Librarian**

The Education Department, under the direction of the Dean of Academic Affairs, delivers all of the training programs for the college. This is the largest department, comprised of the teaching faculty, teacher assistants, tutors, and support staff. This department handles the testing, registration, transcript collection, orientation, instruction, and counseling for all TBI students. Each year in September, the college holds a graduation ceremony that all employees are expected to attend.

The President of the Faculty Senate is primarily responsible for the instructors' concerns and managing the curriculum, the Director of Student Services, is responsible for extracurricular student activities. She also manages the registrar's functions. The Librarian supports student research and out- of- class homework expected of Taylor Business Institute's students.

The teaching faculty comprises the largest single employee unit. Teaching faculty is represented by highly qualified professional from both the academic and business communities.

FACULTY – MINIMUM QUALIFICATIONS

Instructors – General Education Subjects

Education/Experience: Instructors teaching general education courses shall hold a minimum of master's degree in the field in which they instruct or have earned 18 semester or equivalent hours of coursework in the area of their teaching discipline.

Instructors – Other Subjects

Education/Experience: Instructors teaching courses other than general education are expected to have a master's degree in their major or minor academic preparation in the area of their teaching discipline. However, a bachelor's degree will be accepted if a faculty member is on a documented continuing education plan to receive a master's credential within three years. In certain instances, because of the nature of the subject, exceptions to the master's degree requirements may be justified for instructors who teach in a field or area where work experience and/or certification may be applied, i.e., Medical Billing and Coding. In these instances, the combination of work experience and/or certification must be the equivalent of at least four years.

Program Chairs/Directors

Education/Work Experience: Must be able to evidence a master's degree in a specific field of study and a minimum of two years practical classroom/management experience preferably in a proprietary school environment.

PROCESS FOR NEW HIRES

- Verify credentials (Transcripts)

- Verify work experience
- Classroom demonstrations
- Interview process conducted by the Academic Dean and/or Program Chair, Instructor, Faculty Senate Representative, President
- Verify references
- Make a final decision
- Applicants who seek employment at Taylor Business Institute who do not possess a degree, must provide evidence of credentials or certificates and work experience whenever credentials or certificates have been specified as a requirement for employment or stated in the college's catalog.
- Applicants who seek employment to instruct in Taylor Business Institute Programs must possess, as a general rule, a master's degree in the area in which they are scheduled to instruct or possess at a minimum of 18 graduate semester credits in the discipline of instruction.

Reviews and Evaluations

An Annual Review of each faculty member occurs on or around the individual's date of hire. Student satisfaction surveys are routinely administered each quarter to gauge classroom performance. Faculty members are also asked to provide a self-appraisal at the time of their annual review. To ensure that faculty members are current in their disciplines and are engaged in a practice of professional growth, each faculty member is expected to execute and maintain a professional growth plan.

Basic Instructor Functions

TBI instructors provide both theory and hands-on instruction for students enrolled in Taylor Business Institute. They also provide the students with sufficient knowledge to apply course content to a related field or endeavor. The academic preparation is intended to prepare students for the world of work, to continue learning and or to assimilate into the broader culture.

TEACHING LOAD

Teaching loads shall be reasonable and shall be justified by factors such as the number of different preparations required; the type and method of instruction; the size of classes; the level of instruction; the qualifications of the instructor; the academic advising; committee membership, and guidance and student organizations assigned; and the other administrative, research, publication, and community relations responsibilities of the instructor.

The average class size at Taylor Business Institute for its degree program is 10 students and for its English as a Second Language students is 15- 20 students.

Scope of Duties to be performed/responsibilities

- Understand the college's mission and how the mission impacts the academic delivery
- Keep daily attendance records for every class taught.
- Act as a first-line counselor for student needs. Refer students to Academic Dean for problem solving or to the counseling center. Show empathy. Document problems/concerns.
- Enforce school rules regarding:
 - Dress code
 - Eating/drinking in classroom
 - Drugs or alcohol on college premises or during college activities

- Unacceptable behavior
- Reporting all attendance in the Engrade System
- Reporting an absent or tardy student
- Plagiarism and copy right infringement issues
- Title IX infractions
- All other school policies
- Hand out and explain syllabus at the beginning of class each quarter.
- Explain assessment policies
 - Homework
 - Faculty who instructs in degree programs or programs leading to degrees that are measured in credit hours are expected to provide the reasonable equivalent of two hours of outside work for each hour of lecture. This outside work should be noted in the course syllabus. The expectation is that instructors will use commonly accepted practices when developing outside work (i.e., writing assignments/term papers, reserved readings, etc.).
 - Quizzes
 - What will be covered?
 - What material will be in the quiz?
 - What weight will quizzes have?
 - When can they get their test back?
 - Will you review course materials before the quiz?
 - Mid-term
 - What will be included in your mid-term?
 - What weight will mid-terms have?
 - When will mid-term be reviewed and returned?
 - Finals
 - What weight will finals have?
 - When can they get their test back?
 - Will you review course materials before the finals?
 - Projects/Portfolios
 - What weight will the project/portfolio have?
 - When must the project/portfolio be returned?
 - Research/Outside reading
 - What research/outside reading is required?
 - What is the weight of the research/outside reading?
- All student work (homework, quizzes, midterm, finals, research) must be graded, returned in a timely manner, and explained to students.
- Field trips may be incorporated into the curriculum. Any instructor planning a field trip must: (1) receive prior written approval from the Dean of Academic Affairs, which is placed on file; and (2) any costs associated with a field trip (e.g. bus service) must be approved by the Dean of Academic Affairs and President of TBI prior to the trip. Any such request and approval must be in writing.
- Service Learning: “Service Learning is education in action,” (Senator John Glenn). Every human deserves dignity, is worthy and has something to give to improve the lives of others. Taylor Business Institute encourages its students to give back, to help others through its service learning projects. At TBI there are two types of Service Learning: Curricula and Co-Curricula. TBI’s students receive value from Service Learning. These activities have a reflective component which helps them grow, assess, and understand. Through this process TBI students become empowered.

- Curricula Service Learning is embedded into a particular course and allows all the students who take that course to perform some structured service that enriches learning and contributes to the common good. Problem solving, critical thinking and academically developed skills will be used.
- Co-Curricula Service-Learning projects are voluntary scheduled activities that the school promotes such as AIDS awareness, gun violence awareness, domestic violence awareness and diabetes awareness. These events are posted on the school calendar and all students are encouraged to become involved. These activities meet specific learning goals and genuine community needs and have a reflective component.

Administrative Hours

Instructors who are full-time will be allocated time during the workday for classroom preparation and time to perform specific administrative functions. These administrative functions will be assigned by the Dean of Academic Affairs.

Prep Time

Prep time paid for by the college must be taken on site, at the college.

Instructional Methods

The instructor may use the following methods in his or her delivery of the course material: lecture, on-line and other electronic/computer activities, A/V equipment, group projects, class discussion, case-study analysis, portfolios and research projects.

Guideline for instructors

- Submit final grades to the Education Office at the end of each quarter on the time schedule as specified by the Dean of Academic Affairs. Grades must be submitted within the specified time frame. Instructors who fail to submit grades in time may receive a written warning or have paychecks held until grades are submitted.
- Be on time and prepared for class.
 - If you must be absent, provide the Dean of Academic Affairs and/or the department chairperson with reasonable notice.
 - Prepare back-up assignments for days when you will be absent and provide them to the department chairperson.
- Be positive about the students and the school.
- Be consistent in your treatment of students, refrain from:
 - Comparisons
 - Public chastisements
 - Belittling
 - Talking to one student about another student/instructor
 - Criticizing a peer
 - Sarcasm
 - Engaging in inappropriate and or personal conversation.
- Project a positive professional image.
- Prepare lesson plans as appropriate.
- Participate in at least one professional growth activity each year. Be committed to your continuing education.
- Be conscious of the impact of attrition on education; do everything you can to prevent it. The school wants committed students and a minimal drop percentage.

- Manage your classroom as a professional.
- See that your students conduct themselves as professionals.
- Send problem students to the Dean of Academic Affairs.
- Take care of furniture and equipment through proper usage and preventative maintenance.
- Recognize individual differences. Help students who need extra help. Provide academic challenges for students who are ready to advance. Be flexible. Motivate all students to achieve.
- Make arrangements with the Dean of Academic Affairs for tutoring or if extra help is needed.
- Schedule struggling students for tutoring or extra help sessions.
- Use a variety of instructional resource materials and training techniques in classroom presentations.

Suggestions for new instructors:

At the end of class instructors could ask the students the following questions:

- Was there anything about your classes today that stands out? Anything that was different today than a normal school day?
- What new things did you learn today?
- Give three words that describe your classes today?

Suggestions for further reading:

McKeachie, Wilbert James. *McKeachie's Teaching Tips: strategies, research, and theory for college and university teachers*. Boston: Houghton Mifflin, 2006.

Travis, Jon E. *Models for Improving College Teaching: a faculty resource*. Washington D.C.: The George Washington University, 1997.

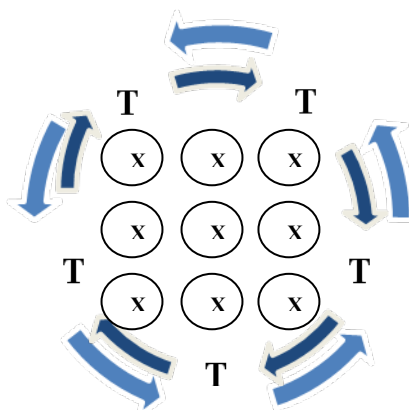
Weimer, Maryellen. *Improving College Teaching: strategies for developing instructional effectiveness*. San Francisco: Jossey-Bass, 1990.

Seidman, Irving. *In the Words of Faculty: perspectives on improving teaching and educational quality in community colleges*. San Francisco: Jossey-Bass, 1985.

TEACHING STRATEGIES

Engaging Students as Active Learners

In order to better engage students in the learning processes, the teachers should move about the room and gather the attention of all students. Teacher interaction and movement mapping: An "X" is placed on every occupied seat; a "T" on the diagram indicates the teacher's location; lines indicate interaction between teacher and students, students and students, etc.; an arrow indicating movement throughout the classroom. See the example below:



Major Categories in the Taxonomy of Educational Objects (Bloom 1956)

Categories in the Cognitive Domain: (with Outcome Illustrating Verbs)

1. **Knowledge** of terminology; specific facts; ways and means of dealing with specifics (conventions, trends and sequences, classifications and categories, criteria, methodology); universals and abstractions in a field (principles and generalizations, theories and structures): Knowledge is (here) defined as the remembering (recalling) of appropriate, previously learned information.
 - defines; describes; enumerates; identifies; labels; lists; matches; names; reads; records; reproduces; selects; states; views; writes
2. **Comprehension**: Grasping (understanding) the meaning of informational materials.
 - classifies; cites; converts; describes; discusses; estimates; explains; generalizes; gives examples; illustrates; makes sense out of; paraphrases; restates (in own words); summarizes; traces; understands.
3. **Application**: The use of previously learned information in new and concrete situations to solve problems that have single or best answers.
 - acts; administers; applies; articulates; assesses; charts; collects; computes; constructs; contributes; controls; demonstrates; determines; develops; discovers; establishes; extends; implements; includes; informs; instructs; operationalizes; participates; predicts; prepares; preserves; produces; projects; provides; relates; reports; shows; solves; teaches; transfers; uses; utilizes.
4. **Analysis**: The breaking down of informational materials into their component parts, examining (and trying to understand the organizational structure of) such information to develop divergent conclusions by identifying motives or causes, making inferences, and/or finding evidence to support generalizations.
 - analyzes; breaks down; categorizes; compares; contrasts; correlates; diagrams; differentiates; discriminates; distinguishes; focuses; illustrates; infers; limits; outlines; points out; prioritizes; recognizes; separates; subdivides.
5. **Synthesis**: Creatively or divergently applying prior knowledge and skills to produce a new or original whole.
 - adapts; anticipates; collaborates; combines; communicates; compiles; composes; creates; designs; develops; devises; expresses; facilitates; formulates; generates; hypothesizes; incorporates; individualizes; initiates; integrates; intervenes; invents; models; modifies; negotiates; plans; progresses; rearranges; reconstructs; reinforces; reorganizes; revises; structures; substitutes; validates.
6. **Evaluation**: Judging the value of material based on personal values/opinions, resulting in an end product, with a given purpose, without real right or wrong answers.
 - appraises; compares & contrasts; concludes; criticizes; critiques; decides; defends; interprets; judges; justifies; reframes; supports.

Other Domains for Educational Objectives:

Affective Domain (emphasizing feeling and emotion)

Psychomotor Domain (concerned with motor skills)

Internet Resources:

Bloom's Taxonomy [<http://corrosion-doctors.org/Training/Bloom.htm>]

“Following the 1948 Convention of the American Psychological Association, B.S. Bloom took a lead in formulating a classification of "the goals of the educational process". Three "domains" of educational activities were identified...”

Blooms Taxonomy [<http://www.coun.uvic.ca/learning/exams/blooms-taxonomy.html>]

“Benjamin Bloom created this taxonomy for categorizing level of abstraction of questions that commonly occur in educational settings. The taxonomy provides a useful structure in which to categorize test questions...”

Skills for each of the six levels of Bloom's Taxonomy [Counseling Services – University of Victoria]
<http://www.coun.uvic.ca/learning/exams/blooms-taxonomy.html>

Individual Assessment Plan

The best performance assessment tasks are interesting, worthwhile activities that relate to your instructional outcomes and allow your students to demonstrate what they know and can do.

Ask yourself these questions:

- Does the task truly match the outcome(s) you're trying to measure?
- Does the task require students to use critical thinking skills?
- Is the task a worthwhile use of instructional time?
- Does the assessment use engaging tasks from the “real world?”
- Can the task be used to measure several outcomes at once?
- Are the tasks fair and free from bias?
- Will the task be credible?
- Is the task feasible?
- Is the task clearly defined?

Class Preparation & Participation

Preparation for class and participation during class discussion are expected. In preparation for class discussions, students must complete all homework and classroom assignments. In addition, students will be given credit for consistent participation in classroom discussions and activities.

Homework

All homework assignments should be announced during class. Each student must fully complete the assigned homework and submit the work to the instructor on each specified due date. Also, when specified, *some* homework assignments must be typed. If homework is not submitted to the instructor on the specified due date or in the format directed by the instructor, no credit will be given for the assignment. **Please note, late homework and/or assignments will not be accepted without instructor approval.**

TESTING PROCEDURES

Examinations: Examinations will evaluate the knowledge gained from classroom discussions and homework assignments. Students who fail both the mid-term and final examinations will be issued a failing grade for the course.

Make-up examinations: Students who do not take an examination may have an opportunity to make-up the examination upon approval by the instructor. One full letter grade will be taken off any make-up examination. Students are responsible for contacting the instructor to make arrangements for making up an examination.

Cheating on examinations: If the instructor determines that a student is cheating or attempting to cheat on any examination, the student will receive a grade of “F” for that examination.

When to test

Pretest (if required before the course begins)

Quizzes (ongoing throughout the course)

Exams (Mid-term – usually) (Final – always, unless directed otherwise by Lead Instructor). Some courses may prefer a research project in lieu of a final exam.

Projects (ongoing throughout the course)

Post-test (could be a survey that is not graded)

Portfolios

Research Projects/Term Papers

- Diagnostic – pre-test (not all courses require a pre-test)
- Formative – ongoing includes:
 - Quizzes and Exams:
 - Quizzes are short assessments that allow a student to determine what they do or do not understand.
 - Exams are usually more formal and require a broader knowledge of the subject taught.
 - Class projects
 - Class discussions
 - Class presentations
- Summative Evaluation– Allows instructors to determine if students comprehended the course materials or whether the teaching strategies should be re-evaluated and new strategies employed.

Feedback and reporting grades and comments on performance

Students need feedback from assessments. Let students know as soon as possible how well they did on assessments, tests or homework assignments. Feedback should preferably occur within days and not take longer than one week.

Students need feedback from assessments; therefore, you need to:

- Identify the expected accomplishments.
- State the requirements of each accomplishment. If there is any doubt that people understand the reason why an accomplishment and its requirements are important, explain this.
- Describe how performance will be measured and why.
- Set exemplary standards, preferably in measurement terms.
- Identify exemplary performers and any available resources that people can use to become exemplary performers.

- Provide frequent and unequivocal feedback about how well each person is performing. This confirmation should be expressed as a comparison with an exemplary standard. Consequences of good and poor performance should also be made clear.
- Supply as much backup information as needed to help people troubleshoot their own performance.
- Relate various aspect of poor performance to specific remedial actions.
- State in definitive terms (day/date) when feedback will be provided

Mid-term and Final Grades

Mid-term and final grades provide students with critical feedback. Please make sure mid-term and final exams cover the material presented and required readings. Feedback on these critical grades should not extend beyond a week.

What can an instructor do to prevent student cheating?

Cheating:

- Can instructors prevent student cheating? NO
- Can instructors minimize cheating? YES
 - Use multiple forms of assessments.
 - Get a writing sample at the beginning of the course for later comparison.

Detecting Cheating:

Beyond the obvious, look for clues:

- Sudden change in grades
- Similarity to another student's work
- Correct answers when process of obtaining the answer is clearly wrong
- Abnormal diction and/or style

Academic Governance Policy

Scope

This policy is intended to ensure a high level of effectiveness, professionalism, and integrity in the delivery of Taylor Business Institute's educational programs to its students. This policy is detailed in its guidance but still may not address every possible situation that may be encountered at the college. As such, the Program Chairs, President of the Faculty Senate, Dean of Academic Affairs and the President are available to provide any additional guidance and resources necessary to assist with the effective implementation and execution of this policy.

Each staff member is expected to know and follow the policies and procedures applicable to his/her position.

The Academic Governance policy details the responsibility and authority of faculty in matters of academic governance.

Policy

- I. Faculty shall be involved in the development, administration, and implementation of academic policy for the institution.
 - A. Taylor Business Institute has a Faculty Senate
 1. The Senate is comprised of one faculty member from each program/department discipline within which the college instructs (i.e Billing and Coding, Criminal Justice, General Education etc.)
 2. This member may not be a department chair or a dean
 3. Each member may vote for the president of the Faculty Senate who will preside over the activities and governance of the Senate
 4. Each member shall serve for 1 year terms
 5. Members may be full or part-time faculty
 6. Members must be employed by Taylor Business Institute
 7. When or if a member is no longer with Taylor Business Institute that member may no longer sit on the Senate
 - B. Role of the Faculty Senate – The Faculty Senate shall do the following:
 1. Be a key active partner who assumes the responsibility for the curriculum
 2. Engage as a part of the Faculty Senate review process
 3. Promote a climate of academic freedom for the college community
 4. Advance the instructional mission of the college by maintaining an optimal learning environment throughout the college
 5. Encourage research and artistry and the appreciation of the intellectual values that support general education as a concept that exposes students to those areas of learning deemed to be the common experience of an educated person and professional skills critical to employment
 6. Serve as the legitimate representative of faculty concerns
 7. Define and establish standards and procedures of accountability concerning professional faculty ethics and responsibilities, and to promote adherence to those standards and procedures and
 8. Encourage an informed, continuing and academically responsible participation in the faculty governance roles defined in the Constitution and Bylaws
- II. All faculty shall also provide direct feedback on academic policy and its implementation and administration of academic policy via share point and may provide new program ideas to the college community via share point as well.
- III. Faculty shall be involved in the development, assessment and systematic revision of academic programs for the institution.
 - A. Academic programs shall involve the faculty as all academic programming must be reviewed and approved by
 1. Faculty who instruct in the discipline
 2. The program chair of the discipline
 3. The Faculty Senate
 4. The Dean of Academic Affairs and in some cases
 1. The President and Board of Governors
 - B. Once new programs are active at the college, faculty may provide feedback on any aspect of the curriculum
 1. Via share point
 2. Within the Faculty Senate
 3. To the Dean of Academic Affairs

4. In faculty meetings

- C. An adhoc curriculum committee will be formed by the Dean of Academic Affairs when and as necessary with representation from the TBI faculty to sit on that committee whenever a revision is necessary
- IV. Faculty shall be involved in assessing student learning outcomes.
 - A. Instructors, under the supervision of program chairs and the Dean of Academic Affairs are responsible for grading student work in their assigned classes as well as outside work assignments
 - B. In assessing student learning outcomes, instructors shall adhere to Taylor Business Institute's Academic Freedom Policy.
- V. Faculty shall be involved in assessing program outcomes.
 - A. Designated instructors, program chairs and other employees who may be deemed as critical will sit on the College's Program Assessment Committee. The process of assessing program outcomes for every program within which Taylor Business Institute instructs shall be the responsibility of both the Program Assessment Committee and the Dean of Academic Affairs to effectively implement and manage.

Please note: Directives from oversight agencies (i.e. the accrediting bodies, state regulatory bodies and the U.S. Department of Education) supersede any position or decision made by the College or its employees.

Course Syllabus

All instructors must issue a course syllabus to their classes to support each subject they are teaching. A course syllabus is determined through committee with all the instructors who teach a particular subject. An instructor is not permitted to independently adjust or change a syllabus without a consensus agreement among the department and approval of the Dean of Academic Affairs. This practice ensures uniformity of content presented and ensures that courses with prerequisites all have had the same core concepts presented.

Whenever a syllabus is revised, the revision date must show on the syllabus. (See Course Syllabus, Essential Elements)

Syllabi should always progress to the appropriate level of difficulty of the course work and credential pursued. Refer to Bloom's Taxonomy to determine the appropriate categories to describe what the student who takes the subject should, upon completion, be able to do.

Syllabi should be personalized to reflect the instructors who will teach the course, the time, the room and days when the class will meet, attendance expectations, grading and any special projects described.

Taylor Business Institute acknowledges the academic freedom of faculty in their conduct of scholarly research, academic delivery, and related academic activity in their teaching field (See Academic Freedom Policy, page 35).

Course Syllabus (Essential Elements)

Course Title Complete Name of Course (must be identical to catalog)

Course Number	Course Code and Number (must be identical to catalog)
Credit Hours	Quarter/Semester/Trimester Credit or Clock hours (must be identical to catalog)
Prerequisite(s)	Course(s) to be taken prior to this course (must be identical to catalog)
Textbook(s)	Name of the text, author, publisher. Publication date of all required textbooks. 2-5 years.
Course Description	Incorporate description from catalog (must be identical to catalog)
Objectives	Identification of what the student will be responsible to complete and will have accomplished when the course has been completed. (using Blooms Taxonomy Verbs)
Course Outline	Listing, by each day of the term the course activities (discussion topics, chapters to be covered, assignments, guest speakers, field trips, quiz dates, test dates, project due dates, term papers.)
Instructional Method	A description of how the course will be taught including a breakdown of lecture, laboratory, on-line activities, writing assignments, practicum, etc.
Grading	Basis for determination of final grade along with grading scale.
Plagiarism Policy	Plagiarism policy written for all academic departments.
Revision Date	Date Syllabus was developed, revised or last reviewed.
Homework	Describe homework to be performed that is the reasonable equivalent of two hours of homework for each contact hour of instruction. Homework should conform to generally accepted practices of work for college level courses. Consult with publishers of books being used for outside work recommendations and confer with the librarian for research readings (See Definition of Credit Hour).
Expectation	

Instructor Survey Policy and Forms

Purpose:

To assess whether the college is meeting its goals/mission in the delivery of its educational programs as perceived by students who are receiving an education.

Method:

Each student will be asked questions covering the ten major focus areas, as developed by the college's accrediting council, for delivering skills training to adults. Specifically, Taylor Business

Institute has augmented the survey form developed by the Accrediting Council of Independent Colleges and Schools, which focuses on key areas of concentration for instructors. The survey forms for a given instructor's work year will become one part of the measurement of an instructor's performance.

Frequency:

Every actively teaching instructor is to be surveyed in as many classes as possible each quarter. This survey will be administered electronically at the end of the term.

How the results will be used:

All surveys administered to students will be collected and summarized by class. The appropriate supervisor, Dean of Academic Affairs, President of TBI and the surveyed instructor must all review the summaries. Both the supervisor and instructor may comment as to survey results. The signatures of the instructor and Dean of Academic Affairs/supervisor are required.

When the survey indicates areas of dissatisfaction as a high percentage of the class, the supervisor and Dean of Academic Affairs, when applicable must:

1. Meet with the instructor.
2. When a problem is indicated, the Dean of Academic Affairs also must meet with students to gain more insight as to the problem areas in an effort to determine what the instructor must do to correct it. The instructor in question may be present for these meetings or minutes may be recorded if the instructor is not present.
3. When a problem area is indicated, a corrective action plan must be developed for the instructor that is signed by the instructor, supervisors, and copied to the President of TBI. The instructor's class should be surveyed again at the end of the quarter for evidence of improvement. If improvement is apparent, this survey may replace the mid-term assessment.
4. The Dean of Academic Affairs is encouraged to survey all remaining classes of the instructor that are at mid-term if the first survey indicates high levels of dissatisfaction.
5. If only one or two students indicate problems, the Dean of Academic Affairs/supervisor is encouraged to meet with both the student(s) and instructor to see how their concerns may be resolved or gain a better understanding of the cause of the problem. This meeting should be documented.
6. In subsequent surveys, the Dean of Academic Affairs and supervisor must determine if problems indicated earlier have been resolved or if they are still in evidence.
7. If subsequent quarter surveys continue to evidence levels of dissatisfaction, the Dean of Academic Affairs/supervisor must repeat the above process: Meet with the students and instructor, document findings, and create a corrective action plan. If the third survey period indicates that the areas of concern remain unresolved, the instructor would then be placed on probation.
8. If, at the fourth survey point, the areas of concern still have not been resolved, then the Dean of Academic Affairs and the President of TBI must meet with the instructor in an effort to determine if the instructor is capable of creating the learning environment and results the college desires, or if the instructor's style and personality are better suited to another environment and if termination is warranted. All determinations must be documented.
9. Student surveys will remain a part of the instructor's file for any twelve (12) month period from the instructor's date of hire.

Instructor self-evaluation

At least once annually, but only after six months of service, an instructor will evaluate his/her own performance.

Dean/Supervisor evaluation

At least annually the Dean of Academic Affairs/supervisor will evaluate an instructor's performance. New instructors may be evaluated on a more frequent schedule.

The compilations of all three sets of evaluations (student, self, and supervisor) comprise a large part of the instructor's composite evaluation. Other factors to be considered include appropriate notification when the instructor will be absent, coverage plans when absent, attendance pattern, preparation for classes, classroom management, relationships with students, ability to understand and incorporate mission into educational practice, ability to follow direction, willingness to continuously improve themselves and their students, creativity, initiative, and team building skills.

Copyright comments

Instructors will be asked to read and sign the Scope and Nature of Copyright Protection form. This form specifically protects all types of expression or ownership during the applicable terms of protection from being copied, creating derivative works, distribution of the works and displaying of the works without permission. (See the Scope and Nature of Copyright Protection form) Primarily in the classroom environment this prohibits in any way copying and or/duplication of the text books, videos, testing materials, computer manuals and like materials without the specific permission of the author.

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/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.

Statement of Understanding Regarding Material Development, Property and Equipment of Taylor Business Institute

I understand as an employee of Taylor Business Institute that any materials I may develop and or work on for Taylor Business Institute while an employee of Taylor Business Institute are the exclusive property of Taylor Business Institute and must remain with TBI. Should I leave for any reason, I may not remove, copy, loan or sell said property.

Further any materials, equipment keys, books, supplies and or prospective inquiries issued to me while an employee of Taylor Business Institute are the exclusive property of Taylor Business Institute and must be returned to Taylor Business Institute before my final paycheck will be issued.

Conflict of Interest (Outside Employment)

The expectation is that all full-time employees will give a full professional effort to their job. It is inappropriate to engage in gainful employment outside TBI that is incompatible with the institution's commitments. While outside employment may and does occur and may even strengthen the college's mission, it must be described and approved through the college's conflict of interest process.

Please see Conflict of Interest Policy in Appendix K in Employee Handbook

Professional Dress for Faculty and Administration

The professional dress policy is a unique aspect of TBI's culture. The College seeks to prepare students for their professional development. The employee dress policy aids this process. The expectation is that the faculty and administrative staff will act as role models showing students how to dress for the business environment. Concepts such as business casual will not be stressed as it is felt the best practice is to reinforce the concept of business apparel. When in doubt, please contact the Dean of Academic Affairs or the President. Employees are expected to behave in a manner that supports a professional atmosphere and dress in a manner appropriate for an educational institution. Clothing and appearance must be neat and clean. Employees must practice good personal hygiene.

Guidelines for Professional Dress: Female Faculty and Staff

Suit, dresses, skirts and blouses/sweaters, pantsuits. Knee length is the shortest skirt length acceptable. Business dress shoes are always expected.

Male Faculty and Staff

Suit, jacket or sweater and dress slacks; or dress shirt and tie and dress slacks (tie always required). Dress socks and dress shoes.

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/dismissal. Additionally, violations of the law also will be referred to the appropriate law enforcement authorities.

Supplies

Supplies needed to aid in teaching can be acquired through the Education Office or by written request of the Dean of Academic Affairs.

Instructor Workspace

Workspace is provided for instructors. The majority of instructors have a workspace in the faculty area. This is a secure area. Students are not allowed in the instructors' work area. For some instructors their classrooms will serve as their workspace.

Faculty meetings

The faculty, by custom, meets in general faculty meetings at predetermined times but generally each quarter. These regularly scheduled faculty meetings may be cancelled by the Dean of Academic Affairs or the Faculty Senate President, if there is no business to be brought before the faculty or may be delayed to another time if there are compelling reasons to do so. See the Dean of Academic Affairs for a schedule of faculty meetings and times. Faculty meeting minutes will be posted for reading by anyone who could not attend or wishes information about the meeting.

DEPARTMENT MEETINGS

Each department meets at a day and time determined by the department's Program Chair. Because of the small size of the college and its departments, the content of these meetings maybe covered as a part of the faculty meetings.

TOTAL EMPLOYEE MEETING

At times determined by the president she will meet with the total faculty and staff. This meeting serves five major purposes:

1. It provides an accounting of the state of the college and its current initiatives.
2. It provides progress reports and the college's Strategic Planning efforts regarding the HLC accreditation process.
3. It both educates and informs as needed.
4. It gives feedback from the other activity areas in the college.
5. It affords faculty and staff an opportunity to ask questions.

This employee meeting also becomes an important information channel for the formal planning process, and its activities become an item for review at Strategic Planning meetings.

Faculty Events

Taylor Business Institute expects its faculty to participate in a formal system of Faculty Development. Faculty Development is defined as: The activities by which faculty gain knowledge and skills to enhance expertise in the specific area(s) of instruction or on new curriculum concepts, theories and techniques of instruction, and educational media. The institution must demonstrate that the balance between methodology training (in-service) and content knowledge enhancement (professional growth) is appropriate for the individual faculty member. All activities must be documented. (See also In-Service Training” and “Professional Growth”)

In-Service Training

Taylor Business Institute maintains an active calendar of mandatory in-service programs, and draws on the expertise of the faculty, staff, and outside resources. Some of the most popular in-service topics are:

- Diversity
- Technology Across the Curriculum
- Writing Across the Curriculum
- Assessment
- Use of Technology in Teaching
- Utilizing the Library and Resources Outside the Classrooms

All faculty are expected to participate in in-service training. The in-service workshop agenda and materials will be posted for electronic access for instructors whose schedules will not allow them to attend the in-service session. In-service training will be scheduled three to four times a year with faculty expected to attend.

Professional Growth Support

Taylor Business Institute encourages its faculty to strengthen their skills by memberships in professional organizations related to their expertise. Encouraging them to seek advanced degrees and attend conferences and seminars to support their areas of expertise. This helps instructors to collaborate relationships with the broader education and business community to strengthen faculty member’s skills. Where practical and as feasible Taylor Business Institute will pay for or participate in payment for memberships in professional organizations. Faculty will be scheduled with a professional growth facilitator to develop appropriate plans for professional growth, follow-up strategies and documentation.

Professional Growth

Professional growth is the process by which employees gain knowledge and skills which enhances their expertise. Professional growth may be accomplished through a combination of the following:

- Membership and participation in professional organizations (membership card and certificate of attendance)
- Professional organizations
- Continuance of education (transcript or registration information)
- Concurrent related business experience (business card and resume)
- Educational research and awareness of current practices and standards.

- Attendance at workshops or seminars (certificate of attendance)
- Classroom observations (a written summary or report)
- Visits to business and industry (not a student field trip) (a written summary or report/Evidence from organization)
- Participation in educational opportunities offered by professional organizations (certificate of attendance)
- Professional/Writing/Publication (copy of publication or production)
- Attendance at trade shows (certificate of attendance)
- Research (copy of research activity/publication)

Policy of life-long learning

Taylor Business Institute promotes a policy of continued learning for all of its faculty and staff and encourages all employees to pursue a life of learning that improves their lives as educated people and, where practical, supports the mission of the Institute. TBI encourages continued learning by helping its faculty and staff with limited tuition reimbursement and adjusting work schedules where possible.

Since TBI is a small college, it does not provide a universal plan for tuition reimbursement. However, in certain circumstances, when it is determined that the pursuit of specific course work or training would be beneficial to the college; the Institute may provide partial tuition reimbursement. Partial tuition reimbursement is based on a mutual agreement between the college and the employee on a case-by-case basis.

TBI does support a practice of flexible scheduling for employees who choose to pursue higher learning. A flexible schedule must be approved, in advance, by both the appropriate supervisor and the Institute's President. Flexible scheduling will usually occur:

1. by adjusting an employee's work schedule to attend classes,
2. by providing unpaid release time to attend classes, or
3. by providing paid release time, based on prior supervisory approval to attend classes.

Flexible scheduling for continued learning is determined by the Dean of Academic Affairs on a case-by-case basis. The Dean must always consider the needs of the college and its ability to grant flex time.

Awards

In the spirit of team building, the entire faculty is acknowledged by the selection of a faculty representative to receive the highly coveted, "Crystal Apple Award." This award represents **excellence in teaching**. For this honor the college faculty chooses a faculty member who best exemplifies the tenets of good teaching, good scholarship, and good citizenship. It is usually awarded to an instructor who has been employed by the college for at least two years. The recipient serves as a faculty mentor and role model for the following year.

The Crystal Apple Excellence in Teaching Award

The excellence in teaching award is the highest honor that Taylor Business Institute can bestow upon a member of its faculty. The selection is made based on peer and student voting. Additionally, to qualify for this award, instructors must demonstrate excellence in the classroom, dedication to the

school's mission, as exemplified by involvement in school activities, continuous professional development upgrades, and service to the Chicagoland community.

Attendance and Enrollment

Attendance Policy

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

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

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

Schedule Changes, Withdrawals and Re-entries

Students who wish to change to another program of study or class schedule must obtain permission from the Dean of Academic Affairs. Students who wish to withdraw from or re-enter a program must notify the Dean of their intentions. Re-entering students will be scheduled for an interview with the Dean to assess their ability to successfully complete the program within the expected maximum time frame. Students will have five days from the start of the quarter to make any schedule changes or drop any classes.

Withdrawing from the College

Official Withdrawal Policy

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

ATTN: Business Office or Education Office
Taylor Business Institute
180 North Wabash Avenue, Fifth Floor
Chicago, Illinois 60601; 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 student will be withdrawn.

Termination by the College

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

Taylor Business Institute's Policy on 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 plagiarism²:
 - presenting ideas and words of another as one's own
 - to use someone's production without crediting the source or giving incorrect information about the sources
 - to present as new and original an idea derived from an existing source
 - failing to put a quotation in quotation marks and citing that quotation
 - changing the words but keeping the sentence structure the same without giving credit, or copying so many words and/or ideas that it makes up the majority of the work
- Copying, or having someone else prepare homework, papers, projects, laboratory reports, or take-home exams (except in those cases designated as group work by the instructor)
- Participating in, assisting with, or knowing about and failing to report any of the above or related activities

² Source: http://www.plagiarism.org/learning_center/what_is_plagiarism.html

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.

PLAGIARISM POLICY

Plagiarism is a serious academic offense. Students are responsible for educating themselves about it. The following information is designed to explain what plagiarism is, why it brings severe penalties, and how to avoid it.

Plagiarism is a form of dishonesty that occurs when a person passes off someone else's work as his or her own. This can range from failing to cite an author for ideas incorporated into a student's paper, cutting and pasting paragraphs from different websites, or handing in a paper downloaded from the Internet. Plagiarism is not only dishonest, displaying a lack of integrity on the part of the student; it is also theft of intellectual property.

There are three central things all students should know about the consequences of plagiarism:

- 1) Plagiarism is a school offense. Instructors are expected to report all instances of plagiarism. In addition to discipline from the course instructor, students who plagiarize must also discuss the incident with their respective Dean. Students found guilty of plagiarism will have this entered into their record and may be expelled.
- 2) Plagiarism is easy to identify and expose. The very force that makes plagiarism easy and tempting to some students - the Internet - makes its detection easy. Most professors can locate the source of suspected plagiarism within a few minutes of searching the web. In this context, plagiarism is as much stupidity as it is dishonesty. Students should be aware that instructors have access to very effective resources for catching plagiarism.
- 3) All parties to plagiarism are considered equally guilty. If an individual shares his or her coursework with another student and said student plagiarizes it, all parties are considered guilty of plagiarism. Students who plagiarize are very likely to be caught, and the consequences will be severe and will include anyone who enabled the plagiarism to take place.

This policy will take effect, regardless of the feelings of either the students or the instructor. **Avoid plagiarism at all costs!**

Punishment for the first incident of plagiarism will be left to the discretion of the instructor. Upon discovery of a second incident of plagiarism the student will be put on school-wide academic probation which includes reporting of incident to all applicable sources of financial aid. A third occurrence of plagiarism will result in the student being expelled.

Counseling

The school provides academic advising, personal, financial and career counseling for students. Students needing these services should see the Dean of Academic Affairs, the Dean of Administration, or program deans. When necessary, students may be referred to outside counseling services. In particular, instructors are often the first line counselor for students and the first to determine when more in depth counseling resources should be used.

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:

Admission Standards

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

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

- 3) **Evaluation and determination of admissions status:** The evaluation and determination of a prospective students' admission status is a function conducted by the education department. **The Dean of Academic Affairs is responsible for the admitting of students to Taylor Business Institute.** It is the function of this Dean and the education department to document that the applicant is a high school graduate or equivalent who can demonstrate a reasonable chance for success in the applicant's chosen program. This evaluation is made through document review, test results, possible writing samples, interviews, and the student's willingness to take developmental coursework, if required and be scheduled for tutoring programs.

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

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

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

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

ASSOCIATE DEGREE PROGRAMS ADMISSION TESTING

For information regarding the admissions, testing and placement procedures please refer to TBI's catalog page 24 – 2

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.

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.

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. For more information regarding International students admission see TBI catalog pages 28 - 29

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. For more information regarding the college's financial aid programs see the college's catalog page 38 or contact its Financial Aid Department.

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

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

coursework. Each additional 30 weeks and/or additional 45 credit hours of successful academic coursework within the same program represents advancement to the next grade level.

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

Students enrolled in the Medical Billing and Coding Specialist associate degree program must take the National Health Career Association (NHA) Certified Billing and Coding Specialist (CBCS) certification exam in order to graduate. Candidates for graduation are advised to apply for graduation no later than 10 days before the date of the graduation ceremony.

CREDIT HOUR MEASUREMENT

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

U.S. DEPARTMENT OF EDUCATION DEFINITION OF A CREDIT HOUR

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

PROGRAMS NOT LEADING TO A DEGREE

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

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

Grading System

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

Letter Grade	Grade Point	Percentage Equivalent	Indicated Work Quality
A	4.0	90-100.....	Excellent

B	3.0	80-89	Good
C	2.0	70-79	Average
D	1.0	60-69	Below Average
F	0.0	59-below	Failure
I	0.0	N/A	Incomplete

Grading Policy

Grades appearing on student transcripts may be interpreted as follows:

- A** ___ Indicates learning at the highest level. The student not only demonstrated knowledge and understanding of the material but also demonstrated an ability to analyze, synthesize, and evaluate the material with breadth and depth of understanding.
- B** ___ The student not only demonstrated knowledge and understanding of the material, but also an ability to apply the material. The student is able, on occasion, to demonstrate an ability to analyze, synthesize, and evaluate the material.
- C** ___ The student demonstrated a basic knowledge and understanding of the material and some ability to apply it.
- D** ___ The student demonstrated limited knowledge and understanding of the material and is not able to apply much of it.
- F** ___ The student failed to demonstrate an acceptable knowledge or understanding of the material, and therefore is not able to apply it. Students earning an F in any required course must repeat that course satisfactorily prior to graduation.
- I** ___ *Incomplete*: Indicates that the student has not completed all work required for the course. Incomplete work must be made up within six weeks of the end of the term within which the I was earned, or a grade of F will result.
- W** ___ *Withdrawal*: Indicates that the student withdrew from the course prior to completion of the term. A course in which a student earns a W will not be considered in the calculation of the cumulative grade point average (CGPA) but will be considered in totaling credits attempted.
- W/A** ___ *Withdrawal due to Attendance*: Indicates that the student was withdrawn from the course prior to the completion of the term due to unsatisfactory attendance. A course in which a student earns a W/A will not be considered in the calculation of the cumulative grade point average (CGPA) but will be considered in totaling credits attempted.
- P** ___ *Pass*: Indicates that the student took the course on a pass/no pass basis and passed. Courses taken on a pass/no pass basis count toward degree credit and credits attempted but are not considered in GPA calculation.
- NP** ___ *No Pass*: Indicates that the student took the course on a pass/no pass basis and failed to pass. Courses taken on a pass/no pass basis count toward degree credit and credits attempted but are not considered in GPA calculation.
- V** ___ *Audit*: Indicates that the student audited the course. Audited courses are attended by the student but do not affect degree credit, credits attempted, or GPA.

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

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

Assignment of Grades

Taylor Business Institute has adopted the following guidelines approved by the American Association of University Professors regarding assignment of grades.³

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 grievances." Please refer to Grievance Policy on page 38.

Academic Load Policy

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

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

³ (The American Association of University Professors, 1998)

Progress and Advancement

Repeat Class Policy (Repeating to raise a grade)

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

Grade Changes

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

Incomplete Grade Policy

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

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.

The faculty member is entitled to freedom in the classroom discussing his or her subject but is expected not to introduce into his or her teaching controversial matters that have little or no relation to the classroom subject. In order to assure the general continuity, scope and sequence of the curriculum within the concept of academic freedom, the faculty member shall conduct instructional programs in a manner consistent with the curricular objectives of the course. Each course has a master syllabus. Faculty members and the Educational Administration are responsible for ensuring that all members have the freedom to adjust the timing and flow of material, to select and structure class activities, and are encouraged to expand upon the objectives stated in the master class syllabus. Following is Taylor Business Institute's Academic Freedom Policy.

Academic Freedom Policy – Taylor Business Institute

Goal

The goal of the Academic Freedom policy is to ensure a high level of effectiveness, professionalism, and integrity in the delivery of Taylor Business Institute's educational programs to its students. As this policy is broad in scope, it is intended that it will be supported with guidance and resources from the faculty senate, the Dean of Academic Affairs and the President of Taylor Business Institute.

Policy

- I. Taylor Business Institute acknowledges the academic freedom of faculty in their conduct of scholarly research, academic delivery and related academic activity in their teaching field.
 - A. Academic freedom is defined as the autonomy to pursue, discuss and express ideas and opinions without fear of repression, intimidation or retribution from supervisors or governing officials.
 - B. All academic activity conducted at or on behalf of Taylor Business Institute must support the published mission, policies, procedures and values of Taylor Business Institute.
- II. Taylor Business Institute supports the application of theory developed through scholarly research and/or professional experience by encouraging instructors to bring this knowledge into the curriculum development and review processes.

Instructors have the freedom to supplement Taylor Business Institute's curriculum with local market information, personal experience and knowledge gained from their professional study, and information to enhance student learning, engagement and professional development.

 1. In supplementing the curriculum, Faculty shall adhere to Taylor Business Institute's grading policy and all other current academic policies.
 2. All course delivery conducted on behalf of Taylor Business Institute must support the program of study as defined in the program's catalog, curriculum and in its syllabi.
 3. Taylor Business Institute supports change to existing curriculum and syllabi subject to consensus from other instructors who teach the subject and as approved by the Program/Department Chair, faculty senate, Dean of Academic Affairs and if appropriate the President.
 4. When supplementing approved curriculum, Instructors must achieve all specified program and learning objectives, clock hour requirements, and all other program or course elements defined in the course catalog and syllabi.
 5. Instructors shall refrain from delivering subject matter that is unrelated to the course objectives.
 6. Instructors shall respect all intellectual property and privacy laws and will refrain from using any copyright materials or information subject to rights of publicity, without obtaining appropriate permissions.
 7. Where or when the information introduced by the instructor has a bearing on the student's grade, that information must be disclosed in the course syllabus and issued to each student.

Please note: Directives from oversight agencies (i.e. the accrediting bodies, state regulatory bodies and the U.S. Department of Education) supersede any position or decision made by the College or its employees.

Safety and Security Education

Taylor Business Institute insists on a drug-free environment. Safety seminars will be offered on issues such as alcohol/drug awareness, safety precautions, campus safety policies, sexual harassment, and crisis intervention procedures.

As required by the Drug Free Schools and Communities Act, any use, distribution, or possession of alcoholic beverages and/or illegal drugs on the college's premises or at organized college events by a student or employee violates the college's student conduct policy. **Any violation of this policy is sufficient grounds for expulsion or termination of the student or employee and referral for prosecution to the local law enforcement agencies.**

Please refer to TBI Catalog for more details.

Crisis Management Plan

The Institute does maintain a crisis management plan to handle various crises which might threaten the physical safety of students, employees, the general public and/or the resources of TBI.

The Crisis Management Plan addresses, without limit; criminal activities, medical emergencies, workplace violence, fire, outbreaks of disease or infections, acts of terror of war and similar situations which require the management of resources and processes to protect life and property. The plan provides for effective means of communication with students, employees, and the public.

In the development of the crisis management plan, the following underlying principles apply:

- The protection of human life and health is of the utmost importance.
- TBI property and other resources shall be protected and preserved wherever possible.
- The college shall cooperate with federal, state, and local disaster management and law enforcement agencies with respect to any crisis occurring on TBI property and/or involving college personnel or students.
- The plan provides for the designation of a single individual as Chief Security Officer supported by a designated crisis management team. This individual is Executive Assistant to the President.
- The college attorney(s) shall be consulted in cases where the legal responsibilities of the college are unclear.
- The college has a policy of zero tolerance for violence. Employees who engage in any violence in the workplace, or threaten violence in the workplace, may be terminated immediately for cause. No talk of violence or joking about violence will be tolerated.

“Violence” includes physically harming another, shoving, pushing, harassing, intimidating, coercing, brandishing weapons, and threatening or talking of engaging in those activities. It is the intent of this policy to ensure that everyone associated with the college, including students and employees, never feels threatened by any individual's actions or conduct.

Please refer to Crisis Management Plan in the Employee Handbook Appendix J.

Faculty Approvals

All instructors who teach at Taylor Business Institute must provide college with the following:

- Application for Employment

- Copy of Resume
- New Hire Package (This package will be completed with the assistance of the Executive Assistant to the President)
- Transcript Request Forms that provide evidence of the applicant's appropriate education. If Transcripts are not from a college within the United States, the appropriate translation must be provided.
- Copies of Certifications/Licenses if appropriate

The Executive Assistant to the President will forward faculty and staff transcript requests and pay any related fees. Only sealed transcripts received by Taylor Business Institute from your college and indicating not issued to students, will be accepted.

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.

DIVERSITY

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

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.

Faculty must become acutely aware of students' rights under FERPA. Neither the school nor its employees may disclose or release personally identifiable information concerning a student or his or her attendance to other persons without that student's consent.

This means student grades, attendance patterns or other information must be protected at all times. Faculty must exercise extreme care to make certain files, grades, or student information is not made available or is left where it can be seen by others discussed in settings can be overheard by others. Faculty should familiarize themselves with the FERPA Act. Please refer to the Family Educational Rights and Privacy Act of 1974 in the college catalog.

Sexual Harassment and Workplace Harassment

Respect for TBI students, faculty and staff is of utmost importance. Accordingly, it is the college's policy that sexual harassment of students or applicants for enrollment in any form, such as unwelcome sexual flirtation, advances or propositions, requests for sexual favors, verbal abuse, gestures or actions of a persistent or offensive nature is unacceptable conduct and will not be tolerated. If a student has a sexual harassment complaint they should file a written complaint with the Executive Assistant, Office of the President.

Sexual Harassment Policy

I. Taylor business institute does not condone sexual harassment. No individual whether student, faculty or staff should be subjected to sexual harassment by any other member of the Taylor Business Institute college community.

II. Sexual Harassment

A. Definition of Sexual Harassment

Sexual advances, requests for sexual favors, and other verbal, physical, or visual conduct of a sexual nature constitute sexual harassment when:

Submission to such conduct is made or threatened to be made, either explicitly or implicitly, a term or condition of an individual's employment or education;

- Submission to or rejection of such conduct by an individual is used or threatened to be used as the basis for academic or employment decisions affecting that individual; or
- Such conduct has the purpose or effect of substantially interfering with an individual's academic or professional performance or creating what a reasonable person would perceive as an intimidating, hostile, or offensive employment, education, or living environment.

B. Examples of Sexual Harassment

Some examples of sexual harassment include:

- Pressure for a dating, romantic, or intimate relationship
- Unwelcome touching, kissing, hugging, or massaging
- Pressure for sexual activity
- Unnecessary references to parts of the body
- Sexual innuendos or sexual humor
- Obscene gestures
- Sexual graffiti, pictures, or posters
- Sexually explicit profanity
- Asking about, or telling about, sexual fantasies
- E-mail and Internet use that violates this policy
- Sexual violence (as defined in Taylor Business Institute's Title IX: Sexual Misconduct Policy)

It is the policy of TBI to comply with Title IX of the Education Amendments of 1972 and its implementing regulations, which prohibit discrimination based on sex in TBI's educational programs and activities. Title IX and its implementing regulations also prohibit retaliation for asserting claims of sex discrimination. TBI has designated certain officials to oversee compliance with Title IX.⁴ Specifically, TBI has designated the following Title IX Coordinator to coordinate its compliance with Title IX and to receive inquiries regarding Title IX, including complaints of sex discrimination:

Title IX Coordinator

Florence Davis

Taylor Business Institute

180 N. Wabash Ave, Suite 500

Chicago, IL 60601

312-658-5100

florence.davis@tbiil.edu

Please refer to Appendix B- TBI's Title IX Policy for more information.

Other Discriminatory Harassment

⁴ At the time of publication of this policy, the officials named serve in the roles identified. If during the course of the 2022-2023 year the officials leave their current employment role, the person who assumes their role also will assume their campus security authority related responsibilities. TBI updates this policy on an annual basis.

Any conduct based on a person's race, color, religion, gender, national origin, age, disability, or any other characteristic protected by local or federal law is considered harassing if it creates a hostile, intimidating or offensive work or learning environment, or unreasonably interferes with an employee's or student's work performance.

As with sexual harassment, other discriminatory harassment can be verbal, non-verbal or physical. Examples of what may, if unwelcome and severe or pervasive, constitute other discriminatory harassment include, but are not limited to, the use of racial or ethnic slurs, jokes, or derogatory remarks; or the use of insults or threats.

This policy applies anywhere employees and/or students are functioning on behalf of TBI regardless of whether it is on campus or in a different location.

If you believe that you have been subject to sexual harassment, you should report the incident according to the complaint procedures outlined below. No retaliatory action will be taken against any employee who files a complaint. *Please see Appendix B – TBI's Title IX Policy.*

Title IX Policy

For detailed information on Title IX policy, refer to 1) Appendix B in the Employee Handbook and/or 2) College's website

Student Events

Taylor Business Institute encourages its faculty to participate in service to the college. Service to the college includes participation in the following:

Annual Picnic

Taylor Business Institute's annual picnic is held every year in August where faculty, staff, students, family, and friends come together and have a fun-filled day of games, food and camaraderie.

Graduation Ceremony

Taylor Business Institute's graduation ceremony is held every year in September awarding degrees and certificates to those students who have successfully completed their program of study. This is a required event for all faculty and staff.

Faculty and Staff Activities

Throughout the course of the year, Taylor Business Institute sponsors events for the faculty and staff. These events are designed to build camaraderie across the departments in school. Typical events the school has hosted are as follows:

Christmas Luncheon and Party

Class Starts and Academic Calendar

Taylor Business Institute is a quarter calendar college. Its programs are offered in ten (10) week quarters. Classes start ten times a year approximately every five (5) weeks. In July and December, the college takes a one week brake. See the Academic Calendar in the college catalog.

Computer Hardware and Network Resources

Taylor uses a campus-wide local area network and wireless network to provide its students, faculty and staff access to the technology resources that are necessary for students learning. The College is equipped with computers designates for students use.

Each lab is equipped with a printer and all computers in the lab are connected to the printer. Wi-Fi hotspots are available throughout the campus allowing wireless devices and laptop users with equal access to the technology resources in the network infrastructure.

The administrative area are setup with access to network printers, scanner and copier. Faculty and staff have access to secured shared network files and folders, allowing a free flow of information on the network. A separate 'Guest' network is available for visitors and guest to access internet but restricted from school private resources. For more information See Computer Network policy in Employee Handbook.

Security for private data (student's records, financial information and human relations data) is kept on a separate secured server and access is restricted base on TBI privacy policy.

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.

STUDENT SERVICES

Student services are services that support student life with the goal of making the student experience at Taylor Business Institute a successful one. The intent is to foster a support system that will enable the student to lead, learn, and excel. These services include tutoring, mentoring, professional counseling, library, academic advising, student achievement recognition, Pizza with the President, student birthday celebrations, service learning activities, field trips and social awareness, speakers programs, a newsletter, certification preparation, cultural assimilation, voter registration, School Spirit Day, default management seminars, Constitution Day, and diversity seminars.

GENERAL EDUCATION PHILOSOPHY

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

Mathematics

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

Communication

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

Physical/Life Sciences

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

Social/Behavioral Science

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

Critical Thinking

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

Academic and Career Programs

Taylor Business Institute offers associate of applied science degree programs that focus on preparing students for immediate employment. All programs of study are offered in-residence at the college's 180 North Wabash Avenue, Fifth Floor, Chicago, Illinois campus. TBI's A.A.S. degree programs provide the advanced training and foundations in general education that many employers cite as a requirement for career advancement.

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

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

Although the A.A.S. degree is designed principally for immediate entry into the workforce, 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)

Glossary of Educational Terms

Academic Placement

Entering credit students are required to take institutional placement test which determine knowledge in basic reading, writing and math or provide formal documentation of basic learning skills. Electronics Engineering Technology students may be required to take certain math classes prior to beginning the EET portion of their program.

Academic Credential

A certificate or degree stating that the student has graduated from a certain curriculum or passed certain subjects.

Academic Probation

Students placed on academic probation are subject to increased scrutiny of their academic achievements due to a previous history of academic difficulty. The probation policy must define the conditions of probation, including how long a student may remain on probation and the requirements for being removed from probation. The eligibility for Federal Aid may be affected by failure to maintain satisfactory academic progress.

Academic Year

A period of time at Taylor Business Institute, which is divided into three ten week quarters (or thirty weeks) in which a full-time student is expected to complete the coursework equivalent to at least three quarters or their equivalent.

Accreditation

The process whereby a nationally recognized agency or organization grants public recognition to a unit of an educational organization (such as a school, institute, college, university or specialized program of study) indicating that it meets established standards of quality as determined through initial and periodic self-study and evaluation by peers. The essential purpose of the accreditation process is to provide a professional judgment as to quality of the educational institution or program(s) offered and to encourage continual improvement thereof.

Achievement Test

A test which measures a student's existing skills and knowledge (that which has been taught to the student) in a particular area such as reading, math, grammar, etc.

Area of Concentration

In a degree program, the focus of study. Also known as the major. The requirements for the major or area of concentration are based upon clearly defined and articulated learning objectives, including a mastery of the knowledge, methods, and theories pertinent to a particular area of inquiry, discipline

or field. General education and other courses not related to the major do not qualify as concentration coursework.

Articulation

An understanding between institutions to accommodate the movement of students and the transfer of credits between institutions for continued learning.

Attendance Policy

The number of absences permitted by the college or the instructor. Instructors must indicate within their syllabus the number of absences the student may accumulate and any remedy they will allow to remove absences. The college's academic administration will review students attendance at the mid-point of each quarter. Students who are not in attendance at that review period will be withdrawn from the college.

Certificate

A document issued to evidence completion of a course, seminar, or an academic program. An academic program awarding a certificate is usually shorter in length than a program resulting in a diploma.

Clock (or Contract) Hour

A minimum of 50 minutes or 100 minutes of supervised or directed instruction and appropriate break(s).

Course

A single subject described in an institutional catalog or bulletin.

Credit

(1) The quantitative measurement assigned to a course generally stated in semester hours, quarter hours, or clock hours.

(2) The recognition awarded upon successful completion of coursework.

Department Chair

Individual responsible for a particular instructional or administrative area.

Degree – Associate of Applied Science

The academic credential granted upon successful completion of an education program of at least two academic years of college work. Taylor Business Institute issues Associate of Applied Science (AAS) degrees. These degrees have traditionally been considered terminal degrees leading the graduate into an area of applied technical skills. Increasingly more students are continuing learning and seek to transfer their general education and other course work to senior level colleges. TBI offers Associate of Applied Science degrees in Accounting Technician, Criminal Justice and Security Administration, Electronics Engineering Technology and Medical Billing and Coding Specialist.

Developmental Course Work

Provides students with the knowledge of basic reading, writing and mathematical skills that are necessary preparation for the college's general education course work. Developmental courses may not be used to meet graduation requirements.

Disciplinary Action

Students who fail to comply with TBI's policies, regulations and rules will be subject to disciplinary action, including dismissal from the college. Some actions are zero tolerance with automatic termination, *e.g.*, drug and alcohol use on campus, carrying or using weapons, fighting and threatening behavior.

Drop/Add a Course

Action taken when a student no longer wants to take a course for which he/she previously registered or wishes to add a course.

Extracurricular Activities

Events or activities offered outside the credit curriculum

Faculty Contact Hours

The total hours of scheduled instructional activity spent by faculty in a Lecture or Laboratory class setting.

Fee(s)

Money charged students for additional services beyond tuition.

Financial Aid

Financial assistance made available to a student who has a financial need. The term covers grants-in-aid, scholarships, loans, and work-study compensation. The term "student-aid" is also used.

Follow-Up

The study of any group of students or former students of the institution who have shared a common experience to determine if patterns emerge in their subsequent actions or behavior which prove useful in understanding, counseling, and establishing policies for other students; *e.g.*, a study of the number of graduates who have entered graduate schools or a study of the number of graduates who have obtained employment.

General Education

Those areas of learning which are expected to be a part of the common experience of all "educated" persons, including subject matter from the humanities, mathematics and the sciences, and the social sciences.

Grade Point

The numerical value assigned to the letter grade received in a class that is used to calculate a grade point average.

Honors

Distinctions awarded to graduates based on cumulative G.P.A. and or other meritorious achievements.

Incomplete Grade

If a student misses the final examination (with authorization of the appropriate dean) or fails to complete a major assignment, student is assigned a grade of “I” Incomplete. Coursework must be completed within six weeks or the grade automatically becomes “F.”

International Students

Non-native students wishing to attend TBI with a student visa. Special application process is required.

In-Service Training

Special planned and systematic experiences sponsored by an institution and related to curriculum and instruction that affect the majority of the faculty in a collective fashion. In-service education has its majority goal of updating of teachers in (1) subject matter, (2) curriculum concepts, (3) new theories and techniques of instruction, and (4) new educational media. The most common activity is a lecture by an outside speaker on the subject related to curriculum, the institution or a societal issue.

Laboratory

A setting, usually with equipment, where students apply knowledge or instruction acquired in another setting, usually a class lecture or outside reading, to enhance skills and solve problems. Normally, two hours of work in a laboratory setting with an instructor present has the credit equivalent of one hour of classroom lecture.

Lecture

A setting, usually a classroom, where a teacher instructs students in the theory, principles, or history of an academic or vocational subject. To maximally benefit from such instruction, a student is assumed to have done outside preparation; usually two hours of student preparation for each hour of lecture instruction are assumed.

Loan

An advance of money generally evidenced by a promissory note, on the agreement to repay, absolutely such advance with or without interest.

Permanent Record

The college’s internal document reflecting the unabridged academic history of the student at the institution.

Practicum

A supervised practical experience that may involve the application of previously studied theory or may simply introduce the participant to the world of work in a setting similar to the career for which trained. This experience is an optional one and is provided based on the availability of work sites. There is no credit value for a practicum experience at Taylor Business Institute.

Professional Growth

The process by which employees gain knowledge and skills which enhance their expertise. Professional growth may be accomplished through a combination of the following activities: membership or participation in educational associations, professional organizations, continuance of education, concurrent related business experience, educational research, and awareness of current practices and standards. Attendance at seminars, conventions, field visits, vendor shows, equipment exhibits, etc., are excellent opportunities for instructors to gain enrichment. Professional writing by an instructor is also an example of professional growth.

Refund

A student who officially withdraws from a class may be refunded a percentage of the course tuition, depending on when withdrawal is made; the refund schedule is published in each college catalog.

Record, Permanent Academic

The official document on which is listed the courses attempted, grades and credit earned, and status achieved by a student.

Record, Student

A file which may contain the following: a record of the student's scholastic progress, the extracurricular activities, personal characteristics and experiences, family background, secondary school background, aptitudes, interests, counseling notes, etc.

Registration

The process of completing forms and steps necessary to enroll in classes.

Repeating a Course

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

Scholarship

1. The quality of a student's achievement in the student's studies
2. A financial grant which does not involve repayment. The primary reason for the award is the student's performance (or potential for performance) in the educational program of the institution. A financial grant does not involve repayment. Financial need may or may not be a consideration in establishing the amount of the award. Examples of scholarship by and through Taylor Business Institute can be seen in detail in Catalog

School Calendar

The system by which the institution structures its year. The three common types of calendars are the semester, the quarter, and the trimester. Taylor Business Institute uses a ten week calendar with three quarters to an academic year to comprise its calendar.

Standards of Academic Progress

A procedure that identifies students' progress as they matriculate through their course of studies. Academic Progress is evaluated each quarter. Students who are considered to not be making satisfactory academic progress are subject to such sanctions as probation and may lose federal financial aid. Academic Advising is a critical component of the satisfactory academic progress process.

Student Handbook

TBI handbook for campus information, including programs, services and departments. This handbook is published on College's website.

Student Orientation

Session to introduce students to TBI programs, services and facilities. Optional course planning is included. Required for all new degree-seeking students.

Syllabus

A description of how the course will be taught with a planned arrangement of materials and activities. A suggested format for a course syllabus consist of the title and course description, course prerequisites, instructional contact hours, academic credits award, learning objectives, instructional materials and references, teaching strategies, topical outline of the course requirements for successful completion, method of evaluating students, and the date the syllabus should be reviewed to ensure that it reflects the most recent trends, developments, and instructional materials for the specific subject areas. A current syllabus prepared and utilized by instructors in guiding and directing the learning experience of the students is necessary to ensure the quality of instruction.

Transcript

A copy of the permanent academic record (educational) at an institution of higher education. It becomes an official transcript when the seal of the institution is affixed and the signature of an authorized person is appended.

Validated Test

A nationally recognized standardized or industry-developed test which consistently measures what it is designed to measure, e.g. ability of non-high school graduates to benefit from post-secondary education.

Appendix A

Taylor Business Institute's (TBI) Information Literacy Program Guidelines

Overview

To assure that the academic needs of the student's at TBI are effectively met by the Institution, an Information Literacy program has been created which will provide students with course-specific training that will enhance the student's overall academic knowledge and skill-set.

This program will be facilitated by the library staff in collaboration with faculty and administrative personnel. Every academic quarter there will be Information Literacy Sessions (ILS) led by library personnel with expert assistance from faculty, administrative staff and professional personnel from outside entities. Each session will be specifically designed around a topic, course, or subject pre-determined by faculty, administration or library personnel to address a specific academic need of the students at TBI.

What is Information Literacy?

To assure that the Institution is operating under one universal definition of what Information Literacy is, TBI has adopted the definition provided by the American Library Association (ALA) in its report titled *Information Literacy Competency Standards for Higher Education* (2000) where it defines Information Literacy as "a set of abilities requiring individuals to 'recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information'" (2). This definition serves as the mission for TBI's Information Literacy program.

It is the purpose of each ILS to empower each student attending the session with the ability to identify an information need and autonomously meet that need through various means of research materials

and sources. The Information Literacy Session's will enhance both the academic and social growth of the student by making him/her a more knowledgeable individual. As the ALA report states:

Information literacy forms the basis for lifelong learning. It is common to all disciplines, to all learning environments, and to all levels of education. It enables learners to master content and extend their investigations, become more self-directed, and assume greater control over their own learning. Information literate individual is able to:

- Determine the extent of information needed
- Access the needed information effectively and efficiently
- Evaluate information and its sources critically
- Incorporate selected information into one's knowledge base
- Use information effectively to accomplish a specific purpose
- Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally. (3)

It is with these six objectives in mind that each ILS will be conducted.

Assessment

To assess if the objective of each ILS is reached a pre and post session assessment quiz will be administered to each student to evaluate the overall effectiveness of the sessions (a sample pre and post ILS assessment quiz created for the Bus 102 College Readiness course is attached).

ILS Scheduling

Each academic quarter the Library will facilitate an ILS. Faculty and Administration can request an ILS throughout the quarter, but must allow for one-week of preparation for the session.

Contact

For inquiries about the Information Literacy Program at TBI or to schedule an ILS please contact library

Appendix B

Library and Research Policy

The information base has exploded in the last few decades due to information technology revolution. Academic institutions are putting more stress on the ability of a student to find relevant information using reliable sources. This has made library and research a very important part of a student's academic journey. The faculty and students have to embrace the use of library as it encourages student learning and effective teaching and is beneficial to both students and faculty. It promotes active learning and deeper engagement with the material. Some of our courses have embedded research and library use already and some others are being modified to include these two components in all the courses. Concepts that we will focus on to embed research and library into the curriculum are:

Concepts that propose ways of bringing research and library together in the learning environment are the focus of TBI's efforts to embed research and library into the curriculum:

- Emphasis on research content, processes and problems
- Students are engaged as participants
- Teaching and learning is student-focused

Inquiry-based learning will ensure increased student engagement and deeper understanding of

the material thus providing TBI students with additional skills, such as, critical inquiry, evaluation of knowledge and direct research skills.

At Taylor, we believe:

- Students of the future should have an excellent teaching and learning experience, informed by up-to-date research
- Students should learn in an environment that is informed by research, scholarship and up-to-date practice and knowledge
- Programs offered by TBI should develop generic skills needed for effective engagement in society and in the workplace

In order to include the research and library component, the following items have to be included and reflected in the course syllabus as a policy statement.

1. **A research activity/assignment** specific to this course has been designed to improve TBI student experiences. The topics have to be relevant to the course and program.
2. The use of library and some form of research have been **reflected in course objectives**.

An Example:

Objectives:

Students will be able to:

- Engage in discussions regarding research and library.
- Develop research skills and techniques and learn how to do research.
- Learn about the current resources available through the library, e.g. electronic databases, etc.

3. **Resources:** The resources to be used have been mentioned and are at hand for use.
4. **Rubric/Matrix for assessment:** The tool for assessment of efficacy of the research has been developed.
5. **Instruction for use of online databases:** Include the instructions for use of online databases. They already have been developed for BIO119. You could use that as a template or make changes as you deem suitable.
6. **Template of Writing Styles** (APA/MLA): It will help students if you could include an example of the writing style you want to use.