



Taylor Business Institute

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Student Handbook

2021 - 2023

Property of: _____

Phone: _____

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Note: Taylor Business Institute's catalog is its principle public publication. Catalogs are issued to students at the time of enrollment. Student handbooks augment the college's catalog providing greater detail regarding student issues. Additional hard copies of both catalog and student handbook are available upon request in the education office. Also, the college's catalog and student handbook are published on the college's website at www.tbiil.edu

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OUR 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.

Explication

Taylor Business Institute (TBI) 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 individuals who struggle with or who have struggled with the:

1. ability to pay
2. ability to access resources
3. and all individuals who face discrimination or who have faced discrimination based on:
 - a. race
 - b. religion
 - c. gender
 - d. sexual orientation

- e. language group
- f. social status
- g. immigrant status
- h. age
- i. educational experience

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

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

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

Vision

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

Goals

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

1. To create an effective learning and teaching environment for students and faculty where the primary focus is *Student Learning Outcomes*.
2. To recruit qualified, culturally sensitive instructors who remain current in their disciplines and philosophies of teaching.
3. To provide *Student Services* which are considerate of our students’ diverse lifestyles.
4. To engage faculty and staff in continuous institutional assessment to improve *Student Learning Outcomes*.
5. To provide up-to-date facilities, technology and instructional resources to support student learning.
6. To empower students to master *General Education* competencies, acquire professional skills, earn applied degrees and a certificate critical to employment and lifelong learning.

7. To encourage students to participate in *Service Learning* as a means of contributing to the common good.
8. To treat all students, faculty and staff with respect regardless of age, origin, religion, education, culture, income strata, sexual orientation, race and gender.

Core Values - IDEALS

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

Message from the President

Dear Student:

Welcome to Taylor Business Institute (TBI), a place where you will have a unique and caring educational experience. As the college's mission directs, our goal at TBI is to "...empower a diverse and often underserved population through the acquisition of general education, professional skills and applied degrees." That means, for each and every student, making them a part of what matters most to them.: a career, continuing for a higher credential or simply assimilating into the American mainstream.

Here at TBI you are a valued member of an education-driven family where everyone, including you, must do their part to ensure that you achieve success You will be immersed in a diverse community of students, faculty and support staff, who, together with you, will form a partnership for your success. You will be taught by a committed faculty who come from academia, business, technology and industry and are subject matter experts. Here you will find an embracing, supportive community focused on you as a person not you as a number. The Taylor Business Institute environment is the perfect incubator for that person who is trying the college experience for the first time but may also need academic and moral support. It is the right place for adult learners returning to college but are seeking the promise that, "You will make it this time." For students coming from abroad, look no further. TBI is that comfortable space in which to learn and grow.

If any of the above describes you, then I say you have found the right place to be. Welcome to your college experience. Welcome home.

Janice Parker

President

TAYLOR BUSINESS INSTITUTE; EXPERIENCE THE BIG POWER OF SMALL

Location and Facility

The College is located in the historic Chicago Loop. The “Loop” is a major hub of business activity in Chicago encompassing the financial and theater districts and parks. At the cross section of business, commerce, and great shopping, one block East, the school opens to Chicago’s “Magnificent Mile;” South to the world-renowned Art Institute, the famous Grant and Millennium Park and West to the Harold Washington Library, the Chicago Stock Exchange, City Hall, and other major municipal buildings. The campus is in a college corridor with Harold Washington Community College across the street and several other colleges nearby. The campus is easily accessible by all major forms of public transportation and has reasonable parking accommodations across the street and next door. The convenience factor of commuter trains and buses, which bring students within a block or two of the college, is critical for a student population that depends primarily on public transportation. Reasonable eating and retail establishments are within walking distance.

The Campus: Residing in 18,100 square feet of space on one floor, the campus has sufficient administrative and student services offices, is fully wired for computer labs and internet connectivity. There are eleven current classrooms and laboratories and ample space dedicated to library, bookstore, student lounge, faculty work area and staff lounge. Restroom facilities are internal to the space, sufficient and ADA compliant. The building has 24-hour security and is compliant with Fire Marshall standards.

Affirmative Action and Title IX

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

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

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

Family Educational Rights and Privacy Act of 1974

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

General Provisions

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

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

Notification of Rights under FERPA for Postsecondary Institutions

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

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

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

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

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

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

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

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

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

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

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

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

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

Educational Records

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

Exemptions

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

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

Directory Information

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

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

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

Access Without Student Consent

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

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

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

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

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, some opportunities exist for students who complete this degree to continue advanced career preparation at four-year institutions offering programs compatible with their work at Taylor Business Institute.

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

- Accounting Technician

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

Certificate Programs

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

- English as a Second Language (ESL)

Accounting Technician

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

Criminal Justice & Security Administration

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

Electronics Engineering Technology

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

Medical Billing & Coding Specialist

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

English as a Second Language

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

See the Taylor Business Institute Catalog for further details.

General Education Philosophy

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

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

See the Taylor Business Institute Catalog for further details.

SERVICE LEARNING AND CIVIC ENGAGEMENT

Senator John Glenn said, "Service Learning is education in action." Every human person deserves dignity, is worthy and has something to give to improve the lives of others. Taylor Business Institute encourages its students to give back and help others through its service learning projects. There are two types of Service Learning at TBI: Curricular and Co-Curricular.

Curricular service learning is embedded in a particular course and allows students to perform structured service that enriches learning and contributes to the common good. Problem solving, critical thinking and academically developed skills are used.

Co-Curricular Service Learning projects are voluntary activities the college promotes such as HIV- AIDS and diabetes awareness. These events are posted on the college calendar and all students are encouraged to become involved. These activities meet specific learning goals and genuine community needs.

TBI students find service learning and civic engagement to be a reciprocal activity from which both the community and the student gain. These activities have a reflective component that helps students grow, assess and understand. Through this process TBI students often experience an exalted sense of self-worth and thus become empowered.

Admissions, Financial Aid and Academics

Admission Standards

Admission to Taylor Business Institute is limited to students who are beyond compulsory school age and have earned a high school diploma or its equivalent. For detailed information regarding placement and testing see the college catalog.

Developmental/Preparation Courses

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

Transfer Credit from Other Institutions

New students who wish to transfer credit from other institutions must provide the Registrar with an official transcript showing grades of C or better in all courses level 101 and above for which transfer credit is requested. **For full consideration, transfer requests, including official transcripts from all institutions previously attended must be received by the Registrar prior to the first day of scheduled classes during the student's first term of enrollment.** Students must make all arrangements to have official transcripts mailed to the Registrar to meet this deadline.

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

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

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

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

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

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

based on individual qualifications or need, TBI students may be eligible to receive financial assistance through one or more of the federal programs.

Verification Procedure

2022-2023 Year

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

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

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

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

Entrance and Exit Counseling for Federal Student Loans

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

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

Responsible Borrowing

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

Repayment of Federal Student Loans – Don't Default

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

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

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

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

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

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

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

Federal Student Aid Categories

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

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

Federal Student Aid Programs

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

Federal Pell Grants

Federal Pell Grants are need-based grants available only to undergraduate students. The amount of a Pell Grant award varies with the student's expected family contribution and the cost of attending the college. Grant awards for 2022-23 can range up to \$6,895. Students may not receive Federal Pell Grant funds from more than one educational college at a time.

Direct Subsidized and Unsubsidized Loans

Direct Loans are available for undergraduate and graduate or professional students who are enrolled at least half-time. Funds for Direct Loans come from the U.S. Department of Education and are delivered to students through their school. Students repay these loans to the Department of Education or designated servicers.

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

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

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

Federal Direct PLUS Loans

Federal PLUS Loans are unsubsidized loans made to parents. Direct PLUS Loan funds are provided by the federal government through the school. The PLUS Loan interest rate for those loans disbursed between July 1, 2022, and June 30, 2023 is at a fixed rate of 7.54%.

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

Federal Supplemental Educational Opportunity Grant (FSEOG) Program

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

Federal Work-Study Program

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

Level Playing Field Scholarships

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

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

Other Scholarships

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

Academic Recognition

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

Attendance Awards Attendance certificates are awarded to students with fewer than three days absence within a quarter.

Graduation Ceremony: Taylor Business Institute's graduation ceremony is held at least once-a-year in the fall. The Associate of Applied Science degree is conferred upon those students who have successfully completed a program in one of the following areas: Accounting Technician, Medical Billing and Coding Specialist, Electronics Engineering Technology, or Criminal Justice and Security Administration.

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

Grade Reports

At registration for each new quarter, students receive Grade Reports from the previous term.

Grade Appeal

A student who believes his/her grade is not equitable must discuss the issue with the instructor within two weeks of receiving the grade. If an appeal is not made within the two-week period, the student waives the right to an appeal. If the issue is not resolved between the student and the instructor, the Dean of Academic Affairs will intervene.

Progress and Advancement

Academic Status

Students who have questions regarding their academic status should consult the Dean of Academic Affairs.

Curriculum Revisions

The college reserves the right to vary the sequence of courses and to revise course content for upgrading course material. Not all courses and programs are offered every quarter.

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.

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.

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.

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:

Governor State University
National-Louis University
East-West University
University of Phoenix
OnlineDegree.com
Midwestern Career College

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

Satisfactory Academic Progress

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

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

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

Qualitative Standard

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

specified minimum standards at successive points in their program, as illustrated in the chart below:

Evaluation Points

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

* accelerated

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

Repeat Class Policy

If any course must be repeated, all attempts will count towards credits attempted, but only the higher grade will be considered in calculating the cumulative grade point average. A charge above the tuition quoted for a program will apply for repeated courses. The cost will be quoted based upon the number of courses and hours that must be satisfied.

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

Developmental Courses

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

Incomplete Grade Policy

Students who receive an incomplete (I) grade will be given six weeks to remove it. While the "I" grade remains, the course(s) in which the "I" grade was received will not be considered in the calculation of the cumulative grade point average. It will, however, count toward credits attempted and therefore is considered toward the maximum time frame. The "I" grade will be removed from the student's academic record when the student satisfies whatever outstanding work resulted in the "I" grade. The instructor 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 changed to a final grade of “F”.

Course Withdrawals

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

Timeframe standard

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

QUANTITATIVE STANDARD

Pace standard

To ensure that students are making satisfactory progress toward timely completion of their program, the college will conduct a satisfactory progress evaluation at the end of each quarter. One of several measures of SAP is called “Pace” and is the rate at which you are progressing through your program of study. Pace is determined by dividing the cumulative number of credits you have earned by the cumulative number of credits you have attempted. The resulting Pace percentage minimally must be 67% to receive, or continue to receive, financial aid:

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

Timeframe Standard

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

Degree Programs

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

Certificate Program: English as a Second Language

Placement Level	Normal Length of Program in Clock Hours	Maximum Time Frame for Completion in Clock Hours
ESL101	1200	1800
ESL102	1000	1500
ESL103	800	1200
ESL104	600	900

ESL105	400	600
ESL106	200	300

English as a Second Language Program

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

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

Placement: ESL Level 2

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

Placement: ESL Level 3

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

Placement: ESL Level 4

Normal Length	200	400	600		
MTF	200	200	200	400	600

Placement: ESL Level5

Normal Length	200	400	
MTF	200	200	400

Placement: ESL Level 6

Normal Length	200	
MTF	200	200

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

Continued Eligibility

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

Satisfactory Academic Progress (SAP) Status

SAP Warning Status

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

SAP Suspension Status

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

Appeal

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

SAP Probation Status

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

SAP Academic Success Plan

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

Re-Entrance Procedures

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

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

Enrolling in a New Program

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

Extended Enrollment

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

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

Transfer Credits from Other Institutions

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

Leave of Absence Policy – Title IV Recipients

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

Leave of Absence Policy – Non-Title IV Recipients

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

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

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

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

Leave of Absence Policy – International Students

General Leave

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

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

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

1. Student must have been in attendance at least 3 terms. Satisfactory completion of at least

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

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

Medical Leave

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

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

Academic Services

Testing and Placement

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

Library

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

Campus amenities

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

Tutorial Assistance

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

Book Subscription Program

In an effort to reduce book costs, students attending Taylor Business Institute will take a book subscription for eBooks. This subscription is a onetime charge. This subscription cost does not apply to students enrolled in the English as a Second Language (ESL) program. Text for this program must be acquired by the students using outside bookstores or other sources.

Counseling and Other Support

Personal Counseling

The Dean of Academic Affairs provides the majority of academic, personal and attendance counseling for TBI students. However, when circumstances warrant, students may be referred to outside professional counseling services. Students who would like the assistance of a trained counselor should contact the Dean of Academic Affairs for information on how to make an appointment.

Students with Disabilities

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

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

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

Transportation Assistance

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

Drug-Free Environment and Drug Prevention Program

TBI promotes a drug-free environment and, to that end, provides a drug prevention program. Information on drug prevention and alcohol abuse is available as a part of this program. Drugs and alcohol are prohibited on TBI premises. If deemed appropriate, students or employees may

be referred to abuse help centers. If such a referral is made, continued enrollment or employment will be subject to successful completion of any prescribed counseling or treatment program. For expanded information regarding the security policies and programs, see TBI website (or contact the Safety and Security/Clery Act Coordinator for a printed copy of Safety, Security and Clery Act Policy Handbook.

Career Preparation

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

Graduate Placement

As graduation approaches, students receive job placement counseling through TBI's Career Services Department, including personalized preparation through individual exit interviews. These exit interviews help identify available job openings in the student's field of specialization. Students are counseled on the requirements of business and industry and coached on how to conduct themselves appropriately during job interviews. Students will produce a portfolio that includes their resumes and letters of reference. They are offered helpful reference sources to assist them in locating firms and geographic areas offering employment opportunities related to their training.

In addition, Students enrolled in Taylor Business Institute's degree program are required to take a capstone course that requires the student to demonstrate their job readiness through the production of the portfolio and an exit interview with select members of education faculty.

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

Part-Time Placement

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

Transcripts

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

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

Use of Computers and Network

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

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

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

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

The Scope and Nature of Copyright Protection

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

The Copyright Act protects all types of expression or authorship fixed in any tangible medium, including written works, paintings, sculptures, photographs, videos, recorded music, sheet music, computer programs, video games, architectural design, and choreography. It is important to note, however, that the Act does not protect the underlying facts or ideas in a copyrighted work - only the "expression" of those facts or ideas.

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

The Public Domain and Other "Free" Works

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

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

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

Tutorial Assistance

Students seeking writing or tutorial assistance should see their classroom instructor, Dean of Academic Affairs or the Tutoring Coordinator, for information concerning scheduling tutoring assistance. Occasionally, instructors will refer students for tutorial assistance.

Student Lounge

The student lounge is located on the fifth floor and is available for students at lunch, during unscheduled classes, and after school. The lounge has a microwave and refrigerator. Students are expected to treat the lounge with respect and to be considerate of other students.

Announcements

For special announcements, students are encouraged to check periodically the electronic bulletin board. Announcements will also be posted in the student lounge. A student bulletin board is available in the student lounge for information students would like to share. Students may also view Taylor Business Institute's Facebook Page. In cases of emergency such as school closings due to extreme weather, the college will send text messages through an automated system, or send emails.

Career Services

The Career Services Director maintains a bulletin board where job openings and other information are posted. The graduate of the month is also featured each month in the Career Services "show case".

Other Boards

Each professional program and the Diversity Committee also have bulletin boards within the college where they post valuable information.

Building Lobby

The building lobby is not for meeting and greeting. Students are asked not to congregate and socialize in that lobby. Additionally, students must cooperate with any requests of the security staff.

Student Identification

A picture ID is issued upon registration and must be worn at all times while on school property. If a student has forgotten his/her ID, a temporary ID is available from the Education Office.

Telephones

Office phones are for school use only and may not be used by students without the expressed permission of a staff member.

Emergency

In case of emergency, students may inquire about phone use in the Education Office. If someone outside the college needs to contact a student, messages can be left at (312) 658-5117 or (312) 658-5119 and the message will be brought to the student's class. Such calls should only occur for emergency purposes. Please refer to the Taylor Business Institute Safety and Security Handbook on the college's website.

Mentoring Assistance

Mentors are available for students who need additional guidance and support and request this service. For mentoring support please contact Student Support Services Director.

Building and Facility

Access to the building and use of the college's facilities is limited to employees, current students, and building occupants. Children, family, or friends **ARE NOT** allowed in classes nor should they accompany students to school. During this unique time students maybe asked to wear masks and socially distance. Temperature Scans may also be performed before entering the campus.

Nothing can be removed from the building without an approval form issued by the college.

Visitors

For security reasons, guests/visitors must check in at the reception desk and will be given a visitor badge.

Smoking Policy

This is a no-smoking building. Smoking is not permitted in the building or in front of the building. Individuals wishing to smoke must leave the building and smoke in the space on the west side of the building.

Food and Beverages

Food and beverages are not permitted in classrooms. Students bringing food or beverages into the classroom will be asked to leave.

Personal Belongings

Taylor Business Institute has no lockers. Students are responsible for their coats and personal belongings. It is suggested that students not leave belongings unattended or wear expensive leather or fur coats to school.

Change of Address, Phone Number or Name

All changes to address, phone number or name must be reported to the Education and Financial Aid Departments. This is critical for the college to contact the student with important information including school closings and default prevention services.

Emergency Medical Situations

If, during school hours, a student requires emergency medical attention, the student should contact the Executive Assistant, Office of the President or the Dean of Academic Affairs. If the emergency occurs at a time when these two individuals are not on campus, then the emergency should be referred to the appropriate person managing the college. Please take the time to read the Emergency Management Structure or Safety, *Security and Clery Act Handbook* under student consumer information on the website.

Closings

In the event of the school closing due to weather or other emergencies, the closing will be announced on the following radio and TV stations:

WGN Radio 720	WBBM NEWSRADIO78
CBS 2 CHICAGO	NBC 5 CHICAGO
ABC 7 CHICAGO	WGN MORNING NEWS
FOX 32	CLTV NEWS

Call: Taylor Business Institutes Front Desk (312) 658-5100

Online: The website of any of the radio or TV stations above or www.emergencyclosing.com, or www.facebook.com/TaylorEmpowers

Student Emails

All students will be issued an email address which will be used for a variety of announcements to include emergencies and closings.

Conduct

Students must conduct themselves in accordance with school rules and regulations as stated in the Student Handbook and college catalog.

While on school premises, students are expected to treat the faculty, staff and fellow students with respect. The college expects student's behavior, while off school premises, to reflect favorably upon their association with the college.

Vulgar language is not acceptable; neither is loud or rude language. Students using such language will be subject to disciplinary action. Students are expected to respect all staff, instructors and fellow students. Rude, loud or threatening language is grounds for disciplinary action.

Students are expected to treat the college's equipment and facilities with proper care and concern. Anyone found to have defaced or damaged college property by purposeful intent or extreme carelessness will be subject to disciplinary action.

Any student engaging in misconduct, as delineated in the college's catalog, on or off the college's premises, will be subject to disciplinary action. This may include, without limitation, suspension and/or termination from the college.

Drug/Alcohol

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

Profanity

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

Weapons

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

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

Cell phones

Cell phones **CANNOT** be used in the classroom during class time and should be turned off or set to vibrate mode.

Professional Dress

The professional dress policy is a unique aspect of the Taylor Business Institute culture. The college seeks to prepare its Career Program students for employment in all facets of their professional development. Guidelines for Professional Dress:

Female standards

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

Male Standards

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

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 plagiarism¹:
 - presenting ideas and words of another as one's own
 - to use someone's production without crediting the source or giving incorrect information about the sources
 - to present as new and original an idea derived from an existing source
 - failing to put a quotation in quotation marks and citing that quotation
 - changing the words but keeping the sentence structure the same without giving credit, or copying so many words and/or ideas that it makes up the majority of the work
- Copying, or having someone else prepare homework, papers, projects, laboratory reports, or take-home exams (except in those cases designated as group work by the instructor)
- Participating in, assisting with, or knowing about and failing to report any of the above or related activities

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

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

¹ Source: http://www.plagiarism.org/learning_center/what_is_plagiarism.html

- 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.

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.

Student Activities Program

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

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

- Academic Recognition
- Pizza with the President
- Service Learning Projects
- Guest Speaker Program
- Taste of Taylor
- Annual School Picnic
- Constitution Day Write-off
- Student Lounge with WiFi Access
- Open Lab Time in Classrooms (when classes aren't in session)
- Diversity Recognition Events
- Cultural Assimilation Activities

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