

Taylor Business Institute

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www.tbii.edu

2023 – 2025

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Mission Statement

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

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

Reviewed by the Strategic Planning Committee: **March 17, 2022**

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

Reviewed by Faculty and Staff: **March 17, 2022**

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

Reviewed by the Board of Governors: **January 22, 2022**

Mission

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

Explication

Taylor Business Institute¹ is a proprietary institution that combines general education and professional skills in coursework leading to Associate of Applied Science degrees and certificates that facilitate assimilation into the American mainstream. The college provides an accelerated, structured, educational experience for students from diverse and underserved backgrounds. The college's applied programs empower students with a foundation in critical thinking, interactive teamwork, communication competence, and technological proficiency. This educational foundation enables the TBI graduate to develop a desire for lifelong learning, to successfully enter specialized careers and to function effectively in a changing world.

Contextual Explanation

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

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

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

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

1. ability to pay
2. ability to access resources
3. and for reasons of:

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

- a. race
- b. religion
- c. language group
- d. social status
- e. immigrant status
- f. age
- g. educational experience

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

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

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

Vision

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

Goals

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

1. To create an effective learning and teaching environment for students and faculty where the primary focus is *Student Learning Outcomes*.
2. To recruit qualified, culturally sensitive instructors who remain current in their disciplines and philosophies of teaching.
3. To provide *Student Services* which are considerate of our students’ diverse lifestyles.

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

Core Values - IDEALS

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

Legal Control

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

Legal Notices

Medical Emergency

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

Licensure/Approval

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

Drug Free Schools and Communities Act

TBI promotes a drug-free environment through its drug and alcohol prevention program. Information concerning this program is distributed annually to all students and employees. It is the policy of the college that the unlawful manufacture, possession, use, sale, dispensation or

distribution of alcohol or illicit drugs are prohibited. Alcohol and drugs are not permitted on the college premises or as part of the college activities. Further information on the college's policies can be found in the Student Handbook. Any violation of this policy will result in appropriate disciplinary actions up to and including expulsion in the case of students and termination in the case of employees, even for a first offense. Violations of the law will also be referred to the appropriate law enforcement authorities.

Board of Governors

Chairman of the Board

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

Secretary

Lonnie Jenkins
Director of Research and Planning
Chicago Fire Department

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Member)
Young Adult Ministry Council
Archdiocese of Chicago

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

Franklin Parker, Vice President
Taylor Business Institute

Janice Parker, President/CEO
Taylor Business Institute

Thomas Planera, Attorney
Thomas Planera and Associates, Ltd.

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

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

History of Taylor Business Institute

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

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

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

Location and Facility

The College is located in the historic Chicago Loop. The "Loop" is a major hub of business activity in Chicago encompassing the financial and theater districts and parks. It is at the cross-section of business, commerce, and great shopping. The college occupies multiple floors in the Heyworth Building which is a Chicago Landmark located at 29 East Madison Street, on the southwest corner of Madison Street and Wabash Avenue in Chicago, Illinois. within the Jewelers District. This property features excellent views of the city skyline, Lake Michigan, and Millennium Park from its top floors. A few blocks north, the college opens to Chicago's "Magnificent Mile;" south to the world-renowned Art Institute, the famous Grant and Millennium Parks, and the Harold Washington Library, west to the Chicago Stock Exchange, City Hall, and other major municipal buildings, and east to spectacular Lake Michigan. The campus is in a college corridor with several colleges and universities nearby. The college is easily accessible by all major forms of public transportation and has reasonable parking accommodations nearby. The convenience factor of commuter trains and buses, which bring students within a block or two of the college, is critical for a student population that depends primarily on public transportation. The college has also negotiated discounted parking accommodation for its guests, faculty, staff, and students. A variety of eating and retail establishments are within walking distance.

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

Accreditation

Taylor Business Institute is accredited by the Higher Learning Commission (HLC) to award Associate of Applied Science degrees and a certificate. The Higher Learning Commission is an institutional accreditor in the United States and offers the highest form of accreditation available to a college. The Higher Learning Commission is recognized by both the U.S. Department of Education and the Council for Higher Education Accreditation. Accreditation provides assurance to the public and to prospective students that standards of quality have been met. Taylor Business Institute is currently Accredited – On Notice. For more information regarding the college’s accreditation status please see the Executive Assistant to the President.

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

Approval – Illinois Board of higher Education (IBHE)²

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

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

Complaints against this school may be registered with the Illinois Board of Higher Education through their online complaint system at <http://complaints.ibhe.org>, accessible through the

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

agency's homepage (www.ibhe.org). The IBHE online complaint site includes step-by-step instructions and key information about the complaint process.

Other Approvals

United States Citizenship and Immigration Services:

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

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

Illinois Department of Veteran's Affairs:

Taylor Business Institute is approved by the State of Illinois Department of Veteran's Affairs.

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

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

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

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

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

Affirmative Action 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 President.

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

Family Educational Rights and Privacy Act of 1974

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

General Provisions

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

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

Notification of Rights under FERPA for Postsecondary Institutions

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

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

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

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

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

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

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

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

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

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

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

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

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

Educational Records

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

Exemptions

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

- Parents' Confidential Statement, Financial Need Analysis Report, and the PELL Grant A.D. Report.
- Confidential letters of recommendation received by the college prior to January 1, 1975. As to such letters received after 1974, the Act permits students to waive their right of access if the letters are related to admissions, employment, or honors.
- Records of students produced by instructors or administrators which are maintained by and accessible only to the instructors or administrators.
- School security records.
- Employment records of college employees who are not currently students.

- Records compiled or maintained by physicians, psychiatrists, psychologists, or other recognized professionals or paraprofessionals acting or assisting in such capacities, for treatment purposes, and which are available only to persons providing the treatment.

Directory Information

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

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

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

Access Without Student Consent

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

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

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

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

Student Right to Know and Campus Security Act

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

Taylor Business Institute has a designated campus security coordinator and publishes information regarding campus safety and security, sexual harassment, and sexual offenses, which is distributed to all students at the college at the time of enrollment and is available to prospective students upon request from the Office of the Financial Aid. Safety and Security programs are scheduled throughout the year, where students are

encouraged to report any safety or security infraction that occurs on the college's premises to the Safety and Security Coordinator or any other official of the college.

Security Policies and Programs

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

For expanded information regarding the security policies and programs, see TBI website's Student Consumer Information or contact the Safety and Security/Clery Act Coordinator for a printed copy of Safety, Security and Clery Act Policy Handbook.

Academic Freedom

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

Student Success Data – Institutional Disclosure Reporting Table

Institutional Disclosures Reporting Table Reporting Period: July 1, 2022 - June 30, 2023

Per Section 1095.200 of 23 Ill. Adm. Code 1095:	
The following information must be submitted to the Board annually; failure to do so is grounds for immediate revocation of the permit of approval.	
Institution Name: TAYLOR BUSINESS INSTITUTE	
Program Name/Course of Instruction¹	English as a Second Language
CIP Code²	23.0101
SOC Code³	25-3011
Disclosure Reporting Category	
A) For each program of study, report:	
1) The number of students who were admitted in the program or course of instruction as of July 1 of this reporting period.	
2) The number of additional students who were admitted in the program or course of instruction during the next 12 months and classified in one of the following categories:	
a) New starts	1
b) Re-enrollments	0
c) Transfers into the program from other programs at the school	
3) The total number of students admitted in the program or course of instruction during the 12-month reporting period (the number of students reported under subsection A1 plus the total number of students reported under subsection A2).	
1	
4) The number of students enrolled in the program or course of instruction during the 12-month reporting period who:	
a) Transferred out of the program or course and into another program or course at the school	1
b) Completed or graduated from a program or course of instruction	
c) Withdrew from the school / Transfer into other schools (International Students)	8
d) Are still enrolled	70
5) The number of students enrolled in the program or course of instruction who were:	
a) Placed in their field of study	NA
b) Placed in a related field	NA
c) Placed out of the field	NA
d) Not available for placement due to personal reasons	NA**
e) Not employed	NA
B1) The number of students who took a State licensing examination or professional certification examination, if any, during the reporting period.	
NA	
B2) The number of students who took and passed a State licensing examination or professional certification examination, if any, during the reporting period.	
NA	
C) The number of graduates who obtained employment in the field who did not use the school's placement assistance during the reporting period; such information may be compiled by reasonable efforts of the school to contact graduates by written correspondence.	
NA	
D) The average starting salary for all school graduates employed during the reporting period; this information may be compiled by reasonable efforts of the school to contact graduates by written correspondence.	
NA	

¹A **course of instruction** is a standalone course that meets for a period of time and provides instruction that may or may not be related to a program of study, but is either not part of the sequence or can be taken independent of the full sequence as a stand-alone option. A Course of Instruction may directly prepare students for a certificate or other completion credential or it can stand alone as an optional preparation or, in the case of students requiring catch-up work, a prerequisite for a program. A stand-alone course might lead to a credential to be used toward preparing individuals for a trade, occupation, vocation, profession; or it might improve, enhance or add to skills and abilities related to occupational/career opportunities.

²**CIP Code** --Please insert the program CIP Code. For more information on CIP codes:

<https://nces.ed.gov/ipeds/cipcode/Default.aspx?v=55>

³**SOC Code** --Please insert the program SOC Code. For more information on SOC codes:

<https://www.bls.gov/soc/>

Note: PBVS Administrative Rules, Sections 1095.200(d)(2) and 1095.240, provide additional information related to disclosure data and completion rates. Failure to meet minimum standards may result in probation and/or revocation of IBHE approval.

March 2016

Academic Calendar – Degree

ACADEMIC CALENDAR FOR ASSOCIATE DEGREE PROGRAMS – WINTER 2023 – WINTER 2025

Term	Month	Term Codes/	Start Date	Mid-Point	End Date	EST Completion Date	Holidays and Observances/ College Breaks/Graduation Dates
						8-Quarter	
2023 Winter	January	202301	01/17/2023	02/21/2023	03/24/2023	08/16/2024	New Year's Day, 1/2/2023
2023 Spring	February	202302	02/21/2023	03/27/2023	04/28/2023	09/20/2024	Martin Luther King Day, 1/16/2023 President's Day, 2/20/2023 Memorial Day, 5/29/2023
	March	202303	3/27/2023	05/01/2023	06/02/2023	10/25/2024	
	May	202305	5/1/2023	06/05/2023	07/14/2023	11/29/2024	
2023 Summer	June	202306	6/5/2023	07/17/2023	08/18/2023	01/10/2025	SUMMER BREAK, July 3 – 8, 2023 Independence Day, 7/4/2023
	July	202307	7/17/2023	08/21/2023	09/22/2023	02/14/2025	
2023 Fall	August	202308	8/21/2023	09/25/2023	10/27/2023	03/21/2025	Labor Day, 9/4/2023 Thanksgiving, Nov. 23-24, 2023
	September	202309	9/25/2023	10/30/2023	12/01/2023	05/30/2025	
	October	202310	10/30/2023	12/04/2023	01/12/2024	07/11/2025	WINTER BREAK, Dec 25–30, 2023 New Year's Day, 1/1/2024
2023/2024 Winter	December	202312	12/4/2023	01/16/2024	02/16/2024	08/15/2025	
	January	202401	01/16/2024	02/20/2024	03/22/2024	09/19/2025	
2024 Spring	February	202402	02/20/2024	03/25/2024	04/26/2024	10/24/2025	Martin Luther King Day, 1/15/2024 President's Day, 2/19/2024 Memorial Day, 5/27/2024
	March	202403	3/25/2024	04/29/2024	05/31/2024	11/28/2025	
	April	202404	4/29/2024	06/03/2024	07/12/2024	01/09/2026	
2024 Summer	June	202406	6/3/2024	07/15/2024	08/16/2024	02/13/2026	SUMMER BREAK, July 1 – 6, 2024 Independence Day, 7/4/2024
	July	202407	7/15/2024	08/19/2024	09/20/2024	03/20/2026	
	August	202408	8/19/2024	09/23/2024	10/25/2024	04/24/2026	
2024 Fall	September	202409	9/23/2024	10/28/2024	11/27/2024	05/29/2026	Labor Day, 9/2/2024 Thanksgiving, Nov. 28-29, 2024
	October	202410	10/28/2024	12/02/2024	01/10/2025	07/10/2026	
2024/2025 Winter	December	202412	12/2/2024	01/13/2025	02/14/2025	08/14/2026	WINTER BREAK, Dec. 23-28, 2024, New Year's Day, 1/1/2025
	January	202501	1/13/2025	02/18/2025	03/21/2025	09/18/2026	
2025 Spring	February	202502	02/18/2025	03/24/2025	04/25/2025	10/16/2026	Martin Luther King Day, 1/20/2025 President's Day, 2/17/2025 Memorial Day, 5/26/2025
	March	202503	3/24/2025	04/28/2025	05/30/2025	11/20/2026	
	April	202504	4/28/2025	06/02/2025	07/11/2025	12/31/2026	
2025 Summer	June	202506	6/2/2025	07/14/2025	08/15/2025	02/05/2027	SUMMER BREAK, Jun 30 – July 4, 2025 Independence Day, 7/4/2025
	July	202507	7/14/2025	08/18/2025	09/19/2025	03/12/2027	
	August	202508	8/18/2025	09/22/2025	10/24/2025	04/16/2027	
2025 Fall	September	202509	9/22/2025	10/27/2025	11/26/2025	05/21/2027	Labor Day, 9/1/2025 Thanksgiving, Nov. 27-28, 2025
	October	202510	10/27/2025	12/01/2025	01/09/2026	06/25/2027	
2025 Winter	December	202512	12/1/2025	01/12/2026	02/13/2026	08/06/2027	WINTER BREAK, Dec. 22-26, 2025

Academic Calendar – English as a Second Language (ESL)

ACADEMIC CALENDAR FOR ESL PROGRAM – WINTER 2023 – WINTER 2025

Term	Month	Term Code	STARS Phase #	Start Date	Mid-Point	End Date	REGISTRATION		
2023 Winter	February	202301E	2	2/6/2023	04/13/2023	4/15/2023	January 30 – February 3, 2023 Orientation: Jan 30, Feb 1 & Feb 3		
2023 Spring	April	202302E	4	4/24/2023	05/30/2023	07/01/2023	April 17 – 21, 2023 Orientation: April 17, 19 & 21		
2023 Summer	July	202303E	7	07/10/2023	08/14/2021	09/16/2023	June 26 – June 30 Orientation: July 3, 5 & 7		
Fall 2023	September	202304E	9	09/25/23	10/30/23	12/02/23	September 18 - 22, 2023 Orientation: September 18, 20 & 22		
SUMMER BREAK		July 3 –8, 2023			WINTER BREAK		Dec. 25-30, 2023		
HOLIDAYS	New Year's Day, 1/2/2023	Martin Luther King Day, 1/16/2023	President's Day, 2/20/2023	Memorial Day, 5/29/2023	Independence Day, 7/4/2023	Labor Day, 9/4/2023	Thanksgiving, Nov. 23-24, 2023	Christmas 12/25/2023	
Winter 2023-2024	December	202401E	D	12/10/23	01/22/24	02/24/24	Dec 4 - 8, 2023 Orientation: Dec 4, 6 & 8		
Spring 2024	March	202402E	3	03/04/24	04/08/24	5/11/24	Feb 26 –March 1, 2024 Orientation: Feb 26, 28 & March 1		
Summer 2024	May	202403E	5	05/20/24	06/24/24	07/27/24	May 13 -17, 2024 Orientation: May 13, 15 & 17		
Fall 2024	August	202404E	8	08/05/24	09/09/24	10/12/24	July 29 – August 2, 2024 Orientation: July 29, 31 & August 2		
Winter 2024	October	202405E	0	10/21/24	11/25/24	01/04/25	Oct 14 - 18, 2024 Orientation: Oct 14, 16 & 18		
SUMMER BREAK		July 1-6, 2024			WINTER BREAK		Dec. 23-28, 2024		
HOLIDAYS	New Year's Day, 1/1/2024	Martin Luther King Day, 1/15/2024	President's Day, 2/19/2024	Memorial Day, 5/27/2024	Independence Day, 7/4/2024	Labor Day, 9/2/2024	Thanksgiving, Nov. 28-29, 2024	Christmas 12/25/2024	
Winter 2025	January	202501E	1	01/13/25	2/18/25	03/22/25	January 6-10, 2025 Orientation: January 6, 8 & 10		
Spring 2025	March	202502E	3	03/31/25	05/05/25	06/07/25	March 24 - 28, 2025 Orientation: March 24, 26 & 28		
Summer 2025	June	202503E	6	06/15/25	07/28/25	08/30/25	June 09 - 13, 2025 Orientation: June 9, 11 & 13		
Fall 2025	September	202504E	9	09/08/25	10/13/25	11/15/25	September 2 -5, 2025 Orientation: September 2, 3 & 5		
Winter 2025-2026	November	202505E	N	11/24/25	01/05/26	02/07/26	November 17 - 21, 2025 Orientation: November 17, 19 & 21		
SUMMER BREAK		Jun 30 – July 4, 2025			WINTER BREAK		Dec. 22-26, 2025		
HOLIDAYS	New Year's Day, 1/1/2025	Martin Luther King Day, 1/20/2025	President's Day, 2/17/2025	Memorial Day, 5/26/2025	Independence Day, 7/4/2025	Labor Day, 9/1/2025	Thanksgiving, Nov. 27-28, 2025	Christmas 12/25/2025	

General Admission Policies

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

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

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

Students without a high school diploma who wish to receive certification of high school equivalency may do so by contacting their local General Education Development Testing Service and successfully passing a battery of tests to obtain their General Equivalency Diploma (G.E.D.). Students can locate the nearest G.E.D. testing center by calling the American Council of Education (ACE) hotline at 202-939-9300. More information for G.E.D. test takers can be obtained on the ACE website at www.acenet.edu.

Admission Standards

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

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

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

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

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

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

- 3) **Failure to be admitted:** When an applicant cannot demonstrate evidence of high school graduation or possession of a GED, that applicant will not be admitted to Taylor Business Institute. If an applicant provides evidence of high school graduation or GED but fails to achieve the cut scores required and cannot satisfy the admissions committee of probable

success, then that applicant will be denied admission to Taylor Business Institute. When a denial occurs the Dean of Academic Affairs will promptly notify the applicant and any fees paid are refunded.

Associate Degree Programs Admission Testing

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

Next Generation Accuplacer Reading 261 and above

Next Generation Accuplacer Writing 264 and above

Next Generation Accuplacer Arithmetic . 263 and above

General Education Course Placement Testing

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

Reading/Writing Placement:

To be placed in ENG 101 English Composition applicants to degree programs at Taylor Business Institute must score 263 or above on the Reading section and 263 or above on the writing section of the Accuplacer exam. *An applicant who scores below 263 in Reading must pass COM 099 Developing Critical Reading Skills, a developmental course, with a grade of C or better prior to further studies in the communications area. An applicant who scores below 263 on the Writing section of the Accuplacer exam must pass COM 100 Basic Writing and Oral Communications, a developmental course, with a grade of C or better prior to further studies in the communications area.*

Math Placement:

An applicant who scores below 263 on the arithmetic section of the Accuplacer test must pass MAT 100 Foundations of Mathematics, a developmental course, with a grade of C or better to further studies in the mathematics area.

An applicant must score 263 or above on the mathematics section of the Accuplacer test to be placed in MAT 103 Intermediate Algebra.

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

Developmental/Preparation Courses

COM 100 Basic Writing and Oral Communications, COM 099 Developing Critical Reading Skills and MAT 100 Foundations of Mathematics are developmental/preparation courses and do not

count for credit towards an associate degree. Students required to take these courses may have to extend their enrollment period in order to graduate.

Life Experience/Proficiency Credit

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

Late Admissions

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

Transfer Credit from Other Institutions

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

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.

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

International Student Admission

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

When Coming from Abroad:

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

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

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

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

When Transferring from a College within the United States:

Taylor Business Institute welcomes international students who wish to transfer from other colleges and universities in the U.S. International transfer students seeking admission to Taylor Business Institute must contact the Designated School Official (DSO) and fulfill the following administrative requirements:

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

When Change of Status is required within the United States:

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

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

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

Financial Assistance

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

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

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

- I-94 (Arrival-Departure Record) with an appropriate endorsement
- Official documentation that the student has been granted asylum in the U.S.
- Other proof from USCIS that the student is in the U.S. for other than a temporary purpose

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

Housing

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

Registration Information

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

New students

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

Returning students

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

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

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

Admission Policies for Students Enrolled in English as a Second Language (ESL) Program

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

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

Placement Testing (ESL)

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

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

ESL 101: Beginning Level0 – 19	ESL 102: High Beginning Level 20 – 35
ESL 103: Intermediate Level.....36 – 58	ESL 104: High Intermediate Level..... 59 – 75
ESL 105: Advanced Level.....76 – 99	ESL 106: The Proficiency Level 100 – 120

Writing Sample

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

Oral Interview

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

Financial Information

Tuition and Fees³

Associate of Applied Science Degree (AAS) Programs:

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

Tuition for Taylor Business Institute's degree programs is charged on cost per credit hour basis. Taylor Business Institute's cost per credit hour is \$325.00 for U.S. Residents and Non-U.S. Residents. For students attending full-time (12 credits) the tuition cost for the quarter is \$3900.00. Students attending more than twelve credit hours will be charged for the hours above 12 credits at the cost per credit hour rate. Students who for any reason, must repeat classes to complete their program will be charged the current tuition rates for classes repeated.

EIGHT (8) QUARTER PROGRAMS⁴

U.S. Resident / Non - Resident Students

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

Certificate Program: English as a Second Language

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

³ Effective July 2022

⁴ All programs may be offered in an accelerated format.

SIX (6) QUARTER PROGRAM⁵	<u>Cost Per Quarter</u>	<u>No. of Quarters</u>	<u>PROGRAM COST</u>
<u>Quarterly Charges</u>			
Tuition	\$ 1,400.00	x 6	= \$ 8,400.00
Technology and Lab Fee	\$100.00	x 6	= \$600.00
<u>One-Time Charges</u>			
Application Fee & Admission Testing Fee			\$ 175.00
<u>Programmatic Fees</u>			
iTEP Assessment (ESL Level 106)			\$ 129.00
Total Program Cost			\$9,304.00

Online Certificate Program: English as a Second Language

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

SIX (6) QUARTER PROGRAM⁶	<u>Cost Per Quarter</u>	<u>No. of Quarters</u>	<u>PROGRAM COST</u>
<u>Quarterly Charges</u>			
Tuition	\$ 1,400.00	x 6	= \$ 8,400.00
Technology and Lab Fee	\$100.00	x 6	= \$600.00
<u>One-Time Charges</u>			
Application Fee & Admission Testing Fee			\$ 175.00
<u>Programmatic Fees</u>			
iTEP Assessment (ESL Level 106)			\$ 129.00
Total Program Cost			\$9,304.00

GENERAL FEES

	<u>U.S. Resident Students</u>	<u>Non-U.S. Resident Students</u>
<u>One-Time Charges</u>		
Application Fee	\$25	\$150
Admission and Placement Testing Fee (Accuplacer)	\$25	\$25
Transcript Fee	\$15	\$15
Background Check Fee (CJSA program only)	\$15	\$15
Book Subscription Fee (Degree programs only)	\$239.99	\$239.99
<u>Quarterly Charges</u>		
Technology and Lab Fee	\$100	\$100
Late Registration Fee	\$50	\$50

⁶ Effective July 2022

Cancellation and Refund Policy

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

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

Illinois Cancellation and Refund Policy

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

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

Janice C. Parker, President
Taylor Business Institute
29 E. Madison St., Suite LL
Chicago, Illinois 60602

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

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

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

Cancellation Policy

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

1. The school did not provide the prospective student with a copy of the student's valid enrollment agreement and a current catalog or bulletin;
2. The school cancels or discontinues the course of instruction in which the student has enrolled;
3. The school fails to conduct classes on days or times scheduled, detrimentally affecting the student.
4. The applicant presents medical evidence of inability to participate in the program.

5. The college does not accept the applicant.
6. The college cancels the agreement.
7. The cancellation is requested before midnight of the fifth business day following the postmarked date of the college's letter of acceptance.

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

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

Tuition Refunds

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

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

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

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

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

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

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

Refund Policy for Students Receiving Title IV Grants or Loan Assistance

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

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

Business Office Manager
Taylor Business Institute
29 E. Madison St., Suite LL
Chicago, Illinois 60602; or
 - b. The date the student if contacted by the college and indicates he or she will not be returning.
 - c. Up to the first half of the quarter if no other information is available.
2. Once the date of withdrawal has been determined, the college will then determine the percentage of the term attended by the student to the applicable financial aid programs.

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

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

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

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

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

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

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

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

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

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

Order of Return of Title IV Funds and Loan Assistance

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

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

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

Request for Refund

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

Minimum Terms for Tuition Payments

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

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

Payment Plans

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

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

Methods Used to Collect Delinquent Payments

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

Financial Assistance

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

Verification Procedure

2023-2024 Year

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

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

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

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

Entrance and Exit Counseling for Federal Student Loans

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

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

Responsible Borrowing

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

Repayment of Federal Student Loans – Don't Default

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

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

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

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

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

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

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

Federal Student Aid Categories

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

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

Federal Student Aid Programs

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

Federal Pell Grants

Federal Pell Grants are need-based grants available only to undergraduate students. The amount of a Pell Grant award varies with the student's expected family contribution and the cost of attending the college. Grant awards for 2023-24 can range up to \$7,395. Students may not receive Federal Pell Grant funds from more than one educational college at a time.

Direct Subsidized and Unsubsidized Loans

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

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

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

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

Federal Direct PLUS Loans

Federal PLUS Loans are unsubsidized loans made to parents. Direct PLUS Loan funds are provided by the federal government through the school. The PLUS Loan interest rate for those loans disbursed between July 1, 2023, and June 30, 2024 is at a fixed rate of 5.50%.

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.

Federal Student Financial Aid Penalties for Drug Law Violations

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

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

Student Support Services

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

New Student Orientation

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

Informational Resources

Student Handbook

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

Safety, Security and Clery Act Booklet

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

Course Syllabi

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

Academic Services

Testing and Placement

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

Library

The library has program specific volumes, general education books, reference materials, fiction and non-fiction volumes, and current periodicals that support student learning in all programs. Many other resources are available from the library in electronic formats. Library services include

reference and research, reserved readings, electronic database searches, online support programs, library orientation, and instruction in use of resources, materials, and Internet access. Taylor Business Institute also participates in inter-library loans through Researching Across Illinois Library System (RAILS) consortium.

Campus amenities

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

Tutorial Assistance

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

Book Subscription Program

In an effort to reduce book costs, students attending Taylor Business Institute will take a book subscription for eBooks. This subscription is 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 and his staff provide the majority of academic and attendance counseling for TBI students. The dean, when circumstances warrant, refers students to outside professional counseling services. Students who would like the assistance of a trained counselor should contact the Dean of Academic Affairs for information on how to make an appointment.

Students with Disabilities

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

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

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

Transportation Assistance

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

Drug-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. The college will require a fee of \$15 for all transcripts requested.

Student Activities Program

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

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

Academic Recognition

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

Technician, Medical Billing and Coding Specialist, Electronics Engineering Technology, or Criminal Justice and Security Administration. Certificates are awarded to students who have successfully completed English as a Second Language program.

Pizza with the President

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

Other Activities

- Service-Learning Projects
- Guest Speaker Program
- Taste of Taylor
- Annual School Picnic
- Constitution Day

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

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

Academic Guidelines

Start Dates

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

Course Titles and Numbering

Business/Training Subjects

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

General Education Subjects

BIO.....Environmental Biology	MAT.....Mathematics
COMCommunication	PCSCollege Readiness
ECN.....Economics	PSYPsychology
ENGEnglish Composition	SOC.....Sociology
HUMHumanities	SPHSpeech

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

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

Academic Achievement

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

U.S. Department of Education Definition of Credit Hour

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

Programs not leading to a degree

Taylor Business Institute currently offers one program that does not lead to a degree:
The English as a Second Language (ESL) program leads to a certificate.

Clock Hour Measurement

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

Academic Load Policy

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

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

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

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

Grading System

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

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

Grading Policy

Grades appearing on student transcripts may be interpreted as follows:

- A** ____ Indicates learning at the highest level. The student not only demonstrated knowledge and understanding of the material but also demonstrated an ability to analyze, synthesize, and evaluate the material with breadth and depth of understanding.
- B** ____ The student not only demonstrated knowledge and understanding of the material, but an ability to apply the material. The student is able, on occasion, to demonstrate an ability to analyze, synthesize, and evaluate the material.

- C** ___ The student demonstrated a basic knowledge and understanding of the material and some ability to apply it.
- D** ___ The student demonstrated limited knowledge and understanding of the material and is not able to apply much of it.
- F** ___ The student failed to demonstrate an acceptable knowledge or understanding of the material, and therefore is not able to apply it. Students earning an F in any required course must repeat that course satisfactorily prior to graduation.
- I** ___ *Incomplete*: Indicates that the student has not completed all work required for the course. Incomplete work must be made up within six weeks of the end of the term within which the I was earned, or a grade of F will result.
- W** ___ *Withdrawal*: Indicates that the student withdrew from the course prior to completion of the term. A course in which a student earns a W will not be considered in the calculation of the cumulative grade point average (CGPA) but will be considered in totaling credits attempted.
- W/A** ___ *Withdrawal due to Attendance*: Indicates that the student was withdrawn from the course prior to the completion of the term due to unsatisfactory attendance. A course in which a student earns a W/A will not be considered in the calculation of the cumulative grade point average (CGPA) but will be considered in totaling credits attempted.
- V** ___ *Audit*: Indicates that the student audited the course. Audited courses are attended by the student but do not affect degree credit, credits attempted, or GPA.
- Exam** ___ Indicates that the student demonstrated knowledge and skill in the subject through a proficiency examination. Proficiency examinations count toward degree credit but are not considered in GPA calculation.
- TR** ___ *Transferred*: Indicates that the student transferred credit for the course from another institution. Courses for which the student transferred credit from another institution are not considered in calculating GPA at Taylor Business Institute

Assignment of Grades

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

The Right of an Instructor to Assign Grades

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

The Right of a Student to Appeal the Assigned Grade

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

Progress and Advancement

Repeat Class Policy (Repeating to raise a grade)

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

Grade Changes

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

Incomplete Grade Policy

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

Advancement and Graduation

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

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

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

Degree and Certificate Programs

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

Curriculum

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

Student Academic Responsibility

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

Transferring Taylor Business Institute's Credits to Other Institutions

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

The Criminal Justice and Security Administration Degree Program Credits

The Criminal Justice and Security Administration program is designed to prepare its graduates for career opportunities in the ever-expanding field of Criminal Justice and Security Administration. Taylor Business Institute's credits are accepted by the Chicago Police Department.

Articulation Relationships:

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

1. National-Louis University
2. East-West University
3. University of Phoenix
4. OnlineDegree.com
5. 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 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
29 E Madison, LL
Chicago, Illinois 60602;
or

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

Unofficial Withdrawal Policy

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

Termination by the College

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

Student Rights and Responsibilities

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

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

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.tbii.edu).

Diversity

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

Taylor Business Institute Diversity Break-out by Student Body

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

Taylor Business Institute Diversity Break-out by Student Body

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

	18 or under	19 - 21	22-25	26 - 30	31 - 35	36 - 40	41 - 50	50+	
Age	0%	8.33%	20.83%	12.50%	16.67%	25.00%	12.50%	4.17%	
Gender	Male		Female		Unknown				
	66%		34%		0%				
Sexual Orientation	Hetero-sexual		Homo-sexual		Bi-sexual		LGBTQ	Other	Unknown
	58.33%		4.17%		0%		0%	6.25%	
Origin/Country of Birth	United States		Middle-East	Asia	Latin America	Eastern Europe	Western Europe	Africa	
	2.08%	12.50%	68.75%	8.33%	4.17%	4.17%	0.00%		
Race	Black/ African American		Hispanic/ Chicano		White/ Caucasian	Asian/P.I./ Filipino	Middle-Eastern	Other	
	8.33%		12.50%		2.08%	54.17%	4.17%	18.75%	
Religion	Catholic	Protestant		Muslim	Jew	Budhist	Hindu	Baptist	Methodist
	16.67%	0%		29.17%	0%	0%	35.42%	4.17%	0%
	Pentecostal	Church of God		Episcopalian	Atheist	None	Unknown	Other	
	2.08%	0%		2.08%	0.00%	4.17%	2.08%	4.17%	
Educational Status	High School Graduate		GED	Some College	College Degree or Highest Credential Received		Other*		
	41.67%		6.25%	16.67%	29.16%		6.25%		
Transportation	Own Vehicle	Car Pool	Bus CTA	Bus PACE	Train CTA	Train METRA	Other		
	29.17%	2.08%	31.25%	14.58%	47.92%	35.42%	10.42%		
Household Status	Single: Living on Own/No Dependents	Single: Living on Own/No Dependents	Single: Caring for Children	Single: Living with Parents	Married: No Children or Dependents	Married: with Children	Married: Living with Relatives	Other	
	41.67%	4.17%	6.25%	6.25%	0.00%	25%	12.50%	8.33%	
Work Status	Not Working		Part-Time		Full-Time		Not Eligible to Work in the U.S.		
	47.92%		12.50%		2.08%		45.83%		
Household Income	Below \$10,000 / Year	Below \$20,000 / Year	\$20,000 to \$35,000 / Year	\$35,000 to \$50,000 / Year	\$50,000 to \$75,000 / Year	Over \$75,000 / Year			
	41.67%	29.17%	14.58%	10.42%	0%	4.17%			

Note: Data reflects results from the bi-annual Diversity and Inclusion Climate Survey conducted in June 2023.

Academic Dishonesty

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

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

- Submitting another student's work as one's own
- Giving test questions or answers to, or receiving test questions or answers from, other students
- Copying, or allowing another student to copy answers or work during a test
- Using materials that are not permitted during a test
- The following acts will be considered plagiarism⁷:
 - presenting ideas and words of another as one's own
 - to use someone's production without crediting the source or giving incorrect information about the sources
 - to present as new and original an idea derived from an existing source
 - failing to put a quotation in quotation marks and citing that quotation
 - changing the words but keeping the sentence structure the same without giving credit, or copying so many words and/or ideas that it makes up the majority of the work
- Copying, or having someone else prepare homework, papers, projects, laboratory reports, or take-home exams (except in those cases designated as group work by the instructor)
- Participating in, assisting with, or knowing about and failing to report any of the above or related activities

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

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

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

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

The Scope and Nature of Copyright Protection

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

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

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

The Public Domain and Other "Free" Works

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

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

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

Drug/Alcohol

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

Profanity

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

Weapons

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

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

Smoking and Vaping

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

Grievance Policy

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

The grievance process involves the following steps:

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

Step Two: If a mutually satisfactory resolution cannot be reached through a direct conference, the aggrieved party should request a conference with the Dean of Academic Affairs.

Step Three: If not an education or academic matter and if a mutually satisfactory resolution cannot be reached through a direct conference, the aggrieved party should request a conference with the employee's immediate supervisor.

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

Within 24 hours of receipt of a written grievance, the President will schedule a Grievance Committee Hearing and notify all parties concerned. The Committee will consist of the President or her designee and two staff or faculty members not involved in the matter in question. All persons directly involved, or their representatives, must be present at the hearing. Both parties will be given the opportunity to discuss the grievance at that time. The Grievance

Committee will then excuse the parties and immediately review and rule on the case. The decision of the Committee will be communicated to those involved in the grievance within 48 hours. The Committee decision will be considered as final unless the aggrieved party elects to have that decision reviewed by a representative(s) of the college's Board of Governors. To request that review, the aggrieved party may contact the representative(s) of the Board of Governors at board@tbiil.edu.

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

Illinois Board of Higher Education (IBHE)

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

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

Satisfactory Academic Progress

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

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

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

Qualitative Standard

Taylor Business Institute students will be evaluated at the end of each 10-week quarter for the duration of their program. In order to be considered to be making satisfactory academic progress toward a degree, a student must have attained a grade point average that is consistent with the possibility of long-term success in his or her program. TBI understands that new students sometimes require time to adjust to the academic environment. TBI permits students who earn less than a 2.0 average early in their program to remain enrolled but will be put on warning and/or academic probation. 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- 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

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

Developmental Courses

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

Incomplete Grade Policy

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

Course Withdrawals

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

Timeframe standard

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

QUANTITATIVE STANDARD

Pace standard

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

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

Timeframe Standard

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

Degree Programs

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

Certificate Program: English as a Second Language

Placement Level	Normal Length of Program in Clock Hours	Maximum Time Frame for Completion in Clock Hours
ESL100	1400	2100
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 for 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 terms in 2 different courses is required.
2. The student's account must be current at the time of request.
3. The student's attendance must be satisfactory.
4. The student must be making satisfactory academic progress, a CGPA of 2.0 or better.

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

Medical Leave

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

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

Academic and Career Programs

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

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

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

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

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

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

Certificate Programs

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

English as a Second Language (ESL)

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

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

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

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

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

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

2. Communicate effectively both orally and in writing.

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

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

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

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

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

General Education Core

39 Quarter Credit Hours

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

COMMUNICATIONS (12 hours required)

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

MATHEMATICS (8 hours required)

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

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

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

SOCIAL/BEHAVIORAL SCIENCES (7 hours required)

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

HUMANITIES (choose one – 4 hours required)

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

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

ELECTIVES

ENV 101	Climate Change and Cyrosphere	5
AHC 101	Introduction to Public Health	4
CJ 125	Cybersecurity and Cybercrime.....	4
BIO 101	Biology-Introduction to Organisms and Ecosystems.....	4

Program Description

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

Program Learning Outcomes

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

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

Career Opportunities

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

Entrance Requirements

See Admission Policies on pages 24-30 of the TBI academic catalog.

Training Equipment & Software

Students will use computers, academic and industry software.

Class Size

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

Accounting Technician Program Outline

GENERAL EDUCATION CORE (39 Credits)

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

CORE REQUIREMENTS (44 Credits)

ACC 101	Accounting I	4
ACC 102	Accounting I Lab	2
ACC 103	Accounting II	4
ACC 104	Accounting II Lab	2
ACC 108	Income Tax & Payroll System	4
ACC 201	Accounting III	4
ACC 202	Accounting III Lab	2
ACC 203	Cost Accounting I	4
ACC 204	Cost Accounting I Lab	2
ACC 205	Cost Accounting II	4
ACC 206	Cost Accounting II Lab	2
**ACC 207	Certification Prep Seminar	2
BUS 106A	Introduction to Business	4
BUS201A	Business Law*	4

ELECTIVE: Entrepreneurship Track (16 Credits)

ENT 207	Understanding Entrepreneurship	4
ENT 208	Procedures policies and practices for Entrepreneurship	4
ACC209	Accounting & Managing for a small Business	4
ENT 203	Digital Marketing & social media	4

SUPPORT REQUIREMENTS (14 Credits)

BUS 103A	Intro to Accounting Software	2
BUS 104C	Introduction to Microsoft Office Suite Applications	2
BUS 115	Economics for Business	4
ACC 299	Integrative Seminar in Accounting Technician	2
CIS 101	Computer Literacy	2
CIS 111	Advanced Excel	2

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

Program Description

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

Program Learning Outcomes

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

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

Career Opportunities

Graduates of this program are prepared for entry-level positions in such areas as security, loss prevention and surveillance. Other career opportunities include positions in corporate or private

security management, retail or industrial loss prevention, and insurance investigation. For individuals who are currently employed in entry level positions in the field of criminal justice, the Criminal Justice and Security Administration degree program will provide a solid educational foundation for professional development and advancement. TBI's credits transfer to the Chicago Police Department (CPD).

Entrance Requirements

See Admission Policies on pages 24-30 of the TBI academic catalog.

Training Equipment and Related Activities

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

Class Size

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

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

Criminal Justice & Security Administration Program Outline

GENERAL EDUCATION CORE (39 Credits)

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

CORE REQUIREMENTS (53 Credits)

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

SUPPORT REQUIREMENTS (4 Credits)

CJSA299	Integrative Seminar in Criminal Justice and Security Administration	2
CIS 101	Computer Literacy	2

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

Program Description

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

Program Learning Outcomes

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

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

Career Opportunities

Successful Graduates will qualify for a variety of positions in Electronics Engineering Technology. Career fields to include: Electronics Laboratory technician; Electronics Build, Test and Analysis;

Electronic System Installation and Maintenance, Manufacturing Equipment Installation/Maintenance; Technical Sales/Support.

Entrance Requirements

To ensure the success of the applicant, entrance requirements will be strictly enforced. See Admissions Policies on pages 24-30 of the TBI academic catalog.

Training Equipment

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

Class Size

Class sizes range from 10 to 15 students.

Electronics Engineering Technology Program Outline

GENERAL EDUCATION (39 Credits)

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

CORE REQUIREMENTS (59 Credits)

EET 101/102L.....Principles of Electronics (Lecture=4, Lab=2).....	6
EET 103B/104L.....Solid State Devices (Lecture=4, Lab=2).....	6
EET 105B/106L.....Digital Systems (Lecture=4, Lab=2)	6
EET 107	4
EET 125/126L.....Advanced Digital Systems (Lecture=4, Lab=2)	6
EET 127/128L.....Circuit Analysis (Lecture=4, Lab=2).....	6
EET 201A/202L.....Digital Communications (Lecture=4, Lab=2)	6
EET 203A/204L.....Micro-Controllers (Lecture=4, Lab=2).....	6
EET 298	2
EET 299	2
CIT 106	3
CIT 111	3
PROG 101.....CLA: Programming Essentials in C++	3

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

ELECTIVES

CISCO and A+ Program Training Track (12 Credits)

CIT 106.....IT Essentials: PC Hardware and Software.....	3
CIT 116.....CCNA V7: Introduction to Networks	3
CIT 121.....CCNA V7: Switching, Routing & Wireless Essentials ..	3
CIT 126.....CCNA V7: Enterprise Networking, Security & Automation	3

Programming³ Training Track (12 Credits)

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

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

SUPPORT REQUIREMENTS (4 Credits)

CIS 101	2
CIS 111	2

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

Program Description

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

Program Learning Outcomes

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

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

Career Opportunities

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

Entrance Requirements

See Admission Policies on pages 24-30 of the TBI academic catalog.

Training Equipment

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

Class Size

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

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

Medical Billing and Coding Specialist Program Outline

GENERAL EDUCATION (39 Credits)

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

CORE REQUIREMENTS (51 Credits)

MBS 101	Introduction to Medical Billing	4
MBS 102C	Anatomy and Physiology	4
MBS 104A	Medical Terminology	4
MBS 106A	Introduction to Medical Coding	4
MBS 201A	Medical Billing	4
MBS 202A	Medical Coding for Billers	4
MBS 203C	Introduction to EMR and EHR	4
MBS 206B	Healthcare Regulations and Guidelines	3
MBS 211	Pathophysiology and Pharmacology	4
MBS 212	Advanced Medical Billing Lab	4
MBS 213	Advanced Medical Coding Lab	4
MBS 110A	Introduction to Health Information Technology	3
MBS 203L	EMR /EHR Lab	2
MBS 204A	Medical Record Documentation and Management	3

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

ELECTIVES:

Health Information Technology (12 Credits)

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

Health Information Management (16 Credits)

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

SUPPORT REQUIREMENTS (6 Credits)

BUS 104CIntroduction to Microsoft Office Suite Applications	2
CIS 101Computer Literacy	2
MBCS299Integrative Seminar in Medical Billing and Coding	2
	Specialist	
SRL 101Certification Prep Lab**	
SRL 102Skills Reinforcement Lab**	

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

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

Program Description

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

Program Learning Outcomes

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

Entrance Requirements

See Admission Policies for ESL program on page 30-31 of the TBI academic catalog.

Training Equipment

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

Exit Testing

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

Class Size

Classes generally range in size from 15 to 20 students.

ESL Program Outline

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

** ESL 107 offers the ESL student the opportunity to participate in four additional preparation options and is not a requirement for program completion. Only students who have satisfied all program requirements as described for the English as a Second Language program are eligible to enroll for this additional preparation option.

Course Descriptions

Accounting Technician Courses

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

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

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

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

ACC 103.....Accounting II
 Quarter Credit Hours 4
 Prerequisite ACC 101
 Co-requisite..... ACC 104

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

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

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

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

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

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

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

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

Students use accounting software to perform work assignments based on material covered in ACC 201. Introduction to database software for analysis and interpretation of financial records.

ACC 203.....Cost Accounting I
 Quarter Credit Hours.....4
 Prerequisites ACC 201
 Co-requisite ACC 204

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

ACC 204.....Cost Accounting I Lab
 Quarter Credit Hours 2
 Prerequisites.....ACC 202
 Co-requisite.....ACC 203

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

ACC 205.....Cost Accounting II
 Quarter Credit Hours 4
 PrerequisiteACC 203
 Co-requisite.....ACC 206

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

ACC 206.....Cost Accounting II Lab
 Quarter Credit Hours 2
 Prerequisites.....ACC 204
 Co-requisite.....ACC 205

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

ACC 207.....Certification Prep Seminar
 Quarter Credit Hours 2

This certification preparation course is designed to review the exam structure, key topics and learn test-taking strategies to successfully pass all four parts of the Certified Professional Bookkeeping Certification exam offered by AIPB. This course utilizes the course materials designed by AIPB. Students are expected to develop the test taking skills by taking mock tests and classroom discussions.

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

In this capstone course, Accounting Technician students will examine and integrate their learning across the curriculum, including general

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

Elective Courses for Accounting Program

**ENT 207
 Understanding Entrepreneurship – (Starting your own Business)**
 Quarter Credit Hours.....4

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

**ENT 208
 Procedures Policies and Practices for Entrepreneurship**
 Quarter Credit Hours.....4

Prerequisite.....ENT 207
 This course instructs the student in the most common practices and procedures required to start up a business. It introduces various required filings, insurance considerations, and possible approvals. It reviews payroll processing and tax filings. It provides an overview of hiring and firing practices, purchasing or leasing space, purchasing of equipment as well as general polices applicable to most businesses.

**ACC 209
 Accounting & Managing for a Small Business**
 Quarter Credit Hours.....4
 Prerequisite..... ACC 108, ACC 101
 Co-requisiteENT 207

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

ENT 203Digital Marketing and Social Media
 Quarter Credit Hours4

This course examines the various marketing approaches used to attract customers, analysis various sales strategies used in determining such concepts as target markets and close rates. It examines the emerging forms of social media in terms of effectiveness and methods and means of optimization. The course will also explore the various ways businesses respond to media inquiries through the management of such systems as sales forces, phone banks, customer service and on-line responses.

Business Courses

BUS 102B..... Business Communications
 Quarter Credit Hours4
 Prerequisite Earn a C or better in COM 100

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

BUS 103A.....Intro to Accounting Software
 Quarter Credit Hours2

This lab course introduces the accounting students to the commonly used accounting software such as QuickBooks. The students apply the learned accounting principles to the simulated case studies using QuickBooks. Successful completion of the course requires

students to create and manage all accounting functions of a business.

BUS 104C.....Introduction to Microsoft Office Suite Applications
 Quarter Credit Hours.....2

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

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

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

BUS 115..... Economics for Business
 Quarter Credit Hours.....4

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

BUS 201A..... Business Law
 Quarter Credit Hours.....4

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

Computer Information Systems Courses

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

Quarter Credit Hours 2

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

CIS 111Advanced Excel

Quarter Credit Hours 2

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

Criminal Justice and Security Administration Courses

CJS 101Introduction to Criminal Justice

Quarter Credit Hours 4

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

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

CJS 102.....Basic Security Concepts and Practices

Quarter Credit Hours.....3

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

CJS 103A Electronic Security & Surveillance Lab

Quarter Credit Hours.....3

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

CJS 104.....Introduction to Criminology

Quarter Credit Hours.....4

Prerequisite:.....CJS 101 or departmental consent

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

CJS 105..... First Responder and Emergency Procedures Seminar

Quarter Credit Hours.....3

This course discusses the roles of first responders in a variety of emergency scenarios. Full-size CPR manikins and AED equipment is used to

provide hand-on training in basic first aid and cardiopulmonary resuscitation (CPR). Students receive AED/CPR training by a certified AED/CPR instructor using life size and are certified to use AED equipment and perform CPR. In addition, students are encouraged to complete a minimum of five FEMA independent study courses for related to emergency preparedness.

CJS 106 Constitutional Law

Quarter Credit Hours4

PrerequisiteCJS 101

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

CJS 107Introduction to Corrections

Quarter Credit Hours4

PrerequisiteCJS 101 or departmental consent

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

CJS 108 Probation and Parole

Quarter Credit Hours4

Prerequisite:CJS 101 or departmental consent

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

CJS 109 Juvenile Delinquency/

Juvenile Justice

Quarter Credit Hours.....4

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

CJS 110..... Police Organization & Management

Quarter Credit Hours.....4

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

CJS 111.....Homeland Security & Terrorism

Quarter Credit Hours.....4

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

CJS 112A Communication and Case Reporting Workshop

Quarter Credit Hours.....2

Prerequisite.....CJS 101

This workshop provides practice with the formats involved in writing reports describing factual events within the criminal justice field. It familiarizes students with forms and specialized vocabulary common to criminal justice communications. Writing assignments and

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

CJS 201Criminal Law
Quarter Credit Hours 4
PrerequisiteCJS 101

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

**CJS 203A Firearms Safety and
Defensive Tactics Seminar**
Quarter Credit Hours 2

This course discusses firearms history, safety, maintenance, and use. It will review local and national firearms laws. Students receive hands-on firearms safety and handling training using training Blueguns in class and at a gun range using real firearms. Students are encouraged to apply for FOID card and Concealed Carry license. The Course also introduces the student to Verbal Judo to self-defense through communication instead of force as a defense.

CJS 204Criminal Investigations
Quarter Credit Hours 4
PrerequisiteCJS 101

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

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

In this capstone course, Criminal Justice and Security Administration students will examine and integrate their learning across the curriculum, including general education and professional

knowledge, skills and attitudes. They will demonstrate their learning and job readiness in Criminal Justice and Security Administration fields through the production of a portfolio. This portfolio will document their learning and show performance on internal and external assessment tools Prerequisites include a C or better in ENG 101, a minimum cumulative GPA of 2.0 and completion of the following CJSA courses: CJS101, CJS102, CJS106, CJS201

Electronics Engineering Technology Courses

EET 101 Principles of Electronics
Quarter Credit Hours.....4
Prerequisites EET 107
Co-requisiteEET 102L

This course offers a concise and practical overview of the basic principles, theorems, circuit behavior and problem-solving procedures for basic electronic components, including resistors, capacitors, inductors and transformers. Basic electronic circuit building blocks are introduced, including amplifiers, voltage references and logic circuits. Writing assignments and reserved readings, as appropriate to the discipline, are part of the course.

EET 102L Principles of Electronics Lab
Quarter Credit Hours.....2
Co-requisite EET 101

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

EET 103B Solid State Devices
Quarter Credit Hours.....4
Prerequisites EET 101
Co-requisiteEET 104L

This course introduces students to semiconductor materials, physics, devices and technology. This course develops basic semiconductor physics

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

EET 104L.....Solid State Devices Lab
 Quarter Credit Hours 2
 Co-requisite.....EET 103B

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

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

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

EET 106L.....Digital Systems Lab
 Quarter Credit Hours 2
 Co-requisitesEET 105B

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

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

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

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

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

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

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

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

Discussion of advanced digital logic and troubleshooting of digital systems. Large scale integrated circuits, including programmable

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

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

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

EET 127 Circuit Analysis
Quarter Credit Hours 4
Prerequisites..... EET 101, EET 107
Co-requisite..... EET 128L

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

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

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

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

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

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

EET 202L Digital Communications Lab
Quarter Credit Hours.....2
Co-requisites EET 201A

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

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

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

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

In conjunction with EET203, this course provides students with the background needed to understand and use any 8/16-bit micro-controller. Employing a microcontroller used in industry (selection based on industry trends), students explore bus operation, peripheral ports, clock behavior and input/output functions. Basic code examples from manufacturer's support centers are compiled, and program loading are also covered.

EET 298.....Senior Project
Quarter Credit Hours.....2

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

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

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

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

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

Elective Courses for Electronics Engineering Technology Program

CISCO and A+ Program Training Track (12 Credits)

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

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

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

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

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

Survey of network architecture and operations of routers and switches in a networked environment. Learn to configure and analyze routers and switches. Contrast and implement routing and switching operations. Preparation for CCNA. Prerequisite: CIT 116 – CCNA V7: Introduction

to Networks with a grade of C or better, or equivalent or consent of instructor.

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

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

PROGRAMMING

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

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

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

As one of the most popular programming languages, C++ is hailed for its efficiency and its ease for developing games, real-time systems, and applications with graphical libraries. Take the course to learn the basics of programming in the C++ language, and the fundamental notions and techniques it uses. C++ knowledge lends

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

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

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

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

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

**PROG 121PCAP:
..... Programming Essentials in Python**
Quarter Credit Hours 3

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

Medical Biller Specialist Courses

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

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

MBS 102C..... Anatomy and Physiology
Quarter Credit Hours 4

This course will place a strong emphasis on building a foundation of anatomy and physiology as it relates to the different human body systems. Student will be introduced to the basic concepts

in various levels of anatomical organization. The topics covered will include neurology, endocrinology, osteology, myology, integumentary system, endocrinology, hematology, cardiology, pulmonology, urology, immunology, gastroenterology and special senses. Vocabulary building will be stressed. The students will learn to apply the knowledge of anatomy and physiology to medical billing and associated medical specialties. Writing assignments and reserved readings, as appropriate to the discipline, are part of the course.

MBS 104AMedical Terminology
Quarter Credit Hours.....4
Prerequisite.....MBS 102B

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

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

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

MBS 201A.....Medical Billing
Quarter Credit Hours 4
PrerequisiteMBS 101

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

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

This course focuses on the applications of coding. In this course, the students will code source documents that he or she can expect to encounter in employment. The student will analyze and synthesize source documents and learn how to report ICD-10-CM, CPT-4, and HCPCS codes based on medical documentation. ICD-10-PCS for inpatient billing is introduced at this level. Writing assignments and reserved readings, as appropriate to the discipline, are part of the course.

MBS203C.....Introduction to EMR & EHR
Quarter Credit Hours 3
PrerequisiteMBS 101

This course will introduce the students to the electronic billing and coding process with the use of EMR and EHR. Students will gain knowledge and various steps in processing patient claims and claim transmission for the purposes of payment and reimbursement. Emphasis will be placed on the administrative and electronic skills necessary

for the effective billing and coding, collection and reimbursement of claims within the medical business office and hospitals. Students will gain hand-on experience with patient records, management, insurance billing, collections and receipt of insurance reimbursements. Upon completion of this course, student should be able to demonstrate basic understanding of EMR and EHR.

MBS206BHealthcare Regulations and Guidelines
Quarter Credit Hours.....3
Prerequisite..MBS 101, MBS102B, MBS106A

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

MBS 211Pathophysiology and Pharmacology
Quarter Credit Hours.....4
Prerequisite..... MBS102B, MBS104A

An introduction to basic concepts of pathophysiology and pharmacology. Students

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

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

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

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

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

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

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

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

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

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

In this capstone course, Medical Billing and Coding Specialist students will examine and

integrate their learning across the curriculum, including general education and professional knowledge, skills and attitudes. They will demonstrate their learning and job readiness in the Health Care field through the production of a portfolio. This portfolio will document their learning and show performance on internal and external assessment tools. Prerequisites include a C or better in ENG 101, a minimum cumulative GPA of 2.0 and completion of the following: Must have taken NHA CBCS exam, MBS 203A and MBS 206B

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

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

MBS 110A Introduction to Health Information Technology
 Quarter Credit Hours 3

This course will introduce students to health record content in administrative and clinical information systems. Basic understanding of primary and secondary use of health care documentation and data. Emphasis will be placed on proper use and utilization of medical documentation requirements of various providers and disciplines to support organizational, regulatory and accreditation standards. Data management practices that ensure the accuracy and integrity of health data are analyzed. Students will gain hands-on experience on managing health records and clinical information through EhrGo.

MBS 203L..... EMR/HER Lab
 Quarter Credit Hours 2

This lab course introduces students to the practical use of EMR and EHR. The students will be introduced to Medisoft (EMR) and EhrGo

(EHR) Students will practice medical billing and coding scenarios using simulations in processing patient claims, coding and claim transmission for the purposes of payment and reimbursement. Students will also gain knowledge about the administrative functions associated with each billing step.

MBS 204A..... Medical Record Documentation and Management
 Quarter Credit Hours.....3
 Prerequisite.....MBS 203C

This course has a theory and practical aspect. It addresses information systems theory, electronic health record concepts and associated infrastructure and applications. It also helps student understand the implementation of health record information systems. The practical aspect of it will be training on EhrGo software system.

HIM 101..... Introduction to Health Information Management
 Quarter Credit Hours.....4
 Prerequisite.....HIT 102L

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

Elective Courses for Medical Billing & Coding Specialist Program

HIT 105..... Health Services and Information Systems with Lab
 Quarter Credit Hours.....3
 Prerequisite..... MBS 110A, MBS 203C

Examines health record content in administrative and clinical information systems. Documentation requirements of various providers and disciplines to support organizational, regulatory and

accreditation standards are evaluated. Primary and secondary uses of health data are explored. Data governance and data management practices that ensure the accuracy and integrity of health data are analyzed.

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

Quarter Credit Hours3
 PrerequisiteMBS 201 A

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

HIT 107..... Data Analysis and Application

Quarter Credit Hours3
 PrerequisiteBUS 104C

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

HIT 110..... RHIT Certification Preparation

Quarter Credit Hours3
 Prerequisite:MBS 203C, MBS 110A, MBS 204A, HIT 105, HIT 106, HIT 107

This review course is designed to prepare students for RHIT certification exam. All aspect of RHIT will be discussed. Through these course students will learn test taking strategies and will

be doing mock exams. Students will be guided to prepare for the test.

HIM 201..... Health Information Management

Quarter Credit Hours.....3
 Prerequisite.....HIM 101

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

HIM 104 Healthcare Delivery Systems

Quarter Credit Hours.....3
 Prerequisite.....HIM 101

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

HIM 106 Quality Performance and Improvement

Quarter Credit Hours.....3
 Prerequisite.....HIM 201

This course is designed to introduce students to all the factors essential for ensuring the quality of care, the expectations of patients, healthcare professionals, the general public, regulatory, and accrediting bodies, payers, and other stakeholders. Students will also explore the role of leadership in the success of quality and

performance improvement initiatives. Quality management concepts like patient safety, risk assessment and prevention, peer review, and patient experience and satisfaction, and performance improvement and management concepts, systems, practices, and technologies are examined.

HIM 110 Healthcare Research and Statistics

Quarter Credit Hours 3
 Prerequisite HIM 201

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

**General Education Courses
 Communication**

COM 099.....Developing Critical Reading Skills

Quarter Credit Hours 4

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

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

Quarter Credit Hours.....4

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

ENG 101 English Composition I

Quarter Credit Hours.....4

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

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

ENG 102REnglish Composition II

Quarter Credit Hours.....4

Prerequisite:.....Earn a C or better in ENG 101

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

SPH 101.....Speech
Quarter Credit Hours 4

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

Humanities

ENG 200.....Survey of American Literature
Quarter Credit Hours 4

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

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

HIS 101United States History:
1865 to the present

Quarter Credit Hours 4

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

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

Quarter Credit Hours 4

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

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

Mathematics

MAT 100Foundations of Mathematics
Quarter Credit Hours.....4

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

MAT 103Intermediate Algebra
Quarter Credit Hours.....4

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

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

MAT 130Quantitative Literacy
Quarter Credit Hours.....4

Prerequisite.....MAT 103

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

Physical and Life Sciences

BIO 119Environmental Biology
Quarter Credit Hours.....4

Co-requisite BIO 120L

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

BIO 120L Environmental Biology Lab
 Quarter Credit Hours 4
 Co-requisite..... BIO 119

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

PHY 109 Physics and Society
 Quarter Credit Hours 4

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

PHY 110L Physics Lab
 Quarter Credit Hours 4

Co-requisitePHY 109

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

Social and Behavioral Sciences

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

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

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

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

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

The study of society, focusing on the rules, interactions and cultural patterns that organize everyday life. Includes the analysis of social conflict, the structure and function of institutions, the dynamics of individual and group interactions, social stratification and interactions

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

ECN 101 Economic Principles
Quarter Credit Hours 4

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

General Elective Courses

ENV 101... Climate Change and Cryosphere
Credit Hours..... 5

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

AHC 101 Introduction to Public Health
Quarter Credit Hours 4

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

CJ 125.....Cybersecurity and Cybercrime
Quarter Credit Hours.....4

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

BIO 101.....Biology-Introduction to
Organisms and Ecosystems
Quarter Credit Hours.....4

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

English as a Second Language **Courses**

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

The Beginner Level ESL course is designed to lay a strong foundation for students to express personal thoughts and ideas in basic written English. Through prompts covering everyday topics, participants learn to construct simple and compound sentences primarily in the present and present progressive tenses. The curriculum

focuses on essential grammar rules, sentence structures, and basic punctuation and capitalization principles. Additionally, students are introduced to reading nonfiction articles, developing critical thinking skills, expanding vocabulary, and applying fundamental reading strategies. The course also provides an introduction to listening and speaking skills, with activities like interviews and conversations to familiarize students with U.S. conversational norms and to build confidence in understanding basic spoken English. Throughout, emphasis is placed on vocabulary expansion, speaking proficiency, and comprehension of basic English grammar concepts.

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

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

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

The Low Intermediate Level ESL course aims to enhance English language skills across multiple domains. In writing, students learn to craft coherent paragraphs, focusing on planning, composing, organization, and common

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

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

ESL103 Intermediate level builds upon low intermediate grammar principles, emphasizing the construction of simple, compound, and complex sentences alongside English verb forms and usage, including verbals and phrasal verbs. Students delve into modal verbs to express necessity, prohibition, and expectation. The course centers on reading informational articles, employing before-, during-, and after-reading strategies, and enhancing vocabulary through collocation, word analysis, and practice in both general and academic contexts. Emphasis is placed on developing comprehension skills through answering various types of questions, analyzing text structures and features, and utilizing graphic aids. Additionally, the course enhances listening and speaking skills, particularly in academic contexts, through discussions, note-taking techniques, and speaking to groups. Writing skills are honed through essay composition, focusing on planning, organization, essay types, and peer editing, with a focus on common errors. Throughout, students strengthen their ability to understand and communicate in English across diverse media and contexts.

ESL 104.....High Intermediate Level

Clock Hours 200

Prerequisite Placement Test or successful completion of the previous level

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

ESL 105.....Advanced Level

Clock Hours 200

Prerequisite Placement Test or successful completion of the previous level

ESL105 Advanced Level is tailored to enhance and refine students' language proficiency across all skill areas, with a particular emphasis on written communication, reading, and writing. Students develop advanced skills in interpreting, analyzing, and articulating themselves proficiently in the target language. This level

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

ESL 106 The Proficiency Level

Clock Hours 200

Prerequisite Placement Test or successful completion of the previous level

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

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

Elective heading

ESL107	Elective Levels
Clock Hours	200
Prerequisite	Successful completion of ESL 106

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

ESL107A: ESL Review

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

ESL107B: Business English

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

ESL107C: Introduction to US Culture and Society

ESL107C Introduction to US Culture and Society is designed to provide ESL students with a comprehensive understanding of American culture and society, facilitating their integration into the cultural landscape of the United States. Throughout the course, students explore various aspects of American culture, including customs, traditions, values, and social norms. Topics may cover American history, government, popular culture, social etiquette, and everyday life. By delving into these subjects, students gain valuable insights that enable them to navigate and interact effectively within American society. Moreover, the course fosters cross-cultural awareness and sensitivity, empowering students to embrace cultural diversity while developing a sense of belonging and confidence in their interactions within the US cultural context. Through engaging discussions, activities, and experiential learning opportunities, ESL students acquire the knowledge and skills necessary to thrive personally and professionally in their new cultural environment.

ESL107D: TOEFL iBT Preparation

ESL107D TOEFL iBT Preparation is tailored for students preparing to take the Test of English as a Foreign Language (TOEFL) internet-based exam, widely utilized by universities and colleges in the United States and Canada to assess the English proficiency of non-native speakers. The course is structured to comprehensively cover the four core skills evaluated in the TOEFL iBT: reading, listening, speaking, and writing, with a keen focus on the test's question types and activities. Through targeted practice sessions mirroring TOEFL iBT formats and time

constraints, students familiarize themselves with the exam's structure and develop strategies for accurately responding to oral and written questions. Moreover, the course equips students with the necessary skills to craft successful integrated and independent writing tasks. Ultimately, ESL107D aims to empower students to achieve TOEFL scores that facilitate their admission into higher education programs or enhance their prospects for employment in their home countries.

Student Consumer Information

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Educational programs	68, http://www.tbiil.edu/academic-programs/
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Campus security	http://www.tbiil.edu/student-consumer-information/
Drug and alcohol abuse prevention program	http://www.tbiil.edu/student-consumer-information/
Emergency procedures	http://www.tbiil.edu/student-consumer-information/
Fire safety	http://www.tbiil.edu/student-consumer-information/
Student Financial Assistance	
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Contact information for assistance in obtaining institutional or financial aid information	http://www.tbiil.edu/student-consumer-information/
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Federal student financial aid penalties for drug law violations	41
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Title IV Code of Conduct Policy	http://www.tbiil.edu/student-consumer-information/
Student Outcomes	
Number of students who graduated	http://www.tbiil.edu/student-consumer-information/
Job placement for graduates in field or related field	http://www.tbiil.edu/student-consumer-information/
Placement rates for graduates	http://www.tbiil.edu/student-consumer-information/
Retention rates by program	http://www.tbiil.edu/student-consumer-information/
Completion Rate Disclosure	http://www.tbiil.edu/student-consumer-information/

Institutional Assurance

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

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Master's degree Urbana University – Business Health Administration
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TEFL certificate

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B.S Roosevelt University – Business Administration
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Certificate Northeastern University – Applied Psychology

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TESOL – Cleveland State University
Continuing Ed. National Luis University - Bilingual Ed.

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Professor of Medical Billing/Life Sciences
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B.S. Computer Science and Electronics
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M.S Computer Science
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 M.A Robert Morris University– Law Enforcement
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 B.S Southern Illinois University – Business Education
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* Taylor Business Institute maintains a list of adjunct instructors who may be scheduled for specific course needs

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 B.S. Olivet Nazarene University
 M.B.A. Management, Saint Xavier University

Avudootha, Naresh

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 Compliance Manager
 A.A.S Taylor Business Institute – ACC
 MBA - Accounting Osmania University
 M.S. University of Cumberland – Information Systems
 Security

Blake, Monica

Business Office/Student Accounts Manager
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Davis, Florence

Director of Financial Aid and student service coordinator
 B.A. Lake Forest College

Godinez, Gabriela

Executive Assistant
 A.A.S. Taylor Business Institute – Medical Billing and
 Coding

Kumi, Roney

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

Parker, Franklin

Vice President
 B.A. Hampton University

Parker, Janice C.

President/CEO
 A.A. Donnelly College
 B.A. University of Missouri at Kansas City
 *Pd.D. Benedictine College – Kansas

Syed, Faizuddin Misbah

Administration Manager / Information System
 Management
 A.A.S Taylor Business Institute – EET
 B.S. Osmania University
 M.S. University of Cumberland – Information Systems
 Security

Prajapati, Bhavinkumar

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

Professional/Support Staff

Palma, Diamante

Receptionist / Administrative Support

Purdiman, Mary

Receptionist / Administrative Support

Morales, Jacqueline

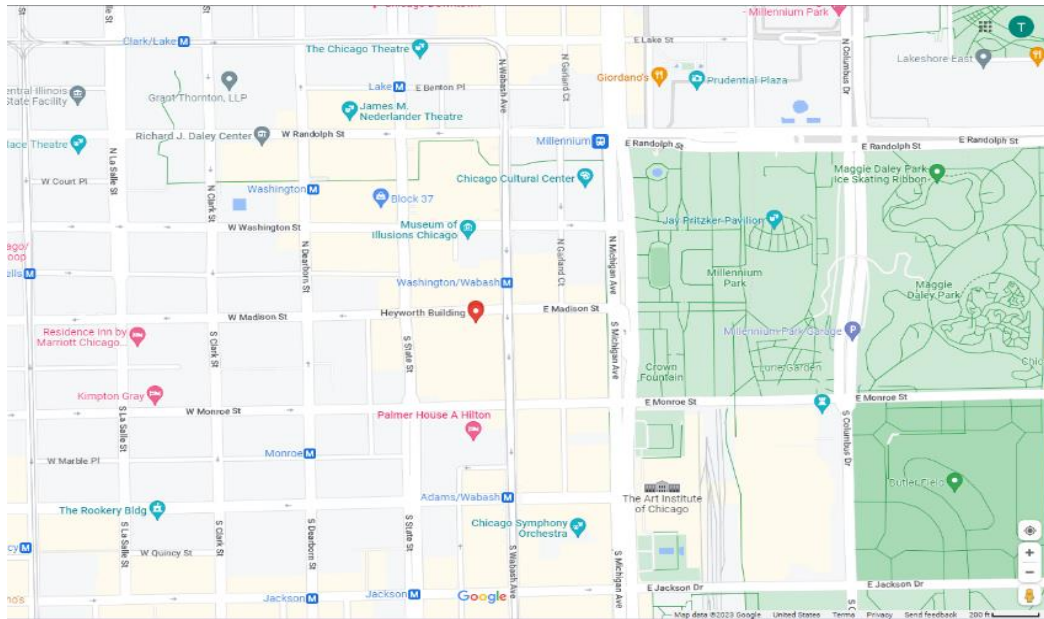
Administrative Assistant to
 Dean/Chief Academic Officer

Admissions Staff

Gomes, Elizabete

Library Support / Admissions Representative

Map and Directions



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

Directions

From the North

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

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

From the West

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

From the South

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

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

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